

**School Name: Lanivet School Primary School**  
**PRIMARY PE & SPORTS PREMIUM STATEMENT 2021/22**

**Key Indicators** - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

**Accountability & Impact** - Ofsted inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management. Schools are required to keep parents informed and publish plans for deployment of premium funding on their website and must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport **participation and attainment**
- how the improvements will be **sustainable** in the future
- the percentage of pupils within their year 6 cohort for academic year 2020 to 2021 that can do each of the following:
  - swim competently, confidently, and proficiently over a distance of at least 25 metres
  - use a range of strokes effectively (for example front crawl, backstroke and breaststroke)
  - perform safe self-rescue in different water-based situations

Please complete the table below:

The total funding carried forward from academic year 2020/21		5144
The total funding for the academic year 2021/22		17,490
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?		85%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?		85%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?		85%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?		YES/NO
Lead member of staff responsible including email address	Bryony Coates Bcoates@lanivet.tpacademytrust.org	Lead Governor responsible Heather Jones

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**Deadlines** – Schools should publish on their website all spend from the academic year 2021/22 including underspend by **31 July 2022**. All underspent for 20/21 that has been brought forward is in blue.

Area of Focus & Outcomes (Intent)	Actions (Implementation) (Actions identified through self-review to improve the quality of provision) complete / started / not yet started	Funding - Underspend 21/22: - Planned spend 21/22: - Actual spend 2021/22:	Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)	Future Actions & Sustainability -How will the improvements be sustained? -What will you do next?
<b>Curriculum Delivery</b>  <i>engage young people in a high quality, broad and balanced curriculum</i>	<b>1) Real PE / Jasmin</b> - purchased the "Real PE" Scheme to support the delivery of PE in school and the professional development of staff through online & face to face learning. This includes real pe, real dance, real gym , real foundations and real home.	£495.00	<b>1)Participation:</b> Real PE has ensured inclusion and the school has a consistent approach with a broad curriculum in place throughout school. Equipment ensures that we are meeting all statutory requirements for the PE curriculum. <b>158</b> children had access to one real pe session a week including 6 children with high SEND , SPN and SEMH needs. <b>1)Attainment:</b> Increase in physical literacy skills to be measured on TPAT monitoring and evaluation wheel <b>End of Key Stage 2 ABC</b> Balance: 15/20 , 18/20 , 20/20 Coordination: 12/10 , 12/12 and Agility: 20/20 8/20 <b>End of Lower key stage 2 ABC :</b> Agility 25/25, 16/25 , Balance : 11 /25 25/25 25/25 Coordination: 11/25 24/25 <b>End of KS1:</b> <b>3 children with high SEND needs:</b> <b>1)Whole School Improvement:</b> Real PE and Jasmin is a holistical approach to Physical Literacy, Social and Emotional Wellbeing. When the PE questioned <b>reception, 3 and 4</b> the children could articulate what it meant to be pe ready. This was a strong link to our ethos of Healthy body. In <b>year 5/6</b> they worked on tactics and what behaviours do we display when we win or lose linking to our ethos of healthy mind.	<b>1)Sustainability:</b> Scheme of work developed for teacher and staff. Progression of pupil helps to ensures their enjoyment for sport, physical activity, so they are aware of the importance of an active lifestyle and physical literacy to be able to do it. <b>1)Next Steps:</b> Pe lead to assess summer 2 data and provide year group targets that focus on either ability, balance or coordination to narrow the gap. This will take part in an active 30:30 session from September 2022. PE lead to hold twilight for new staff September 22.

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<p><b>Physical Activity, Health &amp; Wellbeing</b></p> <p><i>all young people are aware of health related issues and are supported to</i></p>	<p>2)Equipment School has purchased new equipment to support the assessment and delivery of the curriculum. The equipment was also purchased as we refine our traditional sports to 6 key sports for year 1 to year 6. Our chosen sports are Hockey, Netball, Tennis , Striking and Fielding(1,3,5) , Dance(2,4,6) , Gymnastics and athletics</p>	<p>1665.60 (Equipment for sports the 6 traditional sports) 1672.00 (Mats for gymnastics)</p>	<p><b>2) Participation</b> The equipment allowed pupils to not only develop physical literacy skills, but also helped response curriculum and health safety due to social distancing in lessons and ex – curricular activities. <u>Further evidence to be provided in Autumn 2 when the new PE rolling programme has started.</u></p> <p><b>2) Attainment</b> Assessment equipment allow reliability of assessment of physical literacy and enable each pupil to be engaged and active for longer. <u>Further evidence to be provided in Autumn 2 when the new PE rolling programme has started.</u></p> <p><b>2) Whole School</b> All children within the school were able to use this equipment as it was equipment that facilitated structure and flow within lessons and impact assessment. <u>Further evidence to be provided in Autumn 2 when the new PE rolling programme has started.</u></p> <p><b>3) Participation and attainment</b> <b>25 children</b> took part in orienteering and outdoor adventure activities. This included Jacob's ladder to support their coordination and agility. The children's balance also got tested when high up in the air on the planks. Raft building was completed to build on water confidence and water safety. 25 children also experienced swimming not in a swimming pool. The y completed a range of orienteering to support their year 5 and 6 objectives along with geographical knowledge of countries and cities.</p>	<p><b>2) Sustainability</b> Investment in equipment is vital to develop physical literacy across the school. <u>Further evidence to be provided in Autumn 2 when the new PE rolling programme has started.</u></p> <p><b>2) Next steps:</b> Review which equipment lasted the longest, which was enjoyed by students the most and enable staff to have an impact on learning – therefore allowing continued investment in the right equipment.</p> <p><b>3) Sustainability</b> It broaden 25 children's experiences and horizons in the wider curriculum and gave them the chance to be independent away from their parents which was feedback to school.</p>
	<p>3) Orienteering, outdoor adventurous activity</p>	<p>£800</p>		
	<p><b>Lifewise - The PSHE platform that saves time and inspires children</b> 300+ classroom-ready and impactful lessons that cover all your curriculum needs. We save busy teachers HOURS of prep time, give</p>	<p>£1,499.00</p>	<p><b>1)Participation</b> <b>All years</b> groups from <b>reception to year 6</b> have undertaken an hour a week using likewise. The PSHE lead received training and then lead training to 6 members of staff.</p>	<p><b>1) Sustainability</b> The programme can be followed consistently and Tas and teachers find it an easy programme to follow. <b>1) Next steps</b></p>

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<p>make informed choices to engage in an active and healthy lifestyle</p> <p><b>(Key Indicator 1)</b></p>	<p>students INSPIRING lessons and will uniquely ENGAGE parents – a holistic learning environment for children.</p> <p>2)Swimming Year 6</p> <p>3) Active Lunchtimes . The playground will be spilt into 5 different zones and each bin has a different activity to raise fitness levels, love for different physical activities and focus on ABC skills. The different zones are</p>	<p>£945</p> <p>£7.70 , £20.24 , £149.99, 59.99,£117.85,£59.36 ,£33.87,£8.77 ,</p>	<p>1) Attainment When the PSHE lead conduct verbal monitoring – the feedback from teachers were very positive and when talking to the children they were able to verbalise their learning whilst using the class floor book.</p> <p>1) Whole school approach By using lifewise it has narrowed the gaps in the social social issues that happen because of COVID. It has given them those life skills to keep them safe , help with mental health and to make positive choices and relationships.</p> <p>2)Participation: Whole of Year 6 class participated in two week intensive swimming course. More children are meeting the national curriculum requirements for swimming and water safety. Top up lessons are allowing even more children to meet these requirements. 17/20 of Year 6 met the national curriculum requirements for The teachers will work together with two pool based coaches to ensure all staff involved are confident and secure in teaching swimming ,improve confidence in teaching swimming. swimming and water safety</p> <p>2)Attainment: Children will have the opportunity to meet the national curriculum requirements. Teachers will work with qualified swimming staff. Children will improve confidence in swimming and water safety.</p> <p>3)Participation : As the equipment is new for summer 2,This will be commented on in Autumn.</p> <p>3) Attainment and Whole School Active lunchtimes educed sedentary behaviour and increased the levels of physical activity. These sessions have helped to improve fitness levels, a passion for exercise and agility to all</p>	<p>For the PE lead to lead a staff meeting on floor books to make sure each year group matches with each other and part of the lesson to have a clear link in with our school ethos</p> <p>For more in-depth details please request our governor meeting PSHE monitoring.</p> <p>2)Sustainability: By Year 6 engaging in this intensive week course, the children now have the confidence to swim and participate in swimming activities over the summer holidays.</p> <p>2)Next Steps: An evaluation will take place to see if the children's performance is enhanced by participating in an intensive course as opposed to a 1 day a week session ran over a half term</p> <p>3)Next steps Review which equipment lasted the longest, which was enjoyed by students the most and enable staff to</p>
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		<p>£15.75, £13.49 , £26.09, £15.29 , £5.99 ,£26.79,£0.65, £7.69, £14.59 , £3.19,£22.99,£91.99, £24.30,£11.99, £34.95 £142.87 £21.77</p>	<p>pupils. Children learned how exercise can be fun as we have used their favourite songs to skip too. This session has also improved the children agility, co-ordination and balance.</p>	<p>have an impact on learning – therefore allowing continued investment in the right equipment.</p>
<p><b>Diverse &amp; Inclusive</b></p> <p><i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i></p> <p><b>(Key Indicator 4)</b></p>	<p>1) Active 30:30 - Each class will receive a 30 minute active session at lunch time that will be held at the All for One centre ( Part of active 30 :30 ) See timetable for these sessions as some classes receive more than one session.</p> <p>2) Update PE board to support Healthy body , Healthy Mind , Healthy Earth.</p>	<p>2) £216 £240 £60 £240</p>	<p><b>1) Participation:</b> <b>Years 2-6</b> attend a 30 minute session over their lunch time twice a week at the All for One Centre. <b>Key stage 1, y3 and 4</b> use go noodle and yoga. All classes contribute towards the PE board in the school hall. <b>1)Attainment:</b> Fitness has improved with children having a better understanding of their own health and fitness since COVID-19; how it is important to keep active outside the standard PE lesson. <b>Year 2-6</b> enjoy the activities at lunch time at the All for One Centre. It has increased collaboration, resilience and communication when working as a team with the games they're playing. The infant classes enjoy go noodle, learning routines (memory), supporting their fitness and making them ready to learn before starting lessons this includes our SEN children. <b>1/2Whole School Improvement:</b> Through the use of the whole school PE display board, the children have a positive attitude towards wearing PE kit and want their class to have a high % for their class. The children have enjoyed adding their comments to the board about the skills they have progressed in, showing where they have used these skills in PE and other curriculum areas alongside a fantastic display of photographs. They can</p>	<p><b>1)Sustainability:</b> It supports the lunchtime clubs, encouraging positive behaviour and fitness. The fitness board and boards in the classroom promoting the skills are embedded into school practise and will continue to be used next year. <b>1)Next Steps:</b> Use summer PE data and new sports equipment to offer a range of activities at lunch time.</p>

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	3) Swimming lesson for 6 SENd , SEMP, SPN. Swimming pool hire.	£ 342.30 £800.00	<p>communicate their understanding of the skills learnt when. looking through the floor-book, showing an understanding of 'ABC' and what they have enjoyed. These values such as perseverance and resilience are shown on the board, on displays within the classrooms and are linked to the Healthy School ethos: 'Healthy Body, Healthy Mind, Healthy Planet'</p> <p><b>3) Participation</b> 6 children who has SENd, SEMP and SPN needs had access to swimming based curriculum to improve their skills , water safety skills and confidence in the water.</p> <p><b>Attainment :</b> The children now feel confident in :  <ul style="list-style-type: none"> <li>- getting in and out the water</li> <li>-swimming with floats</li> <li>-pushing off the wall</li> <li>-head in the water</li> <li>-some swimming lengths and widths with and without a float</li> <li>-jumping in</li> <li>-wearing life jackets.</li> <li>-diving down to collect an object.</li> <li>-using arms to swim</li> </ul> </p>	<p>3) Sustainability By engaging in this intensive course, the children now have the confidence to swim and participate in swimming activities over the summer holidays.</p>
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<p><b>Competitions</b></p> <p><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p><b>(Key Indicator 5)</b></p>	<p>1)Whole school Sports day</p> <p>2)Local schools Football tournament year 5/6</p>	<p>£100</p> <p>£6.54</p>	<p><b>1)Participation:</b> Reception , Y1 , Y2 , Y3 , Y4 , Y5 and year 6 and our 3 Panda SEND children took part in sports day.</p> <p><b>1)Attainment:</b> All children felt a sense of achievement as the day focused on our core values, winning and losing and sportsmanship. The received stickers and certificates.</p> <p><b>2) Participation</b> 17 year 5/6 pupils took part in to inner school competitions in Lanivet.</p> <p><b>2)Attainment</b></p>	<p><b>1)Sustainability:</b> By completing sports day and all children feeling a sense of achievement We hope to encourage participation by creating new opportunities in the future Increased participation in whole school sporting events.</p> <p><b>1)Next Steps:</b> Decided whether house colours will be introduced or a point system.</p> <p><b>2)Next steps:</b> Arrange more inter school competition in the spring term.</p>
<p><b>Leadership, Coaching &amp; Volunteering</b></p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p><b>1) Sports Leaders –</b> Working with TPAT to provide Year 5&amp; 6 and introduction into leadership for pupils. The award is designed for use in a variety of education settings as a 6-hour course and focuses on developing learner’s leadership skills.</p>	<p><b>Planned Spend</b> <b>£00</b></p>	<p><b>1) Participation:</b> 20 number of pupils have been trained in leadership this year and given these pupils a great insight into leadership.</p> <p><b>1)Attainment:</b> Pupils who have be engaged with Play Leaders are showing more confidence and have developed values and attitudes that promote physical activity and life skills. Year 1 children received a workshop from the year 6 children</p> <p><b>1)Whole School Improvement:</b></p>	<p><b>1)Sustainability:</b> Year 5 pupils will continue to work through the next academic year as they have another year at the school.</p> <p><b>1)Next Steps:</b> To develop teachers using this resource within the school, therefore create increased numbers of pupil leaders. To use existing Leaders as mentors for the new leaders that are being trained.</p>



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			Leaders work with younger age groups within the school community to help develop active play within break and lunch times. All Children access to the different have different zones in the playground to embedded their agility, balance and coordination skills.	
<p><b>Community Collaboration</b></p> <p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p><b>1) PAFC – Coach provider</b> are used in line with the schools PE ethos Healthy Body and Healthy Mind. The PE lead sits with the area manager to choose a traditional sport. Each year groups data is look at using TPAT wheel and teacher-based assessments from real pe. The sport is decided through the progression document, there is an ABC focus depending on what the year group needs to focus on and their sessions and then based around this. They do not teach a normal 'football lesson'. It is integrate what diet a footballer would have, what mindset they would have, what mind set and skills can we used to match it and how does the skill link back to real pe session. These coaches are specialised in a range of sports so the class teacher is learning from them whilst the children receive a high-quality session that link to what their teacher has taught them in real PE.</p> <p><b>EYFS</b> 1 hour PE lesson solely focusing on agility balance and coordination.</p>	<p><b>Planned Spend</b>  <b>£1,970 –</b>  <b>£1,245</b>  <b>£1686 –</b>  <b>£1500 –</b>  <b>£1470-</b>  <b>£1475</b></p>	<p><b>1)Participation:</b>  <b>Reception , Y1 , Y2 , Y3 , Y5 and Y6</b> in the school have at least one session with PAFC each week. The children are given a high-quality session through a traditional sport.</p> <p><b>1)Attainment:</b>  All the children are receiving a high quality PE session. The children have a good understanding of agility, balance and coordination and are able to verbalise their understanding when looking through the PE floor-book. Skills from Real PE are incorporated into their other PE skill lessons such as athletics, tennis, ball skills and football. The children praise each other and give encouragement. There is an increased awareness of the children's own ability and what their next steps are.</p> <p><b>After school club:</b> 13 pupils join PAFC for after school club.</p> <p><b>Out of school hours with PAFC:</b> 4 year 5 pupils , 3 year 2 pupils , 3 year 3 pupils 3 year 6 pupils and 1 year 4 pupil.</p> <p><b>EYFS</b> – 24/24 children met their early learning goals for physical development.</p> <p><b>1)Whole school improvement:</b>  The children enjoy and look forward to their PE sessions with PAFC and they have positive role models from the instructors, which has supported in increasing their fitness and understanding of their health. All children participate in the PE sessions and have a good understanding of their own ability (ABC) and next steps. They apply the social and personal skills in other areas of the curriculum as well as it linking to our school ethos 'Healthy Body, Healthy Mind, Healthy Planet.</p>	<p><b>1)Sustainability:</b>  <b>Teachers</b> use the CDP they have learnt to teach our new curriculum for September 2022. All National curriculum links are clear.</p> <p><b>1)Next Steps:</b>  Link PE sessions/ healthy values to PSHE scheme 'Lifewise'.  Links to new behaviour policy with 5 core values: resilience, perseverance, empathy, cooperation and respect</p>



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	2)Muga	2) £228	<p><b>2) Participation</b> All year 4 children received their hockey lessons and tennis lessons at the all for one centre.</p> <p><b>2) Attainment</b> Year 4 were able to perform key skills with confidence, control and competence due to having the correct size area to play in.</p>	<p><b>2) Sustainability</b> Year 4 children will be able to transfer their skills learnt in the lesson into the year 5 curriculum.</p> <p><b>2) Next Steps:</b> See whether children can remember and use the skills learnt in their year 5 lessons.</p>
<p><b>Workforce</b> <i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i>  (Key Indicator 3)</p>	<p><b>1)TPAT</b> - Truro and Penwith Academy Trust Health and Wellbeing and Sport department has supported the school with self-review, statement compliance, tailored CPD opportunities, and monitoring and evaluation.</p> <p>2) Since March , PE lead attended subject leader training for real pe , deep dive in PE online course and subject leader time.</p>	£1000	<p><b>1)Participation:</b> All Teachers' confidence and ability has increased by the introduction of REAL PE and the support given by TPAT through regular updates, resources and online training. <b>Attainment:</b> Teachers were able to access more online resources this year due to COVID, which in a new way of working for all.</p> <p><b>1)Whole School:</b> All staff have had sessions led by TPAT to support the teaching of multi skills lessons – more confidence particularly amongst less experienced teachers, teaching assistants and specialist sports coach</p> <p><b>2) Participation</b> PE lead has an excellent knowledge of the curriculum , the sequence of lesson , and what other classes are doing. <b>2) Attainment</b> This cannot be measured until Autumn 22 as the children have not had access to the new training by their class teacher. <b>2) Whole school</b></p>	<p><b>1)Sustainability:</b> Teachers more confident to lead sessions and deliver REAL PE to a high standard. <b>1)Next steps:</b> Continue work with teachers to develop them within PE and Physical Activity through CPD from TPAT HSW team and other organisations.</p> <p><b>2) Sustainability:</b> The training has sculptured how we teach Lanivet so the training will be ever lasting until the next update. It has made the PE leader aware of what to expect in a deep dive. <b>2) Next step:</b> At the end of Autumn term 22 PE lead to conduct lesson observation including herself and pupil conferencing.</p>

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	3) Purchased Padlet for PE assessment and evidence	£800	Due to the PE lead giving <b>all teachers</b> training in Autumn 22, will ensure all children receive the same high quality lessons to ensure progress.  3) <b>Participation</b> : <b>All teachers</b> have an account. 3) <b>Attainment</b> : Cannot comment due to September evidence start. 3) <b>Whole School</b> : All the children will have access to the same style of curriculum and the same format. Further comments will be made.  4) Participation <b>HB</b> attended 2 day training course for swim teach. Attainment Due to HB taking the course she was able to deliver high quality tailored lessons To met SEN needs and targets.	<b>Sustainability :</b> Next Steps: Staff training on moving the floor book to digital pallet to show consistency , assessment and engagement.  <b><u>Sustainability and next steps</u></b> HB can sit with the class teachers to form a plan of action when there year group goes swimming.
	4) Swim teach qualification	155.00		
	<b>Total Planned Spend</b>	£17,490 + £5144 = 22634		
	<b>Total Actual Spend</b>	£21548.29		
	<b>Total Underspend</b>	£1085.71		