



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation, and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport, and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Upskilling the staff in delivering a balanced curriculum through introducing a new PE scheme to support the staff's planning and delivery of our curriculum. Invest in replacing existing sporting equipment to ensure resources to teach a high quality, broad curriculum is in place. A progression of skills document for PE to be amended and updated and a Knowledge Organiser created to support the delivery of a balanced and progressive curriculum across the year groups. A whole school approach to PE assessment to be implemented in line with all other foundation subjects. Increased opportunities for OAA are offered to children, including sailing for UKS2. CPD offered through partnership with local secondary school (Brannel Cluster). Work with local sports clubs/ coaches to deliver aspects of our curriculum. Links made to other areas of the Primary Curriculum through dance sessions with a local Dance Teacher.	The implementation of a planning scheme has increased staff confidence in delivering the curriculum and teaching skills required in each unit. All (100%) pupils take part in lessons. A more progressive curriculum with continuity of skills has led to improved pupil attainment. Specific resources purchased to provide the range of activities required in the Curriculum (including Hockey, Boccia, Athletics and Football equipment this year). Knowledge Organisers are available for each unit and a knowledge and skills document has been adopted and is used alongside our program of study to ensure children learn age-appropriate content. Assessment for PE has been amended to follow the procedure being used across all foundation subjects, recorded on Insight. Increased OAA opportunities for UKS2 have been provided, including sailing, with 60 children gaining a Level 1 qualification across Years 5 and 6. MN (HT and PE Lead) was instrumental in setting up the Brannel Cluster offer for 2022- 23. This has provided half termly CPD for Staff (one / two members of staff sent to each CPD event). Local Sports Clubs (Cricket, Rugby, and Football) have provided Curriculum support and CPD to staff. In a follow up Assembly, over 90% of the children said they really	Following a PE scheme has ensured logical coverage and sequencing throughout the school, building on prior knowledge and attainment. PE provision and curriculum map will be audited annually by the PE lead and adapted where necessary to meet the needs of the children (aim to introduce new sports / activities each year). Resources in place to ensure delivery of varied and high-quality curriculum for future academic years. Assessment of PE will lead to the identification of gaps in learning, allowing us to adapt our curriculum accordingly. Two sessions done in the Summer Term, plan to increase this to one session per term to link with other Curriculum subjects next year.

	enjoyed the Dance sessions. They were positive to the Dance Teacher while he was in school.	
<p>The school runs a diverse and comprehensive variety of Extracurricular clubs linked to physical activity. School uses its virtual platforms to promote and engage parents with a range of initiatives and virtual sporting events.</p> <p>Equipment purchased to be used at break times and lunch times to increase children's participation in physical activity. Continue to engage with the Cornwall Healthy Schools programme.</p>	<p>Our usual offer of extracurricular sports clubs has returned (at least one sports club offered each day of the week after-school). Children (through pupil voice) and parents (through Parents Forum meetings) are very positive about the health and wellbeing benefits. Equipment purchased to increase activity levels at break / lunch times has ensured all children have access to resources to promote active play. More children are now engaged and are positive about the resources and activities available at lunchtime. The PE Lead has shared with staff a range of resources and ideas for physical activity / mindfulness / health and wellbeing games that can be used inside to ensure daily activity can still happen indoors if required. Healthy Schools programme ensures there is an improved awareness amongst children and families about the benefits of physical activity and leading a healthy lifestyle.</p>	<p>complete annual Healthy Schools audit and continue to engage for future years. Continue to structure lunchtimes so that children can be active. Positive attitudes towards physical activity and healthy lifestyles are embedded into the school day and school ethos, fostering a love of PE amongst our children. Young Mental Health Champions (Youth Sport trust) and Play Leaders award to be delivered in Autumn Term of 2023-24.</p>
<p>Support those children in UKS2 who are unable to meet end of KS2 swimming expectations with additional support and provision. Tailored intervention and targeted support to be provided to those identified as requiring additional support. investment in specialist resources / equipment to support a fully inclusive curriculum.</p>	<p>All KS2 pupils undertook a week of intensive swimming lessons, including water safety and lifesaving skills for some. Children gained confidence and distance swam. (100% of children with SEND, including EHCPs, attended swimming lessons). END pupils are fully supported and have the support in place to participate in whole class PE (100% of children with SEND, including EHCPs, take full part in PE Curriculum). Groups requiring additional support receive daily Fun Fit sessions prior to the beginning of the school day. This saw a positive impact on their gross and fine motor skills. Activity levels across the school day have increased, also improving concentration and behaviour within lessons. Disengaged children now experience more regular physical activity. A broader curriculum has catered for needs of those disengaged from traditional sports</p>	<p>specific needs of target groups, such as those leaving KS1 without fundamental ABCs, will be identified and supported with intervention. Embed active lessons across the school day to ensure physical activity levels continue to grow.</p> <p>The curriculum map is reviewed each year to include new and different sports / activities to engage all children. Additional intervention and opportunities to be made available for our more able pupils.</p>
<p>Organise and participate in a range of cluster sporting events and competitions. Access wide range of school games opportunities and local / county competitions.</p> <p>Purchase trophies and medals for intra-school competitions, including sports day and for end of year awards. Sports Star of the Week trophy and certificate awarded in weekly Celebration of Achievement Assembly.</p>	<p>school qualified for a greater number of School Games finals events (Football, Tag Rugby, Girls Football, Cross Country) than in previous years. This led to excitement and enthusiasm for the children.</p> <p>school involved in a greater number of inter-school competitive sporting events, including Clays Football and Netball league, Swimming Gala, Athletics Festival (Attended 17 events across 10 different sports in 2022-</p>	<p>Build on success this year, entering further competitions and school games activities in future. Children who experience inter-school events at a younger age will be more likely to continue their participation throughout primary school.</p> <p>Inter-school sporting performance has improved, with us finishing higher in the league tables this year. Sporting rewards / successes motivate children to</p>

	23). Success at events, medals & awards provide children with a sense of achievement and pride. External (to school) awards also shared in assembly, these often link to sporting experiences and success.	continue and act as an incentive to younger year groups.
Introduced Sport Leader Prefects to lead lunchtime activities and help adults with the delivery of clubs.	ports Prefects have experienced leadership roles and gain valuable skills. Children from across the school have benefitted from additional lunchtime activities organised by prefects.	During transition, work collaboratively with local secondary school to notify them of children who have participated in the award. Ensure Sports Prefects are involved in the process of selecting and training following year's candidates from year below. Engage in Youth Sport Trust schemes, such as Young Mental Health Champions, to compliment this initiative.
Use membership to the MCSN to access links and pathways to local sports clubs. Work in partnership with local sporting clubs / coaches to provide additional after school clubs on site. Invite local sports clubs to present at assemblies to promote local sporting opportunities. Use school website and newsletters to promote local sports clubs to parents and families.	A greater percentage of our children now attend sporting clubs / activities outside of school. Children have the opportunity to access sports related activities during holiday periods. Greater parental awareness of local sporting clubs / opportunities to be active. Regular information provided on Newsletters, and these can be made available as evidence	A greater number of our pupils become involved with local sporting clubs. Importance of being active and a healthy lifestyle is reinforced by parents and families outside of school.
CPD offered through partnership with local secondary school (Brannel Cluster). Hiring of specialised coaches to deliver CPD to upskill teaching staff in a broad range of PE curriculum areas. Upskilling the staff on delivering a balanced curriculum through introducing a new PE scheme to support staff's planning and delivery of our curriculum	MN (HT and PE Lead) was instrumental in setting up the Brannel Cluster offer for 2022- 23. This has provided half termly CPD for Staff (one / two members of staff sent to each CPD event). Local Sports Clubs (Cricket, Rugby, and Football) have provided Curriculum support and CPD to staff. Teachers have increased confidence and capabilities to deliver a varied curriculum. Areas of the curriculum that were previously neglected are now sufficiently covered, including QAA. The implementation of a planning scheme has increased staff confidence in delivering the curriculum and teaching skills required in each unit. A more progressive curriculum with continuity of skills has led to improved pupil attainment. Specific resources purchased to provide the range of activities required in the Curriculum (including Hockey, Boccia, Athletics and Football equipment this year). Knowledge Organisers are available for each unit and a knowledge and skills document has been adopted and is used alongside our program of study to ensure children learn	PE Led to continue to drive the subject forward, routinely reviewing action plans and adjusting next steps. Ensure teaching staff are using newly acquired CPD by teaching regularly. Through monitoring of lessons, check that CPD has upskilled teaching staff sufficiently. Staff to share and disseminate learning / knowledge gained from CPD with teaching staff at staff meetings

Key priorities and Planning 2024 - 2025

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<i>Increase the range of problem solving and cooperative active challenges available at breaktimes</i>	<i>Pupils through participation Breaktime supervisors/teaching staff to monitor.</i>	<i>KI 2 KI 3</i>	<i>More pupils meeting the daily activity goal. Improved confidence will encourage us to be more involved with other breaktime activities with Sports Leaders.</i>	<i>£1500 for equipment £6500 staffing and training</i>
<i>Swim Teacher course for HLTA</i>	<i>Staff – CPD Pupils Access to high quality teaching from trusted adult</i>	<i>KI1</i>	<i>Staff Qualified to Teach swimming. Smaller teaching groups at the pool Increased progress for pupils</i>	<i>£300 Course fees</i>
<i>YST and TPAT subscriptions</i>	<i>All staff and Pupils</i>	<i>KI1 KI3 KI4</i>	<i>Latest innovation for improved practice, - better teaching, Access to programmes designed to meet specific child needs. Improved access to a larger range of competitions – so more children</i>	<i>£2300</i>

			<i>competing</i>	
<i>Orienteering</i>	<i>All staff and Pupils</i>	<i>KI4 KI5</i>	<i>Consistency of lesson and progression throughout school and access to on line/virtual competition</i>	<i>£4000 initial set up and subscription</i>
<i>Transport and Release time for teaching staff to attend competitions with children</i>	<i>Teaching staff to attend/lead. Pupils experiencing more competition and in a variety of events. Wider school community celebrating successes and profile.</i>	<i>KI3 KI4 KI5</i>	<i>Number of staff used to support pupils in events widens to support sustainable attendance.</i>	<i>£2000</i>
<i>Use of club coaching staff supporting teaching in school</i>	<i>Pupils Local Clubs Parents</i>	<i>KI2 KI3</i>	<i>More children LKS2 children participating in after school activities and accessing competitions. More children joining community clubs.</i>	<i>£2000</i>
<i>Allocation of 10 hours per week to afterschool sports provision</i>	<i>Pupils</i>	<i>KI 2 KI 3</i>		<i>£6,500</i>
				<i>£18,600</i>

Key achievements 2023-2024

Activity/Action	Impact	Comments
MN (Headteacher) to work closely with Brannel School to provide CPD opportunities for Staff.	Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.	Cluster CPD offered to local schools.
MN (Headteacher) is a Headteacher Ambassador (HTA) for the Youth Sports Trust (YST). Purchase membership to allow access to YST initiatives. Young Mental Health Champions and Active Families Initiatives are the main focus in 2023-24.	Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.	The profile of PE and Sport is raised across the school and as a tool for improvement: Cluster CPD offered to local schools.
MN (Headteacher) to work closely with Brannel School to provide opportunities for competitive sport within the cluster for a variety of children	Increased participation in competitive sport.	Broaden experiences of a range of sports and activities offered to the children: Children have an array of opportunities, events, and competitive fixtures / festivals / tournaments to attend in various sports.
2 hours per day (10 hours per week) allocated to providing a range of sports and physical activity related after-school clubs.	Engagement of all pupils in regular physical activity; The profile of PE and Sport is raised across the school;	Broaden experiences of a range of sports and activities offered to the children: Children offered a variety of after-school clubs to ensure an extension of the school day. Focused on disadvantaged pupils.
2 hours per day (10 hours per week) allocated to organised lunchtime activity, led by adults (including ball games, dance, fitness activities and trim trail).	Engagement of all pupils in regular physical activity; The profile of PE and Sport is raised across the school.	Broaden experiences of a range of sports and activities offered to the children: Lunchtimes have become disorganized and unstructured. Many children enjoy structure, and this will enable structured sports activities / games to be organised and offered by staff.
Specialist coaches employed termly to make links between the Wider Curriculum and Dance (Rob Mennear).	Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.	The profile of PE and Sport is raised across the school and as a tool for improvement; Broaden experiences of a range of sports and activities offered to the children: Rob Mennear to create dances with each classes each term in relation to wider curriculum links.
Providing staff swimming CPD and Life Saving skills for children who have met end of KS swimming expectations as well as additional swimming arrangements for those not currently meeting end of KS2 expectations.	Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.	Staff CPD in relation to swimming, as this cost commitment allows swimming coaches to teach children life-saving skills and water confidence to swim 25m (KS2 expectations) while increasing staff knowledge and confidence.

Engaging with local clubs and providers (Cornish Pirates rugby, local cricket clubs, Polkerris sailing) to provide specialist coaching and / or clubs (opportunities for children and CPD for staff)	Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.	The profile of PE and Sport is raised across the school and as a tool for improvement; Broaden experiences of a range of sports and activities offered to the children: Staff CPD in relation to different sports, while also providing opportunities for the children.
Participating in the Clay Schools Sports Leagues and Competitions to extend the variety of competitive sports offered, e.g., Athletics, Swimming. These are organised for the Cluster by MN (Headteacher).	Increased participation in competitive sport. The profile of PE and Sport is raised across the school and as a tool for improvement; Broaden experiences of a range of sports and activities offered to the children:	Children attend fortnightly fixtures until May half term, and organised tournaments / events from March to July.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study.

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently, and proficiently over a distance of at least 25 metres?	71%	<i>Distance to the local pool and restrictions on its use for school swimming sessions we only have access swimming sessions for KS2 pupils.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	46%	<i>The limits of access to pool time and transport costs means very few pupils can swim in addition to the school lessons. The access of intensive sessions has not supported sustained development of skills. Additional access to pool time is in future planning.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	46%	<i>As above</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	Pupils access intensive weeks swimming to support stroke and life skills development
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Due to staff changes this will now be replicated to support sustained development.

Signed off by:

Head Teacher:	<i>Matt Nicholls</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Matt Nicholls</i>
Governor:	<i>Jon Mayman</i>
Date:	July 24