



Jacobstow Community Primary School and Preschool
Primary PE and Sports Premium Funding
2019 – 2020 and 2020 - 2021

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021?	Areas for further improvement and baseline evidence of need:
<p>2019-2020</p> <p>To allocate a PE lead teacher. Continued link with coaches from Budehaven Community School. To train another member of staff in Wild Tribe. To develop good quality weekly PE sessions across the school through a 'round robin' approach led by the school's PE leader</p> <p>2020-2021</p> <p>To ensure curriculum coverage for PE across the school by creating a long term plan. To create a school and activity plan to establish the provision available is accessible to all pupils taking into account their interests. To establish a wider range of playtime activity by providing more resources and a planned use of the playground space and bubble allocation each week.</p>	<p>To build on the curriculum plan by creating a skills progression grid for all staff to ensure they are confident in developing this and building into their planning. To look at the key stage provision for swimming and outdoor education when Covid restrictions lift. To ensure resource needs in Wild Tribe enable quality teaching and learning. To ensure Wild Tribe leader has been assessed by Arena leader. To use the Wild Tribe Achievement Award throughout Key Stage 1 and 2. To create a school wide active passport by bringing together all the age relevant provision we offer in school. To further our links with specialist coaches and local clubs. When Covid restrictions lift to develop leadership within the house teams - this had begun just prior to lockdown 1 To establish an out of school hours clubs provision register by collecting information from pupils and parents. To complete Sports Premium budget review of provision form to ascertain impact and identify future needs and areas .</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £13,477	Date Updated:	
What Key indicator(s) are you going to focus on? Health and Wellbeing of all pupils and getting them active during playtimes				Total Carry Over Funding: £13,477+£6,647=£19,124
Intent	Implementation	Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
To ensure all pupils are more active and engaged in play at breaktimes by providing areas which are relevant to current cohorts of children and based on their input and views.	To provide areas that have fun, engaging and challenging resources/ equipment based on children's voice through discussions with classes via school council etc	£13,477	Pupil and staff questionnaires show that playtimes are now more enjoyable and involve more active and creative play rather than children being bored, or staff being involved in sorting arguments. Instead staff and children report that they are able to engage with play and scaffold through different provocations etc	Rotate equipment to keep the zones fresh when they revisit the area and can continue to challenge themselves
To ensure that the activities provided enable children to be able to work cooperatively and build positive relationships.	To zone three areas with a specific focus e.g. the construction zone, chill and skill zone and a speed zone.		Staff declarations to show an impact on behaviour and what their time is now taken up with, i.e. incident book or time to engage in pupils activities.	Look at changing the rotations to include house team groups rather than class bubbles so the pupils can mix in socially different groups.
To build up confidence, resilience and self-esteem through the interaction with a range of playtime / physical equipment.	Staff INSET session on the benefits of play and learning through doing and interacting to contribute to a school wide view of the role of play throughout the curriculum and at playtimes.		Observations and pupil discussions.	Can they successfully transfer the new social and resilience skills towards new groups of pupils as well as into other learning situations?
	To use adult leadership in the first instance to encourage and stimulate the play until pupil leadership is in place and can take over. (use ideas from Play Scotland to support staff with interactions)			

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	<p><i>NB: Swimming last occurred in Autumn 2019 within school so therefore data has been based around this knowledge and parental input</i></p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p>	<p>60%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>60 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>50% if just based on the self rescue in the swimming pool</p>
<p>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?</p>	<p>Not this year due to local and national Covid lockdown restrictions, however this is an area for future development, for example this year we have a surf life-saving day for our year 3-6 children and are looking at using a local Little Nippers Surf Life Saving club due to our local links with swimming</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £11,000		Date Updated: July 2021	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					57%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	
To provide playtime equipment in zones that will engage and encourage more physical activity in a range of different disciplines.	Resource audit, then purchase more resources that are linked to each zone. Including items which are freely available and sourced for low costs, such as loose part resources.	£5,788.07	Zones are used three times a day with an introduction of an afternoon Brain break across the school to build in further physical activity and time to get a drink of water and use toilets etc following a spike in the number of children suffering with urinary infections and bowel problems following return from lockdown.	To rotate equipment to keep the zones fresh and interesting when they revisit it.	
<i>(this has been a considerable part of our PE funding based on observations of playtimes, SEMH issues in school and for longevity of physical activity in school)</i>	Climbing wall and playing field equipment to be installed following pupil consultation of areas of interest and motivation, as well as staff understanding of areas which are lacking in school.	£8591.22	An additional 5 minutes allocated to morning breaks to allow for play, relationship building, drink and healthy snack choice, toilet etc. Total time 1hr a day.	To continue to develop age appropriate activities.	
To incorporate more active transitions between lessons in the classroom.	To use apps to engage and lead transition activities e.g. Just Dance, GoNoodle, Joe Wicks or Cosmic Kids etc.	£50.56	All pupils are noted to be engaged and active to a greater level than previously – based on both staff, children and parents feedback and a governor observation. Less incidences of falling out in Year 4 and 5 groups	To build opportunities for more active class learning activities – such as active maths or English tasks	
			Pupils make better transition choices and resettle quickly.	To look at utilising the feedback from the Moki bands trial we engaged with as part of a University of Bath project – would a school set of moki bands be a good way to monitor and target physical activity?	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 26%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £5000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To ensure all pupils can engage with and participate in physical activity.</p> <p>To train and engage all staff in the leadership at break times and in PE lessons.</p> <p>Train teachers in teaching PE by use of specialist coaches and good quality resources and planning materials.</p> <p>To improve the engagement and participation in a broad range of sports and activities by creating a register of local clubs and signposting pupils and parents to these alongside exposure to a range of alternative and 'fresh' sports activities in school.</p> <p>Ipads to be used to video and take images for assessment purposes both by adults, children and peers to help improve ability and hone skills</p> <p>Ensure there are opportunities for competitions in school and with local schools.</p>	<p>New playtime zones created.</p> <p>Gross motor skills and challenge to be built in by adding to our outdoor play equipment including field trim trail and an all year round climbing wall.</p> <p>Range of training opportunities taken up by our PE leader to help support own CPD and to provide support for other staff. Opportunities engaged with by PE leader with cricket, tennis and Exeter Chiefs Rugby to upskill and refresh knowledge and allow for input to children by trained professionals/coaches</p> <p>Individual children who have shown particular aptitude and ability in certain skill areas have been used as examples for others, praised in assemblies and given opportunities to share their abilities/talents.</p> <p>Children supported to develop these areas out of school – for example a Plymouth Argyle football event at Liverpool.</p>	<p>Staffing costs to provide an adult for each bubble at lunchtimes £3,919.75</p> <p>Ipads £1,407.36</p>	<p>All pupils are more active and developing confidence, self-esteem and co-operation and team building skills as identified through observations, pupil voice and governor feedback</p> <p>Staff comments based on CPD / INSET session and ongoing CPD opportunities</p> <p>Range of sporting opportunities have been taken up as restrictions have been relaxed: tennis coaching sessions, cricket coaching sessions, circus skills sessions with a specific link to health and wellbeing, dance workshop, introduction of archery equipment for summer term PE , shotputs and hammers for field athletics skills to be developed</p>	<p>Develop pupil leadership skills and responsibilities.</p> <p>To continue to invite in and engage with specialist coaches in a wide range of disciplines based on cohort interests.</p> <p>Keep register updated and signpost using our social media opportunities. Introduce a board / area in external noticeboard for outside clubs to share their availability etc</p> <p>Continue to participate in local competitions wherever possible and look for opportunities for other inter and intra school competitions. This has been affected due to covid restrictions this year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff training to be covered in teaching specific sports e.g. tennis, cricket, tag rugby. CPD session in the benefits of play and active playtimes Engagement with a Circus Skills project to look at developing and supporting wellbeing Engagement with the moki band trial with University of Bath to raise physical activity Staff CPD session led by Relax Kids practitioner	LTA training online provided access to £250 funding for specialist coach. Staff to attend sessions as well to learn how to use resources for their age group (still to take place Summer 2021) and build future high quality teaching of tennis in school. Cornwall Cricket to lead 6 sessions for pupils and staff to attend as well as afterschool training session to look at online resources and planning. Exeter chiefs training on using Premier Champions resources across the curriculum.	£250 provided by lta Free Free	Improved confidence in all staff to lead PE sessions and use the resources and planning appropriately for the pupils' skills and abilities. One member of staff has reported increased confidence in teaching PE and feeling encouraged by the support in school and the feedback and progress of the children. Link to local clubs have been fostered and will continue to be developed to support interested children Relax Kids programme is embedded in school and supports wellbeing, physical and mental health both for whole class and small nurture groups	To continue to invite these coaches to come into school and keep club links active. Look at engaging with other specialist coaches over the year when the sport is planned for. eg. Tag rugby and football in the Autumn term. Hockey and Netball in the Spring term. Gymnastics and Dance through the Autumn and Spring terms. Tennis, cricket and athletics in the Summer term. Investigate more unusual sports disciplines which children may be interested in trying.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils £800				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
:				
<p>Additional achievements:</p> <p>Wild Tribe sessions</p> <p>Bikeability</p> <p>Circus skills</p> <p>Surfing</p> <p>Relax Kids</p> <p>Dance teacher</p>	<p>Weekly sessions planned for EYFS pupils.</p> <p>A weekly toddler group was up and running prior to lockdown – this will be restarted in 2021-2022 academic year</p> <p>Six weekly sessions provided for each class on a rotation basis during the year.</p> <p>Reception, year 4 and year 6 pupils engage in Bikeability sessions during summer term.</p> <p>Circus skills for all year groups.</p> <p>Key stage 2 surf experience day.</p>	<p>WT £625 for resources</p> <p>B £375</p> <p>£650</p> <p>£100</p>	<p>Pupils more engaged in outdoor learning. Vast majority now provide children with appropriate clothing and it is seen as a part of our uniform expectations.</p> <p>New skills have been learnt.</p> <p>B/Ability - All pupils who took part have achieved the appropriate levelled award.</p> <p>C/S Developing of skills evident in skill zone during playtimes.</p> <p>All more confident in the water.</p>	<p>Working towards the Wild Tribe Achievement Award. Year 1/2 the Bronze Award. Year 3/4 the Silver Award. Year 5/6 the Gold Award.</p> <p>Annual surf school visit and making links with local Nippers clubs.</p> <p>Development of our own passport to link with the Wild Tribe award</p> <p>Bikeability catch up programme for those affected by lockdown cancelling their sessions</p>

Key indicator 5: Increased participation in competitive sport £200			Percentage of total allocation:
			1%
Intent	Implementation	Impact	
<p>To engage in the sports calendar published by Budehaven Community School.</p> <p>To create our own intra school sports calendar linking with house teams etc</p>	<p>Bude Area Sports festival. Bude Area Cross country. North Cornwall Primary Games.</p> <p>Local competitions in football, tag rugby, netball, cricket, rounders, key stage 1 multi-skills festivals.</p>	<p>Free</p> <p>Some pupils in the past have gone on to represent the school in the Cornwall Youth games.</p> <p>Pupils are now members of a wider range of local clubs and represent them in competitions.</p>	<p>Re-establish school clubs to engage pupils in new sports and skills.</p> <p>To look at the Primary Games website for support to develop our provision</p> <p>To work with Bude Co-operative trust to look at inter school competitions we could organise ourselves</p> <p>To identify those showing particular talent and skill to be able to signpost towards and encourage involvement in specific competitions such as county swimming or running</p>

Initial plan for academic year 2021-2022 for PE Premium funding				
1 regular activity	2 profile of PESSPA	3 Staff Confidence and skill	4 broader range	5 competitive sports
<p>To build opportunities for more active class learning activities – such as active maths or English tasks</p> <p>Moki band to be investigated for other year groups</p> <p>To rotate equipment to keep the zones fresh and interesting when they revisit it.</p> <p>To continue to develop age appropriate activities.</p>	<p>Develop pupil leadership skills and responsibilities.</p> <p>To continue to invite in and engage with specialist coaches in a wide range of disciplines based on cohort interests.</p> <p>Keep register updated and signpost using our social media opportunities. Introduce a board / area in external noticeboard for outside clubs to share their availability etc</p> <p>Continue to participate in local competitions wherever possible and look for opportunities for other inter and intra school competitions. This has been affected due to covid restrictions this year.</p>	<p>To continue to invite these coaches to come into school and keep club links active.</p> <p>Look at engaging with other specialist coaches over the year when the sport is planned for. eg. Tag rugby and football in the Autumn term. Hockey and Netball in the Spring term. Gymnastics and Dance through the Autumn and Spring terms. Tennis, cricket and athletics in the Summer term.</p> <p>Investigate more unusual sports disciplines which children may be interested in trying.</p>	<p>Working towards the Wild Tribe Achievement Award. Year 1/2 the Bronze Award. Year 3/4 the Silver Award. Year 5/6 the Gold Award.</p> <p>Annual surf school visit and making links with local Nippers clubs.</p> <p>Development of our own passport to link with the Wild Tribe award</p> <p>Bikeability catch up programme for those affected by lockdown cancelling their sessions</p>	<p>Re-establish school clubs to engage pupils in new sports and skills.</p> <p>To look at the Primary Games website for support to develop our provision</p> <p>To work with Bude Co-operative trust to look at inter school competitions we could organise ourselves</p> <p>To identify those showing particular talent and skill to be able to signpost towards and encourage involvement in specific competitions such as county swimming or running</p>

Total funding allocated to each of the key indicators				
Key indicator 1	Key indicator 2	Key indicator 3	Key indicator 4	Key indicator 5
£11,000	£5,000	£2,000	£800	£200
Actual spent on each of the key indicators				
Key indicator 1	Key indicator 2	Key indicator 3	Key indicator 4	Key indicator 5
£5,788.07	Staffing costs to provide an adult for each bubble at lunchtimes	£250 provided by Ita	WT £625 for resources	None spent
£8591.22	£3,919.75		B £375	
£50.56	Ipads		£100	
	£1,407.36		£650	
14,429.85 Over spend of £3,429.85	£5327.11 Over spend of £327.11	Underspend of £1750	£1750.00 Over spend of £950.00	Underspend of £200

Signed off by	
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Date:	28/6/2021
Subject Leader:	<i>jmaudsley</i>
Date:	28/6/2021
Governor:	Sent via email <i>jmarriott</i>
Date:	28/6/2021