

<p>Academic Year: 2019/20</p>	<p>Total fund allocated: Plus carry forward: Staff:</p>			
<p>Key indicator 1: The engagement of <u>all</u> 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</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Promote wake & shake/breakfast clubs that encourage pupils to get involved in activity prior to school.</p> <p>2. Discuss the use of activity breaks Go Noodle/ Daily Mile during the day. Look into challenges/competitions for pupils to take part in. Increased activity/fitness levels of pupils - positive impact on health & well-being.</p> <p>3. Use of Sports Leaders at lunchtime for KS1 pupils to actively engage more of them in physical activity. MENU OF ACTIVITIES in place.</p>	<ul style="list-style-type: none"> - Put Wake & Shake onto Clubs List for KS2 pupils at St P's. - Wake & Shake to be promoted through the Newsletter and highlight its benefit to pupils. - Audit current activity levels - JD through email. - Register on the Daily Mile website- JD to look into this. - JD implemented challenges for sports leaders to lead at break/lunches. Create a timetable. - JD will work with all staff to select (through an application process). This has been done. Sports Leaders. - Provide training where needed PRIOR 	<p>Current staff</p> <p>Staff- JD</p> <p>JD & CP</p> <p>£50 for</p>	<ul style="list-style-type: none"> - Number of pupils taking part Photos/Conferencing - More pupils active during the school day. (Pupil conferencing/Photos) - More pupils are physically active during the school day (Photos/questionnaires/effect of exercise - JD data collected). - Better attitudes to learning in the afternoon as concentration is improved - EVIDENCE? - Staff onboard (Aware of movement challenges). - Better attitudes and behavior during lunchtimes and more physically active pupils (Discussions with 	<p><i>Go noodle is used successfully for fitness and dance in the classroom. Veryan to utilise dance leaders and to continue to use wake and shake</i> <i>Involve/train Sports Leaders or another staff member (JD).</i></p> <p><i>Should become a part of the school day that all staff & pupils are onboard with. Once set-up it should be easy to maintain - but a staff member must always be responsible.</i> <i>Add another competition within the TRUST results to be announced during the Awards Ceremony in July. Parental involvement IN THE Daily Mile - every half term?</i></p> <p><i>JD organized Sports Leaders training they can train younger leaders SUSTAINABLE. Equipment has been purchased to aid engagement (Softer balls and KS1 equipment).</i> <i>JD looking into new paint lines on the playground. Pupils to have more ownership of activities and the activity levels.</i></p>

<p>4. Half termly challenge to be developed & implemented - a tool to encourage more activity either during break or lesson times.</p>	<p>to Oct half term.</p> <ul style="list-style-type: none"> - JD to look at a record for Sports Leaders awards - Bronze, Silver, Gold. - Each school to have a 'MENU' of activities at lunchtime. - Complete the challenges (CC monthly challenges) - Provide to pupils through staff (email out) - Put onto PE noticeboard 	<p>certificates</p> <p>JD to organize and liaise with Errin to put in newsletter</p>	<p>lunchtime staff).</p> <ul style="list-style-type: none"> - Results from the challenges/Challenges on noticeboards - Pupil feedback - More physical active pupils who are achieving the 30 min of physical activity within school. - Competition within the school for pupil to experience. - More physical active pupils who are achieving the 30 min of physical activity within school. 	<p>Staff have had the challenges emailed - they will start to use and embed & it becomes the 'norm' - SUSTAINABLE as no future costs. <i>Pupil conferencing relating to preferences & parental involvement.</i></p>
<p>5. Outdoor Gym equipment that will encourage pupils to be physically active throughout the school day</p>	<ul style="list-style-type: none"> - JD to ensure outdoor equipment is being utilized successfully. Show children what to do and sports leaders to encourage challenges. 	<p>Equipment from last year.</p>		<p>Equipment has been put in it is SUSTAINABLE. <i>Include within a menu of activities using the GYM equipment.</i></p>
<p>6. Introduce transport methods to school such as 'Walking Wednesdays'.</p>	<ul style="list-style-type: none"> - JD/EG to discuss ideas and implement using the newsletter to promote. - Ask pupils through Student Voice. JD to meet with JF 	<p>Current staffing - EG</p>	<ul style="list-style-type: none"> - Pupil feedback/Photos - More physically active pupils who are achieving the 30 min of physical activity. 	<p><i>If we can engage parents, pupils and staff and lead to it being - SUSTAINABLE.</i></p>
<p>7. Daily 15- Students complete 15 minutes of activity every day after lunchtime.</p>	<ul style="list-style-type: none"> - JD has trained sports leaders and created a timetable to structure this. A staff member is always overseeing. All students take part. 	<p>All staff</p>	<ul style="list-style-type: none"> - Pupil feedback/Photos/ Timetable/ PE noticeboard - More physically active pupils who are achieving the 30 min of physical activity. 	<p><i>This is consistent every day. Timetable of activities is displayed on the noticeboard. Regular trianign sessions with Sports leaders will keep the activities changing to ensure students stay engaged.</i></p>
<p>8. Rory to deliver funfit sessions on Monday, to promote PE and</p>	<ul style="list-style-type: none"> - RW had created a funfit timetable and selcted students to take part in this 	<p>RW</p>		

physical activity to students who are less engaged in sport.				
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Continue to ensure that PE noticeboards are used to raise the profile of PE & Sport. Ensure that details of sporting events, festivals & clubs are all on newsletters so that parents & pupils can discuss together at home. Use of 'Club Ambassadors' & the 'PE Wall of Fame' in each school on the noticeboards. Use of PE Postcards for the PE Stars within curriculum time. These are to be sent home to parents to share the success of pupils at school, as well as being 	<p>JD to monitor, and update the board & work alongside PE coordinators.</p> <p>JD to email events to the office for display on newsletters.</p> <p>- JD & RW to identify pupils/clubs to be Club Ambassadors/Contact points.</p> <p>- Staff to acknowledge sporting achievements & put onto the Wall of Fame.</p> <p>- Purchase more PE POSTCARDS that can be used & stickers to be used for good work.</p> <p>- Inform staff to promote within lessons & through assemblies.</p>	<p>PE TA - RW</p> <p>PE Staff - Errin</p> <p>PE Staff</p> <p>Existing</p>	<ul style="list-style-type: none"> Noticeboards are full of sporting information for pupils to use. Photos. Pupils are keen to get onto the 'Wall of Fame'. Sporting events in Newsletters/websites/social media. Increase & improve pupil & parental understanding about the importance of PE, Sport & Physical Activity. Keep a record of students who attend events to ensure all students are given opportunities. Noticeboards with pupil's achievements. Newsletters with results/achievements. Pupils are keen to get involved & be pictured on the wall. This leads to 	<p><i>Each School has a PE noticeboard within School to promote Sports & Physical Activity. Most staff are proactive with this. Where possible include information regarding reasons for PE/Physical Activity - competitions around designing posters?</i></p> <p><i>Sports events & fixtures are now becoming embedded within Schools & often feature in the Newsletter. Pupils like the 'wall of fame' Many teachers now ask/encourage pupils to bring in physical activity pics - SUSTAINABLE. Physical activity log OR Passport for pupils to record.</i></p> <p><i>As above - earlier implementation. PE Wall of fame to include staff/parents doing physical activity.</i></p> <p><i>Pupils love the PE postcards, these could be printed as individual Schools if required to ensure SUSTAINABILITY. Continue with these - perhaps look at having a PE SUPERSTAR of the School each WEEK from the PE stars each week.</i></p>

<p>mentioned within assemblies.</p> <p>5. PE ambassadors/leaders within each school who have a variety of roles, but are role models for younger pupils in the school.</p> <p>6. Begin to celebrate in assembly any competitions or events entered to promote the importance of PE.</p> <p>7. Healthy Schools Award for each school - increase in the health and well-being of pupils as it involves the Daily Mile, Sugar smart etc.</p> <p>8. Staff CPD on Active Lessons - given the</p>	<ul style="list-style-type: none"> - Provide staff with examples to use/modelled by JD. - Tshirts have been purchased for the Sports Leaders to wear at lunchtimes. - Meet with PE leads to discuss its implementation & provide training for pupils before engagement. - Create a menu of activities that pupils have access to & student voice to comment/amend. - Purchase equipment to use at lunchtimes. - Achievements to be celebrated in assemblies. Introduce PE star of the week and they can be put on the noticeboard and presented in assembly. - JD to meet with Healthy Schools advisors & staff within schools - Each school to have a member of staff responsible for collating this information for the award - Register for Daily Mile/Sugar smart - Assembly from Healthy School Cornwall - Point of contact in each school - SJL to lead twilight session for all teaching staff in the Academy. - Equipment or resources to support 	<p>Existing</p> <p>All staff</p> <p>PE Staff</p> <p>MW</p>	<p>more activity.</p> <ul style="list-style-type: none"> - Postcards being used/sent home. - Pupils are keen to be the PE Ambassador. Names. - Helps to increase the importance of PE, Sport & Physical Activity. - Improves & enhances sporting values/BLP. - Photographs of leaders - Pupil feedback/comments - Pupils being involved in the celebration of their success. Photos/newsletters. - Obtaining the award or making steps towards it for next year. - More informed pupils and 	<p><i>Sports Ambassadors have been identified using application forms, this can continue each year - SUSTAINABLE. Student voice/council need to be involved in the process of activity menus - what would they like to see? Rotation of activities. Possible EMPLOYMENT OF Physical Activity Leads during lunchtimes who will oversee & increase activity levels.</i></p> <p><i>Results in newsletters & during assembly - this is becoming the 'norm' as pupils are attending many events. More photos/pictures that can be displayed.</i></p> <p><i>Staff and pupils understand the importance of each element and will continue to work towards the goals set out SUSTAINABLE. Increase in parental understanding through use of Newsletters/information on Healthy Eating/recommended exercise amounts.</i></p> <p><i>More informed staff - more active lessons: SUSTAINABLE. Increase activity ACROSS the curriculum, which is embedded.</i></p>
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<p>reasons for an increased importance on Physical Activity.</p>	<p>- this (some 1-to-1 Staff to complete a task set to look at the impact of the lesson - through Active Math's.</p>		<p>staff relating to the importance of health and well-being</p> <p>-</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Building on from the last couple of years staff will have a PA TA working with them (if needed) to support on tuesdays and mondays. Staff will feel more confident and therefore pupils will enjoy and engage in more active PE lessons.</p> <p>2. In order to ensure that pupils continue to receive high quality PE & to improve progress/achievement of pupil's staff upskilling is vital & will be carried out using various methods:</p> <ul style="list-style-type: none"> • PE staff working with support staff as well to upskill. They will also attend appropriate courses to aid their k & u in some activity areas. • New staff & existing staff will have access to needs-led professional development opportunities. 	<ul style="list-style-type: none"> - Timetables demonstrating where team teaching has taken place - PE Curriculum - Membership with ARENA & MCSN to access CPD courses. - Cover for staff when needed. - PE lead to meet/discuss with staff during the year to provide effective feedback. - PE lead to contact coaches/external teachers and look into alternative provision (after PE Conference - Nov) - PAFC, Bell Dance Academy, 	<p>RW/JD</p> <p>Membership costs to MCSN FIND AMOUNT</p>	<ul style="list-style-type: none"> - Improved subject knowledge & understanding of staff teaching PE. <i>(Staff feedback/Pupil feedback from questionnaires)</i> - Increased confidence of staff to teach a RANGE of activities within PE, ensuring breadth within the curriculum for pupils to experience. - Staff are positive towards the subject & its value. JD has team taught with a number of staff across the Schools (ongoing). <i>Feedback from staff.</i> Pupils will therefore ENJOY & ENGAGE in PE with positive attitudes. <i>Pupil Questionnaire results.</i> - Class teachers confident in promoting a healthy lifestyle. - <i>Lesson observation records.</i> - <i>Photos</i> of external coaches working with staff/pupils (FA coaches, Dance teachers, Gym 	<p>Team teach has been positive. Football coaches, Gym coaches, Dance Teachers, PE specialists & PE lead have all worked with staff throughout the TRUST to upskill staff - SUSTAINABLE. <i>PE non-negotiables related to High Quality PE.</i></p> <p>Staff have accesses many CPD opportunities including Swimming, Dance, Gym, Touch Rugby, OAA this all ensures SUSTAINABILITY.</p> <p>Annual PE Conference.</p> <p>Team teach within schools has been positive. Football coaches, Gym coaches, Dance Teachers, PE specialists & PE lead have all worked with staff throughout the TRUST to upskill staff - SUSTAINABLE. <i>PE non-negotiables related to High Quality PE.</i></p>

<ul style="list-style-type: none"> • PE staff will team teach with staff to aid delivery of PE. • PE staff will develop a broad, balanced & varied curriculum that staff have appropriate Schemes of Work for. • PE staff will bring in other specialists to work WITH the class teacher to aid k & u of teachers. • PE staff to carry out observations of PE throughout schools to address any specific needs. 	<ul style="list-style-type: none"> - Cornish Pirates, Trigolf sessions - Organise suitable times within the curriculum for delivery. - Monitor delivery & ensure that staff are working alongside coaches/external teachers. 	<p>PE Staff</p>	<ul style="list-style-type: none"> - Coaches, Cricket coaches, PAFC). - Social media/newsletters 	
<p>3. Staff CPD twilight sessions focused on Active Lessons and Inclusive PE. Lead to increase activity not only within PE but across the curriculum & better differentiation. This will lead to pupil's enjoyment in PE increasing and the level of activity - therefore working to increase their physical & mental well-being.</p>	<ul style="list-style-type: none"> - SJL to lead twilight sessions - they should be in the calendar. - Give practical examples during sessions. 	<p>PE Staff</p>	<ul style="list-style-type: none"> - Teacher feedback/pupil feedback - Teacher review of active lessons - Improved subject knowledge & understanding of staff teaching PE. - Increased confidence of staff to teach a RANGE of activities within PE, ensuring breadth within the curriculum for pupils to experience. - Staff are positive towards the subject & its value. 	<p>Staff are provided with increased understanding of physical activity and PE. They better under the expectations – SUSTAINABLE. Begin to give staff more a lead within lessons so that they are taking large parts of the PE lessons with the PE specialists providing feedback.</p>
<p>4. Ensure ALL STAFF have access to ARENA PE SOW on SharePoint. This ensures progression &</p>	<ul style="list-style-type: none"> - JD to email staff the link. - Ensure SOW are available on SharePoint. - PE staff to work with staff to 		<ul style="list-style-type: none"> - Lesson plans, emails with SOW - Photos of lessons 	

<p>continuity for pupils within PE which enables them to make progress and improve staff confidence when teaching PE, which will positively impact on pupil's experiences.</p>	<p>ensure appropriate lessons are available.</p>			<p>Staff are positive about PE - new SOW ensure progression & continuity. This is SUSTAINABLE and can be modified accordingly.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. PE staff will continue to develop a broad & inclusive curriculum to ensure that all pupils are engaged within each school.</p> <p>2. Offer a range of sports outside the curriculum to actively engage pupils. Look into ALTERNATIVE or NEW clubs for pupils.</p> <p>3. Identify those pupils who do not take part in additional Sport/PE opportunities. Engage them within interventions to increase their desire to take part in</p>	<ul style="list-style-type: none"> - PE curriculum to be developed & distributed to all staff, displayed on noticeboards & be posted onto websites. - Monitor clubs being run by staff & where required involve external coaches. - Jd & rw have spoken to staff regarding those pupils who would benefit from some alternative/extra activity. - Send out Funfit letters and get up and running for the spring 	<p>PE staff</p> <p>MCSN cost</p> <p>RW - already attended training.</p>	<ul style="list-style-type: none"> - Curriculum displayed & on websites by end of September. (Pupils to develop a love of PE - Questionnaire results) - Participation levels at clubs. Participation rates on separate document. - Number & range of clubs available. Clubs Lists. - Increased engagement!! Pupil feedback from these afternoons. - Register of pupils at FUNFIT/Photos. - Questionnaires relating to activity levels from before & after. 	<p>Curriculum has been in place now for 3 years, this can be continued as resources are available to match the curriculum - SUSTAINABLE & staff have taught the activities. Amend curriculum after discussions with pupils/questionnaire results.</p> <p>Staff are more confident when running clubs, more support staff are taking part in clubs & most schools have a good range. This is SUSTAINABLE, as it's NOT reliant on 1 person or paying coaches. JD to work with local companies about afterschool clubs, using facilities. SURFING? CYCLING? BIATHLON? TRI-GOLF? which could continue to run should Sports Premium be withdrawn,</p> <p>Sports/Physical Activity section in Newsletters to inform parents about the importance of exercise - SUSTAINABLE. Pupils will hopefully look at attend a club within school following on from the Active Afternoons. Funfit/Wake up Shake up - SJL/JD produced the resources & have trained staff or pupils - SUSTAINABLE. Other staff to attend Funfit training to ensure</p>

<p>sport & PE - Funfit/Wake up, Shake up OR Physical Activity breaks</p> <p>4. Ensure that pupils have appropriate resources for all activities both within & outside of the curriculum.</p> <p>5. Transport to events and cover costs.</p> <p>6. Forest schools/Outdoor learning is being used to engage those pupils who do not want to take part in physical activity.</p>	<p>Term.</p> <ul style="list-style-type: none"> - New/other pupils each term. - Involved parents once a half term? JD to look into. - Attend projectability events with them. - Go Noodle/Go Dance package? - Purchase any equipment that is required to meet the needs of the curriculum. - All staff to book in advance transport and any cover costs. Schools to share transports where possible. - OAA introduced into the timetable and being led by JD. - Implement timetable into curriculum for this academic year which enables pupils to access Forest School/Outdoor learning 	<p>£200</p> <p>£1000</p> <p>LT/AS</p>	<ul style="list-style-type: none"> - Order forms - Attendance at projectability festivals. - Pupils taking part in lessons, fully engaged with maximum participation. - Broader range of activities within the curriculum. - Timetable/Photos of pupils - Increase engagement of pupils, range of activities. More confident pupils. - Timetable/Photos of pupils, JD produced new resources that can be used for OAA - Increase engagement of pupils outside of the curriculum through the outdoors. 	<p>sustainability. Questionnaires of pupils views relating to PE. Attendance at clubs, both at or outside of school. Collate & publish results. Equipment is being used - SUSTAINABLE. SJL to monitor in the Summer Term.</p> <p>Equipment being used & staff trained - SUSTAINABLE. Clubs/more pupils to access?</p>
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Continue to enter ARENA/MCSN competitions with all schools.</p> <p>2. PE staff to ensure transport/cover for schools,</p>	<ul style="list-style-type: none"> - Purchase membership into clusters. - Book transport 	<p>MCSN cost</p>	<ul style="list-style-type: none"> - More pupils having access to competition. - Participation rates, photos, results in Newsletters. 	<p>Pupils are familiar with a range of competitions as they take part in many throughout the year.</p> <p>It is an expectation that we compete & attend</p>

<p>& when required schools will share transport to increase participation. Look at minibus drivers from outside of school.</p> <p>3. PE staff to run festivals each term that link with the local events, so that pupils can practice for the events as well as allowing B & C teams to take part.</p> <p>4. PE staff to work with staff to encourage Level 1 competitions during curriculum time.</p> <p>5. Look into running inter-class events during a collapsed afternoon. 1 per term to start with.</p> <p>6. Support staff/teaching staff to run clubs and lead other activities.</p>	<ul style="list-style-type: none"> - PE lead to organise & involve external coaches when needed. - Meetings/discussions with PE staff - The roseland acamdey competition cluster. - Through team teaching with JD. JDto discuss how to include competitions. - Time with RW/JD to organize across the phase. - Discussions with EG about appropriate times. Interschool events with GWC. - Time with staff to discuss expectations / procedures. 	<p>PE staff</p> <p>Staffing</p>	<ul style="list-style-type: none"> - More competitions/events entered - Calendar of events, results, photos - Result sheets from festivals. - Result sheets & photos - Result sheets & photos - Participation rates & amount of clubs on offer. - Increased activity levels. 	<p>events.</p> <p>Girls only events/festivals to encourage & engage them. Teaching staff to run these sessions to ensure SUSTAINABILITY.</p> <p>All pupils to experience competition at some point during their time at school, even if not at a club. Through team teaching & new SOW/lesson plans this is often written in as an expectation at the end of a unit - SUSTAINABLE. Ensure photos/results sheets from lessons.</p> <p>Current staff to run these sessions to ensure SUSTAINABILITY and include Sports Leaders within this. That we move to 1 per half term - in the future having outside agencies brought in to experience 'new' activities.</p> <p>Current staff to run these sessions to ensure SUSTAINABILITY. Training for staff.</p>
<p>OTHER INDICATORS IDENTIFIED BY SCHOOLS:</p>				
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>1- Increase the confidence of students focusing on spot skills but also social skills and self esteem.</p> <p>(Funfit delivered every MONDAY by RW)</p>	<p>- RW has spoken with staff to select different students each term who would benefit from this.</p>		<p>- Pupil feedback - Photos</p>	<p>Raise self esteem of all students by consistently providing opportunities for one to one or small group sessions.</p> <p>Training for staff</p>
		<p><i>Total PROJECTED spend:</i></p>		

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