



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
Investment into Real PE Legacy Coaching days and inset training to focus on the planning and deliver of high quality PE lessons for all teaching staff	Significant positive impact on the quality of teaching PE/ quality of experiences of our pupils Structured progressive stepped learning building on core Fundamentals Confidence of teachers improved Quality of teaching PE improved Pupil attainment in PE high.	Continue with Real PE after analysis of outcomes Training needed next in Real Gym, Real Dance & assessment Further training & monitoring to ensure the Real PE curriculum is taught with fidelity and skill
EYFS and Wrap Around staff to complete Balanceability training Use of resources to provide Balanceability sessions for EYFS children	Staff confidence improved, quality of sessions improved. Balance skills increased. Children able to ride the balance bikes at an earlier age, confidence and higher engagement of children progressing on to bikeability	Continue to offer bikeability once in KS1/2
Yoga Club	Participation of KS1 children, many who did not previously engage with sports clubs. Less active children enjoyed and continued attending Yoga Club	Sustainability in terms of staff cascading knowledge and sharing ideas

<p>Wild Tribe Training for two members of staff</p>	<p>Active learning, especially in science, All children have participated in Wild Tribe activities and continue to access resources in their own time eg lunchtime den-building</p>	
<p>Running club at lunchtime TA run</p>	<p>Good uptake of children running, more children taking part in cross country events. Stamina and speed building Landwednack children coming in higher at cross country events</p>	
<p>Sailing and open water swimming at Trevassick Lake</p>	<p>Experience of swimming in open water, as opposed to in a pool environment is crucial as our children live and play near open water. Children found cold water very different and have built stamina and learnt different skills including water safety skills</p>	

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

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
<p>Invest in Real PE (legacy) to support the delivery of PE across the school. This will also provide CPD for staff. Training sessions booked across the year</p> <p>Purchase/ replenish equipment needed to deliver the Real PE curriculum/ assessment</p> <p>In the form of a 'grab bag' for each class (after audit)</p>	<p>Teaching staff- CPD</p> <p>Pupils- will receive high quality T&L</p>	<p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Subject knowledge will be further enhanced leading to exciting and stimulating opportunities for all children</p> <p>Lessons will be well equipped with every child having access to necessary/ relevant equipment.</p>	<p>£2,500 (following year, we have completed the training so will subscribe to platform only)</p>
<p>Introduce Real PE home and Real PE Bursts</p>	<p>Pupils & families</p>	<p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>Improve home/school communication re PE and to encourage families to build healthy habits</p>	<p>Included in subscription above</p>
<p>Booster swimming sessions for Y5 / 6 children who have not met expected standard of 25m by Spring Term '24</p>	<p>Y5/6 pupils who are in danger of not swimming 25m by Summer '24</p>	<p>K I 4</p>	<p>80% + of combined Y5/6 will be able to swim 25 metres compared to 40% in the autumn term.</p>	<p>£1,400</p>
<p>Each class to participate in an outdoor learning day at least once per year e.g. Surfing, orienteering, archery, rock climbing (BF Adventure & HRST)</p>	<p>KS1 pupils</p> <p>Teachers (CPD)</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of</p>	<p>Children will engage in new and different activities and opportunities and will hopefully be inspired to continue into the future.</p>	<p>2x £800 (KS2)</p> <p>2x £500 (KS1, EYFS)</p> <p>£2,600</p>
<p>To encourage a higher participation in at least 30 minutes of physical activity a day and to maintain activity levels at break times- set up lunchtime 'energy' clubs- LB to manage each lunchtime.</p>	<p>Lunchtime TAs</p> <p>Pupils</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of</p>	<p>Activities will build stamina, perseverance and fitness to give them confidence/ motivation to pursue competitions eg Cross Country. Promote enjoyment so that children choose physical activities daily</p>	<p>Organisation of resources/planning one TA hour per ½ term</p> <p>£90</p>
<p>KS1 Water confidence sessions- this is essential,</p>			<p>Children will develop water confidence and</p>	

<p>as we have found that despite the school being in a coastal village, a high number of children are still unable to swim at KS2; therefore we need to provide a 'pre-teach' confidence/basic skills session to prepare them for KS2 and to ensure we can assess pupils' needs early.</p>	<p>Teachers KS1 pupils</p>	<p>which 30 minutes should be in school.</p>	<p>Level 1 swimming skills. Opportunity to assess children in order to plan appropriate lessons for end of KS2 expectations.</p>	<p>£450 including transport</p>
<p>Bikeability programme by end of summer '24 (no longer provided by County but has previously had a huge positive impact on future lifestyles</p>	<p>Pupils and in a wider context, families</p>	<p>K I 1</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Promote active and safe travel and enjoyment of cycling that will continue out of school</p>	<p>£700</p>
<p>Continue to participate in walk to school weeks and the promotion of active travel (including resources)</p>	<p>Staff, Pupils</p>	<p>Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>Walk to school week and the Bikeability programme will give children the knowledge, skills and motivation to walk and cycle on a daily basis</p>	
<p>To build on Wild tribe training from last year by purchasing equipment for activities in EYFS, and KS1. Planning will be linked to PE curriculum objectives, FUNS and science/ knowledge of the world</p>	<p>Pupils and staff</p>	<p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>In Wild Tribe activities, risks are managed well so that pupils can take part in a range of exciting activities that develop their self-confidence and self-esteem.</p>	<p>£500 resources £800 Wild Tribe Conference/traini ng x 2 staff</p>
<p>Club coaching to increase skill and opportunities – Focus on less active/DA groups</p>	<p>All pupils, families & staff</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>More children participating in after school clubs and activities- coaching for specific groups of children eg SEND</p>	<p>£4,000</p>
<p>Purchase materials to ensure all children have independent access to resources that provide sensory feedback to ensure all children use the outdoor space as much as possible (previously sensory/ therapy/support has been sedentary and indoors. Research shows that children benefit from sensory experiences outside and in nature).</p>	<p>Wild Tribe teachers, pupils esp EYFS and KS1</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>Many children benefit from sensory and proprioceptive play, even for a short period of time. These activities will help pupils to achieve a calm and alert state which then improves emotional wellbeing and the ability to engage and learn.</p>	<p>£600</p>
<p>Purchase (and source free) proprioceptive materials eg heavy logs, crates, wheelbarrows for ALL children to use</p>	<p>All pupils especially those with Sensory or other SEND</p>		<p>20% of our children who are inactive will engage in physical play</p>	

<p>Able and talented pupils in PE nominated for Sports academies and A/T sessions run by Mullion School, Helston College and Penryn.</p> <p>Subscriptions to YST, TPAT Sports Package and Mullion Cluster Sports</p> <p>Continue to compete against other schools in the Mullion/Helston Cluster Sports Partnership</p> <p>To increase the number of children competing at inter-school level especially in year 5/6. Staffing costs for organising, transporting and supervising.</p> <p>Staff release time</p> <p>Provide transport for out of school events like cross country. To ensure equity for all. Minibus cost @45p per mile + minibus driver</p> <p>Lead teacher trained then: All Year Six children trained using Real PE leaders materials</p>	<p>Able & Talented pupils</p> <p>Staff and pupils</p> <p>Staff, pupils</p> <p>Y6 teacher, Y6 pupils</p>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 5: Increased participation in competitive sport</p> <p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Aspirations and ambitions will be fulfilled which will have a positive impact long term.</p> <p>Teachers confidence and skill in teaching PE will increase, as a result improved pupil's attainment in PE</p> <p>The number of children who participate in the cluster events will rise- they will develop healthy habits and continue to access running clubs/ recreational running within the village/ their families</p> <p>Increased number of pupils participating in an increased range of competitive opportunities.</p> <p>Fitness levels and stamina will increase The profile of cross country and other cluster events will be raised- children will demonstrate confidence, enjoyment and commitment to these.</p> <p>Children will understand the importance of trying a range of sports and the dedication and effort that is required to excel in sport</p> <p>Equity of opportunities: Many parents have to work and/ or find it difficult to transport children to events. Providing transport will give more children the opportunity to compete. Our aim is for EVERY child to participate in at least one event each year.</p> <p>Y6 sports leaders will be confident role models and will encourage younger pupils to partake in regular physical activity.</p>	<p>£225 staff to accompany</p> <p>£2,400</p> <p>£225</p> <p>Included in Real PE subscription</p> <p>Total Actual £16,620</p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Investment into Real PE for training, monitoring, coaching.</p> <p>Balanceability/ Wild Tribe training and resources Sensory and proprioceptive resources</p> <p>Proprioceptive/ sensory equipment for break times/ self-regulation</p> <p>Sailing HRST including freshwater swimming</p>	<p>Staff feedback- staff feel more confident teaching PE using Real PE platform and resources Quality first teaching is seen in PE (Real PE Core)</p> <p>Assessment shows 87% of pupils are at expected in PE, an increase of 10% from previous year Pupils expressing an enjoyment of PE.</p> <p>On entry to school, children’s physical development was low, by end of reception – 83% achieved GLD in physical development</p> <p>More children participating in physical activities and recreation 20% inactive- all children have engaged with the resources and activities Teachers observations/ teacher voice expresses children settling back to lessons well with children being more regulated. Children saying the resources/ break times are fun!</p> <p>Children have developed additional skills/ experiences of being in freshwater (eg shock of cold water).</p>	<p>CPD will focus on Real Gym, Real Dance</p> <p>(still need to invest in PD in EYFS next year)</p> <p>Investment in self-rescue and water safety in the sea (including knowledge of rip-tides and currents) next year</p>

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?	82% of our year sixes	<p>Target: 80% + of combined Y5/6 will be able to swim 25 metres compared to 40% in the autumn term. Our current year 5s will need to be a focus next year.</p> <p>2024 – 2025 will need to focus on swimming for the next Y6 cohort</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82% of our year sixes	<p>As above- water confidence and technique of our current Y5s is low, we will need to invest in booster sessions for some children in order for them to achieve the target</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>82% of our year sixes</p> <p>82%</p>	<p>In swimming pool</p> <p>In cold water lake</p> <p>However, living in a coastal community priority will be given to water safety in the sea with several different dangers to consider</p>
<p>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?</p>	<p>Yes</p>	<p>Due to autumn term assessment showing only 40% of children able to swim competently, confidently and proficiently</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p> <p>Currently using swim coaches as agreed with the local pool</p>	<p>I believe this will be more sustainable in future and am actively seeking swimming training for teachers in our area</p> <p>Our local pool is 10 miles from school and costings for transport are huge; the pool charges include swimming coaches- action will be to research a more cost-effective way of providing this part of our curriculum (not taken from Sports funding)</p>

Signed off by:

Head Teacher:	<i>Louise Jones</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Louise Jones</i>
Governor:	<i>Lucy De-Sola Pinto - governor</i>
Date:	27 th June 2024