

P.E & Sport Premium Impact Statement 2022-2023

School Context

At Tintagel Primary School, we have designed a curriculum which prepares our young people for a world that will be very different to the one in which we as adults have grown up in. Health and Wellbeing is a significant part of this, with PE fitting into our wider Personal Development strand of school life. We need children to be aware of the physical and mental benefits that being active has for their future.

Within our vision for PE, we are committed to:

- Ensuring there is high quality teaching and learning across the school in all sports and physical activities
- That children are physically literate through possessing the fundamental movement skills
- Children gain a good understanding of health and fitness and strive to improve this
- Children are given opportunities to be physically active during every day. Whether it's on the playground or during their lessons, the link between physically active children and healthy, successful children has been proven
- Larger numbers of children taking part in extra-curricular sports clubs, intra-school competitions and in representing the school at festivals, matches and performances
- Children gain experiences of a wider range of physical activities
- An opportunity for children to not only play but to coach and lead physical activities or sports in a leadership capacity

Swimming

| Cohort | No. of Y6 children | Number of children achieving end of year expectations. | % of Y6 pupils who could use a range of strokes effectively when they left primary school? | % of Y6 pupils who could perform safe self-rescue in different water-based situations when they left your primary school? | Have you used the PE&SP to provide additional provision for swimming, over and above the national curriculum requirements? |
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| 2021-2022 | 20 | 16 | 80% | 80% | No |
| 2022-2023 | 12 | 10 | 83% | 83% | No |

Spending Overview

| Code | Area | Details | Amount |
|--------------|--------------------------|--|----------------|
| A | Aspire Membership | Contribution to Aspire Sport Network, including Youth Sport Trust Membership to <i>increase staff confidence, raise the profile of PESSPA, increase participation in competitive sport and broaden experience of sports.</i> | £1000 |
| B | Other cluster membership | Contribution to area membership to <i>increase staff confidence, broaden experience of sports & increase participation in competitive sport. (Arena)</i> | £4855 |
| C | Staff Training | Both attending courses and supply costs to <i>increase staff confidence and raise the profile of PESSPA.</i> <i>* Training costs included through Arena and YST</i> | |
| D | Resources | Purchasing new equipment and resources to support the delivery of P.E and School Sport and to replenish playtime equipment to <i>engage pupils in regular physical activity, broaden the experience of sports & raise the profile of PESSPA.</i> | £408 |
| E | Staffing | Regular staffing costs to <i>increase engagement in physical activity, increase staff confidence and broaden the experience of sports</i> | £8571 |
| F | Transport | Transporting children to off-site sports activities to <i>increase participation in competitive sport and broaden the experience of sports.</i> To subsidise transport costs to the swimming pool for all children to access swimming as part of the curriculum | £1500 |
| G | After School Club | Continuous improvement and enhancement of clubs to <i>increase participation in competitive sport, broaden the experience of sports and increase engagement in regular physical activity. - run by TA's and sports coaches</i> | £475 |
| H | Top up swimming | The funding of extra sessions across KS1 and KS2 to meet end of KS2 targets to <i>increase engagement in physical activity and broaden experience of sports - also including free primary swim</i> | £425 |
| Total | | | £17,234 |

The difference includes the carry forward from the last academic year

Spending Breakdown

| Key indicators | Code | Detail | Impact | How will this be sustained? |
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| 1. <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</i> | C | Pupil Leadership Roles – Training of a group of | Opportunities for children across the | At the end of the academic year 2022- |
| | D | Year 6 pupils to take on the role of playground | school to be physically active at | 2023, new play ground leaders to be |
| | E | leaders. This will support children to be physically | playtime. Chn encouraged to try new | trained and work alongside current |
| | G | active at playtime as well supporting well being. | games and develop their skills of | leaders to ensure the role continues |
| | | Equipment replenished as needed | coordination and balance. | next year and beyond |
| | | Purchase of table tennis tables to hone hand eye | Fundamentals skills honed | |
| | | coordination, develop intra competition and | | Lunchtime supervisors to continue to |
| | | enjoyment at play and lunchtime. | Development of pupil leadership with | liaise with PE lead re resources that |
| | | Ongoing training for lunchtime supervisor to | the support of a lunchtime | need replacing and the needs in the |
| | | engage children in games and support our | supervisors will encourage and | playground. |
| | | playground leaders. | support children to be physically | |
| | | | active | Further training for Wild Tribe and |
| | | Our school culture is to maximize the outdoor | Resources and clubs will help to | outdoor learning will empower staff |
| | | classroom as part of our knowledge-led Enquiry | structure play/lunchtimes for our | to use the outdoor and physical |
| | | Curriculum. All classes have movement breaks | more vulnerable pupils | activity in all areas of the curriculum – |
| | | throughout the day where they build towards the | | particularly the area of personal |
| | | target of 30 active minutes a day. | School's demographic has changed | development |
| | | | with continuing rise in PP numbers. | Ongoing training deployed for new |
| | | We need to develop our outdoor learning 'Forest | Chn struggle with emotional resilience | staff |
| | | School' area further. This will enhance TiS support | and teaching them the power of being | |
| | | as well as the PSHE curriculum. It will support the | active can support their needs. This | Succession planning for Wild Tribe |
| | | 30 minutes a day of physical activity offer that we | will result in children learning to self | lead who will be leaving on maternity |
| | | want for all children in our tribe | regulate and having a positive outlet | leave. New ELSA practitioner working |
| | | | for their emotions | alongside TIS practitioner for seamless |
| | | Extra-curricular activities available for children to | | hand over |
| | | be physically active bothj during lunchtimes and | Bespoke areas to enhance provision | |
| | | after school. Available to all year groups | in the outdoor classroom to support | Review clubs to ensure a variety – |
| | | throughout the year | well being and emotional literacy as | training and support for staff to run |
| | | | well as getting children physically | them as needed |
| | | | active | |

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| <p>2. <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i></p> | <p>A, B, C, D, E, G,</p> | <p>CPD offered and taken up by members of staff to empower and raise the profile. SENDCo – Fun Fit KS1 Teacher Swimming Arena CPD – conferences YST – school completing Well Schools. This will have a huge impact in raising the profile</p> <p>High quality, appropriate equipment is provided to support pupils to fully participate in a wide breadth of PE and Sport</p> <p>Health Active Living Week scheduled for the summer term. This week includes our annual sports day. Held sacrosanct in the calendar and a week of collapsed curriculum where children learn and take part in PE, Sport as well as well being</p> <p>Well schools as a driver on whole school development plan</p> <p>PE Lead prominent and drives the subject – ensuring children understand the importance and power this subject has to offer – Use of inspiring athletes and examples of sportsmanship used in SLT assemblies as role models for the school values and learning toolkit</p> <p>Offer a wide range of after school clubs – including ‘Alternative Sports’ as run by ARENA – as well as team games for competitive competition</p> <p>PE and Sports support the idea of the tribe – and our values: Trust and Collaboration being the Autumn 1 value</p> | <p>Staff feel confident and empowered to deliver the sequence of knowledge and skills to support children’s progress and enjoyment levels.</p> <p>Children enjoy taking part in PE and Sport and can do this safely. They have appropriate equipment to support them with this.</p> <p>Monitoring the teaching of outside agencies who deliver PE sessions on behalf of the school? Are children inspired, encouraged and motivated?</p> <p>Children are aware of how to maintain a healthy lifestyle and will have opportunities to try out new sports and activities. This will help with self-regulation, resilience and empower our children who don’t always get the same experiences due to many children living in high deprivation areas</p> <p>More children engage with PE and Sports Clubs afterschool if they are varied and different.</p> <p>The Profile of PE and Sport will help children to see links between their physical and mental wellbeing.</p> <p>Children will have real role models to look up to and inspire them</p> | <p>Continue to audit resources to ensure we replenish and review the provision we have in place.</p> <p>Staff feel confident to deliver different areas of the curriculum to show progression and assess progress.</p> <p>Children understand the importance of Health and Wellbeing. This is monitored through our TIS approach and PSHE curriculum which is ongoing for classes and individuals</p> |
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| <p>3. <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> | <p>A, B, C, D, E</p> | <p>Opportunities for training both through the YST, ASPIRE Sports Network and ARENA will offer a wide range of skill progression in different areas of the curriculum. CPD opportunities to be shared with all staff</p> <p>PE lead to take part in virtual meetings and training that will be disseminated through weekly PDMs and TA meetings as required</p> <p>ARENA coaches used in KS2 to upskills teachers and Tas</p> <p>Ensure resources are readily available to support the delivery and empower staff</p> <p>PE lead to support teachers by modelling lessons or sharing/supporting with planning as needed</p> | <p>All staff have the most relevant and up to date information and skills needed to teach and deliver the PE curriculum.</p> <p>Use of specialists with ARENA coaches to upskill and support teaching and learning of less confident teachers</p> <p>PE lead has an over view of the expertise within the team and can use members to upskill and support each other as needed</p> | <p>This support network will ensure the school's provision is current and up to date as well as offering help and advice where needed</p> <p>Children get high quality PE sessions twice a week to motivate them and engage them in a lifelong love of physical activity</p> |
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| <p>4. <i>Broaden experience of a range of sports and activities offered to all pupils.</i></p> | <p>A, B, D, F, G, H</p> | <p>ARENA to offer a broad range of sports and activities re afterschool/lunchtime clubs to engage pupils.</p> <p>Playground equipment will give children opportunities to participate in activities such as traversing and using outdoor gym equipment that they may not have used before.</p> <p>Table tennis tables to be purchased to be used at play and lunch time. This can encourage competition</p> <p>Bike track to be utilized and used to broaden the range of activities on offer. Bike shed required to ensure easy access to the bikes</p> <p>Transport will be used to take children offsite to experience different sports and activities such as multi-skill and surfing.</p> | <p>All children throughout the school have the opportunity to broaden their experiences with a different range of sports offered to them.</p> <p>Increased uptake in clubs and children wanting to be physically active (potentially children who would not normally take part in clubs)</p> <p>All children having the opportunity to take part in harder to reach activities e.g. archery, golf, surfing (off site)</p> | <p>Be proactive in introducing new experiences as opportunities arise.</p> <p>Continue to provide a broad range of sports and activities to all year groups</p> |
| <p>5. <i>Increased participation in competitive sport.</i></p> | <p>E, F, G</p> | <p>More opportunities to compete within school (in house and across schools – Playground Leaders to support this) – Table tennis competition? Skipping Mini games</p> <p>Some competitive competitions planned for the year – School Games in the Summer Term</p> <p>Take up opportunities as they arise to enter competitions for different ages across a variety of sports – including Multi-Sport Festivals</p> | <p>Children develop the confidence take part in different events.</p> <p>They develop different experiences and a sense of pride and self-worth for representing their team/school</p> <p>Learn the skills of fair play and sportsmanship – learn to win and lose with composure and grace</p> | <p>Monitor the participation of pupils taking part in competitive sport to ensure all children are given opportunities across a range of sports and year groups</p> <p>Continue to look for competitions that the school can take part in or devise in house competition to enable children to build these skills</p> |

