



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
<p>Real PE / Jasmine –£834 -</p> <p>Sports coach employed to increase after school clubs provision - £2246.40</p> <p>Y6 Bike-ability cycling – £350 - Bike hire £120 - TA to support for least confident bike riders and SEND</p> <p>Fun Fit £900</p>	<p>New members of the teaching team attended an 'Introduction to REAL PE' training webinar and have engaged well with delivering this scheme.</p> <p>Pupils in key stage two in particular who have been following REAL P.E for the last 3 years are demonstrating confidence and consistency with their agility, balance and coordination skills</p> <p>Clubs align with the competition calendar. Increased whole school offer.</p> <p>Increase in the number of pupils able to take part in extracurricular clubs (40 additional places each week).</p> <p>Progression: Use of school balance bikes, trikes and scooters in EYFS to introduce cycling skills early to any pupils who do not have this opportunity out of school. This is then built on through bike-ability in year 6.</p>	<p>Next Steps:</p> <p>Work closely with TPAT Health Wellbeing & Sport hub lead to share good practice of schools who are using REAL P.E effectively locally.</p> <p>Engage with further online training provided by REAL P.E (included in annual cost) – particularly 'learning nutrition' to further develop delivery of Real P.E.</p> <p>Identify target children for each class who need additional targeted support with fundamental skills.</p> <p>Involve pupil parliament to increase pupil voice: What sport clubs would pupils like offered?</p> <p>Consider the viability of a targeted offer next year using the sports coach e.g a lunch time club for pupils who are least active or lowest attaining in P.E.</p> <p>Explore bike-ability for KS1 now provided through Cornwall school games.</p> <p>Consider how school bikes and scooters can be used in Fun Fit to support pupils with SEND.</p> <p>Introduce cycle to school week (September 2023) to promote cycling in school.</p> <p>Purchase Living streets 'Walk to school week' resources (May 2024). Hold whole school assembly to launch and share resources with all children.</p>

<p>Sensory yoga training accredited course –£190</p> <p>Year 6 residential subsidised cost - £1700</p> <p>Work with local secondary school primary schools to develop and participate in competitions and festivals -£1000</p> <p>Sports Day – £250</p> <p>Y6 Play Leaders – £0</p> <p>sports coach (Pirates rugby) - £500</p> <p>Truro and Penwith Academy Trust Health, Wellbeing & Sport programme - £1000</p> <p>Specialist Coach- D.T coaching - £7488</p>	<p>Monitoring: SENDCo has routinely observed Funfit sessions led by Teaching assistants. Identified any CPD needed for staff leading the sessions and supported with delivery. Funfit has benefitted inclusion in P.E lessons through improving the gross motor skills of the lowest attaining children in P.E. Teachers have found that pupils who attend Funfit then return to the classroom more settled and ready to learn and can therefore make better academic progress</p> <p>Year 6 residential is an excellent opportunity for developing life skills as well as an important part of the outdoor adventurous activities national curriculum. Subsidising the cost ensured that money was not a barrier to participation for pupils.</p> <p>Through increased opportunity for competition, pupils are demonstrated an increased awareness of good sportsmanship, respect for the rules of a sport and accepting losing.</p> <p>This was a great way to raise the profile of P.E within the school community. Lots of positive feedback about the event from both the children and parents. Very inclusive event, opportunities to compete individually and as a team.</p> <p>Making use of playground leaders increased the participation in physical activity at playtimes and promoted the confidence of the pupil leaders. Use of play leaders has supported staff and younger children during after school clubs.</p> <p>Pupils in upper key stage two enjoyed the opportunity to work with a local team coach and compete against other schools in a different sport</p> <p>Statement compliance: TPAT hub lead supported the P.E lead with the planned spend for the PE premium statement. CPD: The academy hosted and paid for a REAL P.E staff training day for any new staff.</p> <p>Monitoring: The academy supported with updating the pupil information on the P.E assessment wheel at the start of the year.</p> <p>Year 5 questionnaire about enjoyment and engagement in P.E showed that only 4% (1 pupil) preferred the REAL P.E lessons last year to their sport application lessons using the same skills this year. Pupil responses also show enjoyment of a wider range of sports offered by the coach.</p>	<p>Share individual assessment wheels with staff for children in Funfit or others identified as working significantly below in P.E. Use these to identify physical targets and provision within Funfit and P.E e.g specific targets for pupils IEPs.</p> <p>Claire Jacquemond to begin introducing yoga sessions into Funfit intervention timetable and trial using these strategies to support pupils</p> <p>Explore additional outdoor adventurous activity opportunities to provide for key stage 2 children in different year groups e.g climbing, coasteering, mountain biking.</p> <p>To increase opportunities for KS1 competition – implement a festival organised and led by year 6 play leaders.</p> <p>Purchase further equipment to increase participation opportunities, especially for lower KS2 who had the least events.</p> <p>Explore options for provision of play leaders training - could we train a member of staff to deliver this training to make it more sustainable? Play leaders to then lead an in-house competition or festival for KS1 pupils</p> <p>Strengthen the partnership with Chacewater bowls club to ensure this opportunity for pupils is re-established.</p> <p>Continue to develop network between P.E leads in the hub to share good practice of using REAL P.E and the assessment wheel.</p> <p>P.E lead to monitor the teaching of UKS2 sport lessons to ensure the fundamental skills still being explicitly taught and rehearsed.</p> <p>P.E lead to support year 5 and 6 teachers to develop the sequencing for each sport unit of work to ensure progressive lessons which develop, use and apply the fundamental skills in sports specific contexts.</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>Review specialist sports coach provision Following observations of KS1 PE lessons, our Sports coach is to work across KS1 this year, with the aim of supporting staff with the delivery of the PE curriculum and to improve the consistency of the sport offer in KS1. Focus specifically on adaptation, inclusion and support for pupils with SEND and pupils in lowest 20%.</p>	KS1 teachers and support staff, sports coach and pupils in KS1 Year 5/6 pupils	<p>2. the profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Supporting KS1 teachers and support staff as CPD ,modelling high quality sport lessons and working alongside staff to develop their confidence teaching PE: Class teachers have a better awareness of how to develop the fundamental skills which underpin the curriculum.</p> <p>Coach worked with support staff to support children with SEND to adapt the curriculum to ensure inclusion: Support staff feel increasingly confident to adapt activities so that pupil with SEND can access the learning and develop their fundamental skills. Pupils with SEND showing increased inclusion socially and physically in PE lessons.</p>	£8088 cost of sports coach in KS1 for 1x PM a week
Coach to deliver after school football club, to provide additional places for our most popular sports club and offer competitive opportunities in the small school league.		5. increased participation in competitive sport	Year 5/6 Football club at maximum capacity throughout the year and the team competed in the small school league.	after school football club once per week.
<p>Provide play leader training Teachers to deliver REAL Leaders to UKS2 pupils as part of the P.E curriculum.</p>	Year 5 & 6 teachers & pupils	2. the profile of PE and sport is raised across the school as a tool for whole-school improvement	<p>Using REAL P.E Leaders which is already included in our REAL P.E package instead of Play leaders package we have previously bought in.</p> <p>Year 6 sports leaders supported with KS1 sports day instead of using College sport students – pupils enjoyed their roles as</p>	£834 cost of REAL P.E annual subscription

			leaders, helping the other pupils and younger pupils looked up to the sport leaders. Future plans to host in-house competition/festival, led by Year 6 sports leaders.	
Sports day Increase participation opportunities for all pupils in sports day, especially for lower KS2 who had the least events.	P.E coordinator – leading sports day KS2 pupils and Class teachers Sports coach teaching athletics	5. increased participation in competitive sport	Changed the structure of sports day and increased the number of competitive events, particularly lower KS2 . Speed bounce, long distance run and team water relay (new events this year).	£250 cost of additional athletics equipment needed e.g hurdles for speed bounce. £240 Cost of P.E coordinator KIT day to lead sports day
Targeted P.E support Identify target children for each class who need additional targeted support with fundamental skills based upon assessment wheel data. PE Lead to analyse data of children’s fundamental movement skills in PE identifying the lowest 20% of each class and share with class teachers along with actions to target support. KS1 children identified to be supported in lessons by support staff. KS2 Children identified alongside SENDCo for sensory circuits intervention.	SENDCo, class teachers, sports coach, teaching assistants and pupils (lowest 20%)	4. broader experience of a range of sports and activities offered to all pupils 3. increased confidence, knowledge and skills of all staff in teaching PE and sport 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 a day, of which 30 minutes should be in school	Children in the lowest 20% have made individual progress with their fundamental skills: Teachers are more aware of the children who need further support. Weekly sensory circuits sessions run by a teaching assistant for targeted support of KS2 pupils for sensory integration. Teaching assistant is now confident delivering this intervention following support by the SENDCo. 7 children across the school have moved out of the bottom 20% within their class as a result of increased support with developing their fundamental movement skills.	£120 Cost of P.E coordinator subject release time to collate, review and analyse whole school P.E data. Support staff deployed in all KS1 PE lessons to support pupils with SEND and in the lowest 20% : 4 hours per week: £2340 £565 - 1 hour per week Cost of Teaching assistant to deliver Sensory circuits to KS2 pupils.
Morning Yoga TA to lead weekly morning yoga lessons with KS2 classes on rotation to provide additional opportunities in the school day for movement and to support our classes with a high percentage of pupils on	Teaching assistant, KS2 pupils	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 a day, of which 30 minutes should be in school 4. broader experience of a range of sports and activities offered to all pupils	Pupils given the opportunity for Yoga movement and breath work led by the TA in the hall upon arriving for school. This helped pupil’s self-regulation and emotional wellbeing. Pupils also demonstrated increased body awareness, balance and concentration.	£565 - 1 hour per week Cost of Teaching assistant to deliver Yoga to KS2 pupils.

the register of need to be ready to learn.				
<p>Active travel Introduce cycle to school week (September 2023) to promote cycling in school. Purchase Living streets 'Walk to school week' resources (May 2024). Hold whole school assembly to launch and share resources with all children.</p>	Whole school events – parents and all pupils	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 a day, of which 30 minutes should be in school	PE Lead S.Hoare delivered whole school assembly for cycle to school week. Focus on safe routes to school, road safety and the benefits of cycling to school. Pupils were really motivated to engage following the assembly. Prior to cycle to school week less than 10 children cycled/scooted to school on average. During cycle to school week, more than 50 children cycled/scooted. Many of these children continued to cycle/scoot in following the event. Walk to school week – revisited the importance of active travel	£25 resources & sticker packs (£12.50 for each Key stage).
<p>Bowls Strengthen the partnership with Chacewater bowls club to ensure this opportunity for pupils is re-established: Year 5 to attend Bowls as part of their curriculum PE lessons and enter the inter-school competition this year – broadening the opportunities of the range of sports on offer in our curriculum.</p>	Year 5 pupils & teachers, local community links- Chacewater Bowls	4. broader experience of a range of sports and activities offered to all pupils 5.increased participation in competitive sport	All Year 5 pupils took part in bowls lessons for one half term. Gave them the opportunity to engage in a new sport and allowed different children to excel and achieve, particularly some of our typically less active children in this year group. 1 team from this class entered into the bowls competition.	£172 Cost of the competition and Teaching assistant to supervise the children to attend.
<p>Competitions Work with local secondary school primary schools to develop and participate in competitions and festivals - Richard Lander School cluster schools delivery and competition: - Inclusive festivals</p>	P.E lead, headteacher	5.increased participation in competitive sport	The competitions provide excellent challenge for our more able pupils in P.E and the festivals provide inclusive opportunities for all. Children have been able to participate in a greater number of sporting activities using a range of equipment which is not available at our school. Transport is provided at no extra cost to the children to ensure equal	£1000 annual cost of RLS Cluster fee involvement. TPAT Y4 sports event Cost of transport : £250 staff to support: £400

- Competitive qualifiers for school games			access and participation – use of school minibus to reduce transport costs. The Increased opportunities to compete has resulted in a developed sense of pride and inclusion throughout the year.	
TPAT health, wellbeing & sport programme • Self-Review of P.E premium spending from last year • Work alongside the P.E hub lead to ensure statement compliance • Monitoring & Evaluation of P.E in our school	P.E lead, headteacher	3.increased confidence, knowledge and skills of all staff in teaching PE and sport	Working closely with the trust is important as they can make cost effective spending decisions for Statement compliance: TPAT hub lead supported the P.E lead with the planned spend for the PE premium statement. Monitoring: The academy supported with updating the pupil information on the P.E assessment wheel at the start of the year.	£1000 annual cost of TPAT health, wellbeing & sport programme
Subsidised residential cost for children in Year 6 who otherwise, would not be able to attend During Year 6 residential, children will take part in a range of outdoor adventurous activities including climbing and surfing.		4.broader experience of a range of sports and activities offered to all pupils	All 30 pupils were able to attend and the cost was not a barrier. They all engaged in outdoor adventurous activities which they would not have been able to do at school. Pupils developed their independence, confidence, self-esteem and resilience. They overcame challenges, took risks and developed social skills.	£875 - cost of subsidy for 5 children

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 a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

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>REAL PE curriculum Delivered consistently across the school</p> <p>Play leader training REAL Leaders programme used for the first time in UKS2</p>	<p>REAL PE planning providing consistency of skills progressions across the school. Children challenged at their developmentally appropriate level and staff feel supported to enable children to achieve.</p> <p>Real leaders gave UKS2 developed pupils leadership skills and pupils felt confident to lead KS1 pupils on sports day.</p>	<p>Make use of our Sports leaders to deliver in-house competition</p>
<p>Targeted P.E support P.E lead analysing and sharing PE wheel data with staff, identifying lowest 20% within P.E.</p> <p>Sports coach worked with KS1 teachers and support staff to guide them to adapt the lessons for pupils with SEND and support those in the lowest 20%, focusing on developing their Fundamental movement skills.</p>	<p>Staff have an increased awareness of the pupils in their class who need further support to reach the age related expectation. Teacher's supported the lowest 20% within P.E lessons to develop their fundamental movement skills.</p> <p>Teaching assistants in KS1 working effectively to support and adapt learning for pupils with SEND or in lowest 20%.</p> <p>7 children across the school have moved out of lowest 20% within P.E.</p>	<p>Identify those children who are newly in the bottom 20% - why have they fallen into this category? Are they working towards meeting the ARE? Do they need further support?</p>
<p>Sports day Increase participation opportunities for all pupils in sports day, especially for lower KS2 who had the least events.</p>	<p>Changed the structure of sports day and increased the number of competitive events, particularly lower KS2 .Speed bounce, long distance run and team water relay (new events this year).</p> <p>Pupils were all engaged, involved and physically active during sports day. All pupils were given opportunities to compete both individually and as part of their house team.</p>	
<p>Morning Yoga TA to lead weekly morning yoga lessons with KS2 classes on rotation to provide additional opportunities in</p>	<p>Pupils given the opportunity for Yoga movement and breath work led by the TA in the hall upon arriving for school. This helped pupil's self-</p>	<p>Can we extend this offer to KS1 pupils?</p>

<p>the school day for movement and to support our classes with a high percentage of pupils on the register of need to be ready to learn.</p>	<p>regulation and emotional wellbeing. Pupils also demonstrated increased body awareness, balance and concentration.</p>	
<p>Bowls Strengthen the partnership with Chacewater bowls club to ensure this opportunity for pupils is re-established: Year 5 to attend Bowls as part of their curriculum PE lessons and enter the inter-school competition this year – broadening the opportunities of the range of sports on offer in our curriculum.</p>	<p>All Year 5 pupils took part in bowls lessons for one half term. Gave them the opportunity to engage in a new sport and allowed different children to excel and achieve, particularly some of our typically less active children in this year group. 1 team from this class entered into the bowls competition.</p>	<p>Possibly purchase boules or petangue equipment (games similar to Bowls) to play at break and lunch times</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?	36% (11 out of 30)	<p>10% of class have an EHCP 20% of class are also on register of need SEND K</p> <p>This class on average did not meet the ARE for any area of the P.E assessment wheel.</p> <p>This cohort missed out swimming in LKS2 due to Covid restrictions. They only swam with school in year 5 and 6.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	36%(11 out of 30)	<p>Pool availability post covid has only allowed 2 week intensive blocks rather than weekly swimming lessons.</p> <p>The children who did not meet the NC requirements for swimming have made excellent progress with their water confidence and are beginning to develop self-rescue skills.</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>36%(11 out of 30)</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/No</p>	<p>There was no pool availability to provide to up sessions for year 6.</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>Yes/No</p>	<p>The pool where we swim provides trained swim teachers to teach the swim lessons – lessons are not taught by school staff.</p>

Signed off by:

Head Teacher:	David Hick Headteacher	
Subject Leader or the individual responsible for the Primary PE and sport premium:	Shelley Hoare PE Lead	
Governor:	Nicola Soutar PE Governor	
Date:	30.7.24	

6. 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 a day, of which 30 minutes should be in school
7. the profile of PE and sport is raised across the school as a tool for whole-school improvement
8. increased confidence, knowledge and skills of all staff in teaching PE and sport
9. broader experience of a range of sports and activities offered to all pupils
10. increased participation in competitive sport