

Sports Premium Impact Report: St Mabyn*

School	Amount received for 2020-2021	Actual Spend	Remaining to carry forward into 2021-2022 (due to COVID-19)
St Mabyn	£16,713	£13,266.79 (Including staffing)	£3303.21 (To be confirmed in the Autumn Term 2021)

Key indicator 1: The engagement of all pupils in regular physical activity - Chief Medical Officer Guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

- During the Autumn Term we recruited Sports Ambassadors from UKS2 (Pupils had to apply). The Sports Ambassadors lead activities to their peers such as Wake and Shake, lunchtime activities, demonstrations in PE lessons, warmups, and cooldowns. Their volunteering efforts are logged in their logbooks to achieve different levels: 5 hours Bronze Award, 10 hours Silver Award and 15-hour Gold Award.
- Movement breaks have been encouraged throughout this academic year and a recent staff and pupil audit suggests that it is working well in across the school. Most staff are using BBC Supermovers, GoNoodle or Cosmic Yoga. KS2 participate in Wake Up Shake Up every morning which is led by the PE TA and sports ambassadors. During lockdowns movement breaks were used frequently and Joe Wicks to start the day. Pupils have acknowledged this increase in activity and most understand the benefits. Questionnaire evidence suggests 83.3% children in KS2 know that they should be doing 60 minutes of physical activity every day.
- Lunchtime activities have been led by Sports Ambassadors who lead a range of activities on a rota each day. Children who do not want to participate in the lunchtime activities have access to a range of sports equipment which promotes activity. Covid restrictions meant that the Sports Ambassadors could not lead activities to KS1 due to the bubble separations in place.
- New equipment has had a positive impact on behaviour during these times and has enabled pupils to increase physical activity levels. **95.8% pupils suggested that they enjoyed Physical Activity during lunchtimes.** The Sports Ambassadors promoted participation in a wide range of activities across KS2. Suggestions moving forward were for 'cycling, more hockey and more gymnastics.'
- Due to Covid-19, afterschool clubs could not run during Autumn term and the beginning of the Spring term. However, after lockdown restrictions were lifted, a range of clubs resumed in Spring Term 2 and have had good participation levels.
- All Children participate in the daily mile.
- Funfit for targeted pupils to increase activity levels within that cohort of pupils to actively improve their fundamental skills and to some extent self-esteem (see statistics below).

Do you think you are better at running?

90% have improved their running

Do you think you are better at catching?	80% have improved their catching
Do you think you are better at throwing?	86% have improved their throwing
Do you think you are better at following instructions? (listening)	79% think they are better
I think I am more confident in PE now because of Funfit	100% of pupils feel more confident in PE

ACTIONS - Audit again in the Autumn Term the Active Travel - run a competition between the classes, with the prize of an Activity Afternoon. Sports Leaders across the year groups again when COVID allows. Use outdoor gym equipment being used and look at its impact on pupils' engagement and behavior following its use.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

- PE Noticeboard is always being updated with half termly challenges, PE Stars and is promoting the benefits of healthy active lifestyles. This emphasizes PESSPA and being Fit for Life. Newsletters/Dojo and Facebook has been used to emphasize, to encourage activity and raise the profile of PE.
- PE postcards are given out during or after PE lesson, these are taken home and shared with parents raising the profile of PE.
- Sports Ambassadors are responsible for using and setting up equipment for ensuring the school and pupils engage in regular physical activity at lunchtimes. They participate in regular meetings with PE TA to discuss ideas and implement changes.
- PA being used for behavior purposes - really working and has positively impacted upon the pupils involved.

Mrs Thomas (TIS practitioner): "I use physical activity and PE equipment for sensory breaks, to help with regulation and ice-breakers."

Pupil quotes:

"I enjoy using the outdoor gym equipment because I find it fun, but it also helps to keep me calm and less stressed."

"It helps me because I have lots of energy, so after activity I am able to sit still in class."

- We have an ALL CHANGE policy which sees that all pupils must bring PE kit for every lesson even if they are injured or unable to be totally active as they will be given another role within the lesson. This enables all pupils to make progress, be fully engaged and see the value in being physically active. In addition to this, staff are expected to change for PE which again highlights the importance of PE and increases the profile.
- SJL worked with YST and had a twilight session for all PE coordinators to attend with Chris Caws which looked at PE and its impact on pupils. This will hopefully have a positive effect moving into the next academic year.

Actions - WHOLE SCHOOL IMPROVEMENT reward afternoons for pupils PE based - bikes, rounders', gym equipment, water fights. Health and well-being week(s). Links with Sports Competitions or national initiatives.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Team teaching has taken place this year, which has been positive as it has meant that

staff have been able to learn from PE Specialists then put into place some of the things they have seen and learnt over the last couple of years - "Staff reported that they are confident to teach some games activities, physical activity and OAA"

- SOW/lesson plans linked to the broad, inclusive, and progressive curriculum that enables pupils to develop their physical skills alongside their tactical knowledge and understanding. Staff have access to resources for this and additional support if needed but some mention that it is a little boring so we are looking to change or develop to ensure that we have maximum engagement from staff and pupils.

Staff comments:

"Generally clear, although videos would be clearer and helpful."

"Videos to show correct body movements broken down"

- The pandemic has seen more staff than ever opt for physical activity and movement breaks - this can only be positive moving into the new academic year and will hopefully provide the confidence for them to use with classes as we move forward, particularly as well-being is so vital.
- Most staff understand the benefits of PESSPA and what makes a good PE lesson. Which can only positively influence on the pupils. Staff comments:
"Children all engaged and making progress"
"Pupil engagement, clear differentiated outcomes, progress towards outcomes, links to previous skills taught and enough time to achieve desired skills"
- Recovery PE plan was used to help pupils with social skills and reintroduction back to school - worked well. Staff comments:
- "This helped to support children back into the school routine and supported their wellbeing"
- An increase in staff confidence leads to pupils engaging and enjoying PE, for example questionnaire results state that 95.8% of pupils 'enjoy PE and look forward to it' (PE questionnaire results 2020-2021) which is a positive increase from 45% in previous years. I think this reflects the fact that teaching staff see the value of PE and actively leading and promoting it within their classrooms. 95.8% of pupils feel confident and safe within PE reflecting the statements the above.

ACTIONS - Audit staff in preparation for September for perceived weak areas and continue to support staff with team teaching interventions using 'targeted' training, meetings and external courses, where required. However, this may be impacted by social distancing rules in place. Promote external courses for appropriate staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Each school has a broad, inclusive, and progressive curriculum that enables pupils to develop their physical skills alongside their tactical knowledge and understanding (see website for Curriculum Plans). Recovery PE plan was used to help pupils with social skills and reintroduction back to school - worked well.
- Funfit each week for targeted pupils.
- Most TA's recognise the benefit of activity breaks for our pupils, and will often use this as an intervention for vulnerable and SEN pupils throughout the day, including TIS practitioners. This has included completing the Daily Mile, using the outdoor fitness equipment, or using Footballs etc. All of these methods work to improve the engagement of pupils in their learning and improvements in behaviour. (See KI 2).

- Wild Tribe implementation has been extremely effective. Children have increased in confidence when in an outdoor environment. They know how to keep themselves and others safe outdoors, when using tools and when around a fire. Staff have observed CP teaching and as a result have developed skills and confidence to lead outdoor learning sessions. MM (Class Teacher) attended a 4-day Wild Tribe course and now leads these sessions on a weekly basis.
- High engagement of pupils within PE and each activity area pupils enjoy taking part (see below).

	I enjoy PE & look forward to it! I don't need much help in lessons & I can do most tasks on my own.	I enjoy PE, however I need some help to do the tasks.	I don't enjoy PE & struggle to complete the tasks asked of me.
St Mabyn (20-21)	96%	0	4%

- There have been no competitions outside of school. However, staff have help end of unit competition linking to the unit such as, fitness competition, football and netball matches to put the skills learnt into play.

ACTIONS - Continue to work with outside agencies for a variety of clubs and to increase participation rates preferably using the local area. Look into getting Forest School/Wild Tribe into all classrooms.

Key indicator 5: Increased participation in competitive sport

- Through team teaching with PE TA, teacher and support staff are aware that all pupils need to experience competition at some point during their time at school if not at a club through curriculum time, it is written into the schemes of work and often at the end of a unit.
- MP and CP organised and delivered a whole day Sports day for whole school. It was competitive and inclusive. All staff encouraged the School Games Values.
- JRD and CB organised a Carnival Day with Ball Dance Academy leading Zumba and Samba style dance linked to Brazil topic. Wild tribe stations were included in rotation on the day to promote awareness of the outdoors and inspire the children.

ACTIONS - More inter-class competitions to run throughout the school year. Competitions across the school linked to national initiatives. Trust competitions to commence again.