





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

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













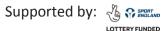
If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

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 V	Vellbeing of all	pupils and getting them	Total Carry Over Funding:
active during playtimes				£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 & PAhave 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 To zone three areas with a specific focus e.g. the construction zone, chill and skill zone and a speed zone.	£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 Look at changing the rotations to include house team groups rather than class bubbles so the pupils can mix in socially different groups.
provided enable children to be able to work cooperatively and build positive relationships. To build up confidence, resilience and self-esteem through the interaction with a range of playtime / physical	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. 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)		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. 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?













N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	NB: Swimming last occurred in Autumn 2019 within school so therefore data has been based around this knowledge and parental input 60%
leaving primary school at the end of the summer term 2021.	60 %
front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50% if just based on the self rescue in the swimming pool
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?	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













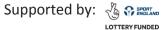
Action Plan and Budget Tracking

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 Update	d: July 2021	
	ent of <u>all</u> pupils in regular physic imary school pupils undertake a			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.	more resources that are linked to	£5,788.07	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	To rotate equipment to keep the zones fresh and interesting when they revisit it. To continue to develop age appropriate activities.
(this has been a considerable par of our PE funding based on observations of playtimes, SEMH issues in school and for longevity of physical activity in school)	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	children suffering with urinary infections and bowel problems following return from lockdown. An additional 5 minutes allocated to morning breaks to allow for play, relationship building, drink and healthy snack choice, toilet etc. Total time 1 hr a day.	To build opportunities for
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 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 Plimprovement	ESSPA being raised across the s	chool as a toc	ol for whole school	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:
	New playtime zones created. Gross motor skills and challenge to be built in by adding to our outdoor	to provide an adult for each	All pupils are more active and developing confidence, self-esteem and co-operation and team building skills as identified	Develop pupil leadership skills and responsibilities.
	play equipment including field trim trail and an all year round climbing wall.	lunchtimes £3,919.75	through observations, pupil voice and governor feedback	
			Staff comments based on CPD / INSET session and ongoing CPD	To continue to invite in and engage with specialist coaches
of specialist coaches and good quality resources and planning materials.	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	lpads £1,407.36	opportunities	in a wide range of disciplines based on cohort interests.
To improve the engagement and	Rugby to upskill and refresh			Keep register updated and
sports and activities by creating a	knowledge and allow for input to children by trained professionals/coaches		Range of sporting opportunities have been taken up as restrictions have been relaxed: tennis coaching sessions, cricket coaching sessions, circus skills	signpost using our social media opportunities. Introduce a board / area in external noticeboard for outside clubs to share their availability etc
and 'fresh' sports activities in school.	Individual children who have shown particular aptitude and ability in		sessions with a specific link to health and wellbeing, dance	Continue to participate in local
pads to be used to video and take	certain skill areas have been used as		workshop, introduction of archery	competitions wherever possible
	examples for others, praised in		equipment for summer term PE,	and look for opportunities for
by adults, children and peers to help mprove ability and hone skills	assemblies and given opportunities to share their abilities/talents. Children supported to develop these		shotputs and hammers for field athletics skills to be developed	other inter and intra school competitions. This has been affected due to covid
·	areas out of school – for example a			restrictions this year.
competitions in school and with local schools.	Plymouth Argyle football event at Liverpool.			





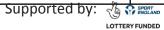








Key indicator 3: Increased confi	dence, knowledge and skills c	of all staff in tec	aching PE and sport	Percentage of total allocation:
Intent	Implementation		Impact	·
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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	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 Ita Free	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	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
Staff CPD session led by Relax Kids practitioner				







Key indicator 4: Broader exp	perience of a range of sports and	activities offe	ered to all pupils £800	Percentage of total allocation: 4%
Intent	Implementation		Impact	.,,,
:				
Additional achievements: Wild Tribe sessions Bikeability Circus skills Surfing Relax Kids Dance teacher	Weekly sessions planned for EYFS pupils. A weekly toddler group was up and running prior to lockdown – this will be restarted in 2021-2022 academic year Six weekly sessions provided for each class on a rotation basis during the year.		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. New skills have been learnt. B/Ability - All pupils who took part have achieved the appropriate levelled award.	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. Annual surf school visit and making links with local Nippers clubs. Development of our own passport to link with the Wild
	Reception, year 4 and year 6 pupils engage in Bikeability sessions during summer term. Circus skills for all year groups. Key stage 2 surf experience day.		C/S Developing of skills evident in skill zone during playtimes. All more confident in the water.	Bikeability catch up













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













Initial plan for academic year	nitial 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	
To build opportunities for more active class learning activities – such as active maths or English tasks	Develop pupil leadership skills and responsibilities.	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	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.	Re-establish school clubs to engage pupils in new sports and skills. To look at the Primary Games website for support	
Moki band to be investigated for other year groups To rotate equipment to keep the zones fresh and interesting when they revisit it. To continue to develop age appropriate activities.	To continue to invite in and engage with specialist coaches in a wide range of disciplines based on cohort interests. 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 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	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.	Annual surf school visit and making links with local Nippers clubs. Development of our own passport to link with the Wild Tribe award Bikeability catch up programme for those affected by lockdown cancelling their sessions	to develop our provision To work with Bude Co=operative trust to look at inter school competitions we could organise ourselves 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	













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			
Vovindicator 1	Key indicator 2	Key indicator 3	Key indicator 4	Key indicator 5
key indicator i	110 / 111011011101	,	'	
Key indicator 1 £5,788.07	Staffing costs to provide an adult for each bubble at lunchtimes	£250 provided by Ita	WT £625 for resources	None spent
£5,788.07 £8591.22	Staffing costs to provide an adult for each bubble	·	· ·	·
£5,788.07	Staffing costs to provide an adult for each bubble at lunchtimes	·	WT £625 for resources	·











Signed off by	
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Date:	28/6/2021









