



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 2025.**

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 (2023/2024)

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 delivery 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	Continue with Real PE after analysis of outcomes Training needed next in Real Gym, Real Dance & assessment
EYFS and Wrap Around staff to complete Balanceability training Use of resources to provide Balanceability sessions for EYFS children	Confidence of teachers improved Quality of teaching PE improved Pupil attainment in PE high. 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	Further training & monitoring to ensure the Real PE curriculum is taught with fidelity and skill Continue to offer bikeability once in KS1/2
Introduce Yoga Club	Participation of KS1 children, many who did not previously engage with sports clubs. Less active children enjoyed and continued attending Yoga Cub	Sustainability in terms of staff cascading knowledge and sharing ideas

Wild Tribe Training for two members of staff	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	
Running club at lunchtime TA run	Good uptake of children running, more children taking part in cross country events. Stamina and speed building Landewednack children coming in higher at cross country events	
Sailing and open water swimming at Trevassick Lake	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	

Key priorities and Planning 2024-2025

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)

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	Teaching staff- CPD Pupils- will receive high quality T&L	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Subject knowledge will be further enhanced leading to exciting and stimulating opportunities for all children Lessons will be well equipped with every child having access to necessary/ relevant equipment.	£1,500 (we have nearly completed the initial training so will subscribe to platform only next year)
Repair/ replenish equipment needed to deliver the Real PE curriculum/ assessment In the form of a 'grab bag' for each class (after audit)	Pupils & families	Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Improve home/school communication re PE and to encourage families to build healthy habits	Included in subscription above
Introduce Real PE home and Real PE Bursts				
Booster swimming sessions for Y5 / 6 children who have not met expected standard of 25m by Spring Term '24	Y5/6 pupils who are in danger of not swimming 25m by Summer '25	K I 4	80% + of combined Y5/6 will be able to swim 25 metres compared to 40% in the autumn term.	£1,400
Each class to participate in an outdoor learning day at least once per year e.g. Surfing, orienteering, archery, rock climbing (BF Adventure & HRST)	KS1 pupils Teachers (CPD)	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	Children will engage in new and different activities and opportunities and will hopefully be inspired to continue into the future.	2x £800 (KS2) 2x £500 (KS1, EYFS) £2,600
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.	Lunchtime TAs Pupils		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	Organisation of resources/planning one TA hour per ½ term £90

<p>KS1 Water confidence sessions- this is essential, 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>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>Continue to participate in walk to school weeks and the promotion of active travel (including resources)</p> <p>To build on Wild tribe training from last year by extending to pupils across the school; particularly those with SEND.</p> <p>Training to ensure activities in EYFS, and KS1 are age appropriate and to ensure planning is linked to PE curriculum objectives, FUNS and science/ knowledge of the world</p>	Teachers KS1 pupils	which 30 minutes should be in school.	Children will develop water confidence and Level 1 swimming skills. Opportunity to assess children in order to plan appropriate lessons for end of KS2 expectations.	£450 including transport
	Pupils and in a wider context, families	K I 1		
	Staff, Pupils	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Promote active and safe travel and enjoyment of cycling that will continue out of school	£700
	Pupils and staff	Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Walk to school week and the Bikeability programme will give children the knowledge, skills and motivation to walk and cycle on a daily basis	
	All pupils, families & staff	Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	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.	£500 resources
	Wild Tribe teachers, pupils esp EYFS and KS1			£800 Wild Tribe Conference/training x 2 staff

<p>Club coaching to increase skill and opportunities – Focus on less active/DA groups</p> <p>Training and 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>Purchase (and source free) proprioceptive materials eg heavy logs, crates, wheelbarrows for ALL children to use</p>	All pupils especially those with Sensory or other SEND	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	More children participating in after school clubs and activities- coaching for specific groups of children eg SEND	£4,000
		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.	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.	£600
	Able & Talented pupils		20% of our children who are inactive will engage in physical play	
	Staff and pupils	Key indicator 5: Increased participation in competitive sport	Aspirations and ambitions will be fulfilled which will have a positive impact long term.	£225 staff to accompany
<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 Continue to compete against other schools in the Mullion/Helston Cluster Sports Partnership</p>		Key indicator 5: Increased participation in competitive sport	Teachers confidence and skill in teaching PE will increase, as a result improved pupil's attainment in PE 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 Increased	£2,400
<p>To increase the number of children competing at inter-school level especially in year 5/6.</p> <p>Staffing costs for organising, transporting and</p>	Staff, pupils Y6 teacher, Y6 pupils	Key indicator 5: Increased participation in competitive sport Key Indicator 3:		£225

<p>supervising to ensure equity of engagement.</p> <p>Staff release time Provide transport for out of school events like cross country. To ensure equity for all. Minibus cost @45p per mile + minibus driver Lead teacher trained then:</p> <p>All Year Six children trained using Real PE leaders materials</p>		<p>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>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 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>Trust lead to train young leaders and materials included in Real PE subscription</p> <p>Total Actual £16,620</p>
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Key achievements 2024-2025

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

Swimming Data 2024/25

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?	79%	<i>Target: 80% + of combined Y5/6 will be able to swim 25 metres compared to 40% in the autumn term.</i> <i>Our current year 5s will need to be a focus next year. For 2025 – 2026 we will need to focus on swimming for the next Y6 cohort</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?	71%	<i>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</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	<p><i>In swimming pool</i></p> <p><i>71% in cold water lake (however they are less confident in the sea).</i></p> <p><i>Living in a coastal community priority will be given to water safety in the sea with several different dangers to consider</i></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?	Yes/No	<p><i>Although we are above National, priority will be given for our KS2 pupils to learn water safety in the sea</i></p> <p><i>Start earlier than Y6 to give us time to ensure all pupils have booster sessions if needed</i></p>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<p><i>We will try to access this next academic year- currently we benefit from coaches at the swimming pool and sailing trust</i></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>
LMC:	<i>Lucy De Sola Pinto</i>
Date:	<i>July, 2025</i>