

Sports Premium Impact Report: St Winnow

School	Amount received for 2020 -2021	Actual Spend	Remaining to carry forward into 2021 - 2022 (due to COVID-19)
St Winnow	£15,580 (Plus £14,082 carry forward from 2019-2020) TOTAL £29,662	£26,119.80 (Including staffing)	£3522 (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

- Funfit 3 times per week for targeted pupils.
"I love Funfit because it is so fun! We do lots of running and catching."
"It helps me in PE to get better."
- Informed pupils/parents with the newsletter and messages - encouraging them to be physically active (see website for examples).
- Daily Mile has taken place at the end of day for each class.
- All staff received an induction on the outdoor equipment during the Summer Term including specific support staff ready for its use. However, due to the disruption this academic year, equipment fitting was delayed and we cannot therefore measure the impact.
- Well-being Wednesdays/Fruity Fridays were being discussed at full staff meetings and were going to be introduced during the Summer Term, which did not happen due to the disruption caused.
- Lunchtime activities have been challenging this year with the various lockdowns, bubbles and challenging lunchtime arrangements. We decided to purchase some more engaging equipment and have lines on the playground to try and increase activity within in class over lunch. This seems to have had a positive impact on behaviour during these times and has enabled pupils to increase physical activity levels. **95% of pupils suggested that they enjoyed Physical Activity during lunchtimes.** The 2 year groups (Y3 and Y6) who had Lunchtime Leaders demonstrated participation in a wider range of activities than those who didn't. Suggestions moving forward were for 'cycling, more football and more equipment.'
- Pupils understanding more about the reasons and benefits of PESSPA and better knowledge regarding the recommended amounts (questionnaire results).
- 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 provide the confidence for them to use with classes as we move forward, particularly as well-being is going to be so vital.
"My pupils love doing BBC Supermovers. They are active, moving and it helps to refocus their energies as well as improve Maths fluency."
- Pupil questionnaire results indicate that of those sampled **75% of pupils** were able to indicate how much physical activity and exercise they should be taking part in daily.

- Travel to Tokyo was introduced during the Summer Term and has seen many parents and pupils taking part in the competition. Data from this is positive and shows pupils (and staff) being physically active (both in and outside of school). In total, so far (16.7.21) the school have participated in over 3,516 active hours of which 95% of pupils thought the sessions were fun and around half (47%) breathing faster and another 44% feeling hot/sweaty during the exercise.

ACTIONS - To embed a 'Menu of Activities' for the KS2 pupils during lunchtime. To encourage the use of the outdoor equipment and look at its impact on pupils' engagement and behavior following its use, in particular students requiring activity breaks.

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

- PE Noticeboard/Newsletter which is full of sporting information for pupils to use/view in addition to newsletters.
- PE postcards are given out in celebration assemblies (see slides) along with awards for Reading and English. These are taken home and shared with parents.
- 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.
- CCE Staff Training throughout the year with access to specialist PE teachers, PE TA and external companies/coaches. This helps to enable staff to, understand, and deliver high quality lessons, which will lead to increase in pupil attainment, behavior and engagement and ensure they informed relating to the benefits of physical activity on well-being. It also allows for 'on the spot' feedback and questions for staff.
- Sporting achievements highlighted within assembly to share successes and increase the profile of PE.
- SJL worked with YST and had a twilight session for all AD 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.

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

- Continuing on from last year staff have access to team teaching with a PE specialist - Mrs Lentern or PE TA. Teacher remained with these staff in order to increase skill level and develop their confidence leading to an increased level of enjoyment and ability to challenge pupils. 100% of pupils feel safe and confident when in their PE lessons.
- Staff are involved in the delivery of PE, not just PE specific teacher or external coaches that ensures sustainability.
- "Having a PE specialist helps me to focus on the subject and learn from them, as it is not one of my strengths."
- 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 going to be so vital.

- 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:

"I would love videos to watch so I feel more confident. I find them written from the perspective that you are an expert in teaching P.E rather than a regular person!"

"They are clear and easy to follow but videos of demonstrations would be great."

- Most staff understand the benefits of PESSPA and what makes a good PE lesson. Which can only positively influence on the pupils. Staff comments:

"Warm up, instruction, success criteria, activities building on the instruction, self/peer assessment and most importantly everyone having fun!"

"Children knowing what they have learnt, had fun and improved skills."

- An increase in staff confidence leads to pupils engaging and enjoying PE, for example questionnaire results state that 85% of pupils 'enjoy PE and look forward to it' (PE questionnaire results 2020-2021). The other 15% of pupils 'enjoy PE but require help with some tasks.' In conclusion, of the students sampled 100% enjoy taking part in PE. I think this reflects the fact that teaching staff see the value of PE and are actively leading and promoting it with their classes. 100% of pupils feel confident and safe within PE reflecting the statements the above.

ACTIONS - Audit staff in 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.

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

- St Winnow 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).
- Funfit each week for targeted pupils led by a TA.
- We have worked with some outside agencies to engage and provide a broader range of activities for the pupils, although this has been affected by lockdowns. Pupils have taken part in Badger Forest School, a Colour Run, Zorbing, Archery and Urban Polo outside of their timetabled PE lessons. "I enjoyed the archery and I learnt something new." "I've never ever done zorbing before, I didn't think I'd be able to do it but I knocked everyone down!"
- Outdoor Learning has taken place during this year but it has not been consistent. Pupils have really enjoyed these sessions and the session with Badger Forest School so we hope to include this within the Curriculum on a more consistent manner. "I like using nature in my games." "I LOVE outdoor learning especially den building in the woodlands. We have to work together as a team and it has helped us communicate better so everyone knows what they/re doing."
- High engagement of pupils within PE and each activity area pupils enjoy taking part (see below).
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	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 Winnow (20-21)	85%	15%	0%

- There have been no clubs this academic year or competitions outside of school.

ACTIONS - To work with outside agencies for a variety of clubs and to increase participation rates preferably using the local area.

Look into getting staff trained and Forest School/Wild Tribe into all classrooms.

Key indicator 5: Increased participation in competitive sport

- Pupils are accessing competition at school through our MCSN membership which provides a range of events for a variety of pupils (competitive, developmental, SEN). Attendance at these have been hugely affected by the COVID-19 outbreak and online did not work well for us as a school.
- Through team teaching, 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. However, this must be inclusive - which staff understand following CCE Staff CPD.
- All children took part in Sports days this year. Changes were made due to the pandemic with Early Years and Key Stage 1 competing and Key Stage 2 having their own sports day.
- Classes have competed against each other in the Travel to Tokyo challenge with weekly results being shared in assemblies and on the PE notice board. See above.

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

****Please see Action Plan/Spending documents for further information on actual spending****