



Sports Premium Impact Report: Veryan 2021-2022

School	Amount received for 2021-2022	Actual Spend	Remaining to carry forward into 2021-2022
Veryan School	<p>£16,450 (plus £7631 bring forward from 20-21)</p> <p>TOTAL £24,081+</p>	<p>£22,575 Including staffing (To be confirmed in the Autumn Term 2022)</p>	<p>£1,506 (To be confirmed in the Autumn Term 2022)</p>

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

- Staff in KS1 and some LKS2 staff are actively using resources such as BBC Supermovers, GoNoodle or Cosmic Yoga to provide whole class movement breaks. Pupil conferencing during Spring Term highlighted that this is inconsistent from in some LKS2 and UKS3 classes. As a result of this SP put it into the staff KIT to share the importance for pupils to all staff and SJL completed and sent out a Daily Mile timetable that UKS2 could use - as some pupils in these year groups preferred this as a movement break to others mentioned above. Comments from pupils regarding the movement breaks:

"I can focus better if I run around lots first" Year 3 pupil. "My heart beats faster and my face goes red, I can feel the blood pumping through my veins" Year 3 pupil. "" Year 5 pupil. "We do it all the time and it helps me focus, improve concentration" Year 4 pupil. "It helps us learn because blood goes to our brain" Year 3 pupil.

- Physical Activity is being used for learning breaks, and generally works really well. It is used in a variety of ways dependent on the child and their needs but seems to positively impact the pupils involved. There are designated spaces around school for more individual physical activities to be delivered:
- 91% of pupils said that they enjoyed Physical Activity during lunchtimes.
 - Suggestions from last year were cycling, scootering and skateboarding at lunchtimes which has been implemented with both Year 6 and Year 5. We had an initial uptake of 75% of Year 6 pupils taking part and 90% of Year 5's for the Summer 2 term.
 - EYFS/KS1 have equipment out every lunchtime to encourage more activity and extra resources have been purchased to aid this delivery (a suggestion from pupils last academic year). The decking at the back of the classroom is being utilised as a focussed

physical activity area for this age group with apparatus suitable for climbing for 3-5 year olds

- Wildtribe/Outdoor Learning has been successfully included into school the school day. Each pupil in the school has 12 sessions per year with trained WT staff (EG) which positively impacts on pupil's self-esteem and wellbeing. This will continue next year but will include the introduction of the Wildtribe Achievement Award for pupils.

Do you think you are better at running?	52% said yes
Do you think you are better at catching?	69% said yes
Do you think you are better at throwing?	54% said yes
Do you think you are better at following instructions? (listening)	96% said yes

- **ACTIONS - EG to look at Leadership award through Sports Leaders UK and devise a SOW suitable for a half term block. Implement Wild Tribe Achievement award next academic year. EG to look at Funfit training providers. EG to look into a permanent Orienteering Course being set-up.**

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

- School Clubs began again this year although finding providers has been a challenge. Uptake seems lower than previous years which we have been told by parents is because many of them have swimming lessons and other out of school activities they attend each night of the week. SJL has worked with external coaches and companies to get them into schools to work alongside pupils and staff to increase the profile of PESSPA within school. To date we have had Cornish Pirates, Tennis coach, Cricket sessions, Kids Yoga, Bell Dance and Kernow Sports and Leisure.
- Physical Activity is used during the school day as an incentive for some SEND pupils (particularly in KS1).
- **Actions - WHOLE SCHOOL IMPROVEMENT EG and team to implement Fitness Friday to raise the profile of physical activity reward afternoons for pupils PE based - bikes, rounder's', gym equipment, water fights. PE postcards to be implemented - given out during or after PE lesson, these are to be taken home and shared with parents raising the profile of PE. SJL has discussed with staff the need for these to be specific and where possible to use terminology linked to the activity area or skill.**

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

- 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 where needed. SJL sends out reminders each half term about the Gold, Silver and Bronze.
- Staff have had access to CPD opportunities during the year.
 - afternoon. She has then worked with each class on a rotation basis to ensure that all staff get CPD - EYFS/KS1.

- Cornwall Cricket taster days with whole school.
- Bell Dance came in for a term and worked towards a performance at the end of the school year.
- An increase in staff confidence leads to pupils engaging and enjoying PE, for example questionnaire results state that 100% of pupils 'enjoy PE' (PE questionnaire results 2021-2022). This reflects the fact that teaching staff see the value of PE and are active leading and promoting it within their classrooms. 100% of pupils feel confident and safe within PE reflecting the statements the above.

ACTIONS - Audit staff in preparation for September for perceived weak areas and continue to support staff with team teaching interventions using 'targeted' training, meetings and external courses, where required.

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

- Each school has a broad, inclusive & progressive curriculum that enables pupils to develop their physical skills alongside their tactical knowledge & understanding (see website for Curriculum Plans).
- Purchase of Outdoor Education books for each year group to use as a resource to provide a broader experience of activities for pupils. This has only been trialled by some classes and needs to continue into next academic year.
- Wild tribe has been added to the Curriculum so that all pupils experience this activity at 3 times during the school year, which has been an extremely positive experience. Pupil comments:
 - "I love Wild Tribe, I like to walk up there and check on the chickens" Year 5 pupil. "It makes me feel relaxed, like spirituality" Year 4 pupil. "I really like it, our trees are growing fruit now, it was so hard digging and planting them but now we can eat the fruit" Year 5 pupil.
- All TA's recognise the benefit of activity breaks for our pupils and use this as an intervention for vulnerable and SEN pupils throughout the day.
- High engagement of pupils within PE and activity where pupils enjoy taking part (see below). Pupils suggested that they would like some more running (Year 3/4) and Tennis/Badminton (Year 5/6).

	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.
Veryan (18-19)	88%	5%	7%
Veryan (19-20)	73%	25%	2%
Veryan (20-21)	85%	15%	0%
Veryan (21-22)	92%	26%	0%

- There has been a decrease in attendance at clubs this year which seems to be consistent with other colleagues in educational settings. It may also be that there are less clubs as staff have been paired together.

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

Key indicator 5: Increased participation in competitive sport

- 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.
- Sports Days have taken place this year within phases. They were competitive and inclusive. The use of traditional races meant that while there was healthy competition, all children wanted to join in because of the fun element of the different types of races for example space hopper races, sack races, egg and spoon. Feedback from children and parents was that this was the most fun and inclusive sports day they have experienced in some time.
- We have had Cornish Pirates into run a festival with all of UKS2 so that they could experience competition. Some pupils were selected to referee.
- Events have started again this academic year including - Girls Football, Netball, Cross-Country, Athletics.

ACTIONS - A broader range of competitions for all pupils to take place in - through Trust competitions.