



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
<div style="border: 2px solid red; padding: 20px; display: inline-block;"><p>PE and Sports lead new to the school this academic year.</p></div>		

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
Revamp PE Curriculum so that the focus is on skills and physical literacy, not just sport.	Staff – new scheme to learn. Pupils – new ways of accessing PE.	1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport. 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement 4 - Broader experience of a range of sports and activities offered to all pupils	Improved confidence and competence of PE teaching. Evident in lesson monitoring, pupil conferencing and staff feedback. If successful, look to buy lifetime license to the scheme. This will negate any costs needed through subscription models.	£3000 – cost of scheme and supporting iPads
CPD for teachers not confident in delivering certain aspects of PE	Staff – CPD survey sent out Pupils – upskilling of staff leading to higher quality PE	1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport. 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement	Improved confidence and competence of PE teaching. Evident in lesson monitoring, pupil conferencing and staff feedback. CPD register will need to be kept in order to know who has had what, and to ensure that new staff receive appropriate CPD. Peer teaching and dissemination of CPD will aid the long term sustainability.	£500 to £1000 depending on the amount of training required.

<p>Active life survey to find out what our activity levels are like as a school. This will allow targeted interventions/ support where identified.</p>	<p>DR – sending out survey and collating data Pupils and parents – need to complete the survey Staff – completing interventions (break or lunchtime)</p>	<p>2 - The engagement of all pupils in regular physical activity 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement 4 - Broader experience of a range of sports and activities offered to all pupils</p>	<p>Through targeting individuals rather than whole groups or whole school, the cost is minimized but will produce maximum gain. Long term sustainability – yearly survey? Every 2 years?</p>	<p>Cost of paper and time for surveys and data collating. £300?</p>
<p>Physical activities to aid in supporting other areas of the curriculum – Physical Sensory breaks for SEND children; Fine and Gross motor movement, including shoulder girdle strength exercise to improve writing.</p>	<p>DR – research to be disseminated to highlight best practice. Staff – intervention groups need setting up, work with the Literacy team. Pupils – increased engagement in broader curriculum lessons due to improved physical skills.</p>	<p>2- The engagement of all pupils in regular physical activity 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Trans. Fluency – we should see an increase in gross and fine motor skills, leading to increased competence in PE and sports, as well as in writing. Physical and sensory breaks – children learning that physical activity is a great boon for mental as well as physical health. Sustainability – once these programmes are in place, there should be minimum outlay.</p>	<p>£1000 to cover material costs</p>
<p>Once a new PE scheme has been sourced, audit equipment and PE kit to ensure that the scheme is able to be taught.</p>	<p>DR to audit the equipment based on lists from scheme.</p>	<p>1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport. 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement 4 - Broader experience of a range of sports and activities offered to all pupils</p>	<p>Once kit has been purchased to align with teaching the new scheme, there should only be a small outlay each year as inevitably kit perishes. Children and staff knowing that the equipment is only to be used for PE will help its longevity.</p>	<p>£4000</p>

<p>Purchase new Huff and Puff equipment to enable more active lunch and break times. Currently, children are taking PE equipment and it is impacting on the ability to teach.</p>	<p>DR – purchase new equipment Pupils – teach how to respect the equipment. Huff and Puff team to keep shed tidy and equipment in good order. Staff – lunch and break time staff to know what is in the shed and how to use it.</p>	<p>2- The engagement of all pupils in regular physical activity 4 - Broader experience of a range of sports and activities offered to all pupils</p>	<p>There will need to be a way to have a budget for Huff and Puff in the future, in order for equipment to be replaced/ supplemented as needed. This will, however, allow the PE kit to last longer. Impact – children will be more active at lunch and break times, allowing less pressure on the active tracker results.</p>	<p>£500</p>
<p>Playground and school grounds need work in order to provide more opportunities for children to be active in different ways.</p>	<p>DR and MP – site walk to discuss the use of the site and where improvements can be made. MAT estates manager to work with us to ensure compliance in our site.</p>	<p>2 - The engagement of all pupils in regular physical activity 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement 4 - Broader experience of a range of sports and activities offered to all pupils</p>	<p>Once purchases, there will be a rolling plan put in place to maintain the school grounds in terms of PE, active and sporting opportunities. Impact – as above: more active children at lunch and break time.</p>	<p>£6000</p>
<p>Continue to work with Peninsula to engage in competitive sports with our area, as well as beginning to work within Crofty MAT for sporting opportunities.</p>	<p>Staff – staff to share the responsibility of staffing events when needed. Pupils – more exposure to competitive, and non-competitive, sports.</p>	<p>2 - The engagement of all pupils in regular physical activity 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement 4 - Broader experience of a range of sports and activities offered to all pupils 5 - Increased participation in competitive sport</p>	<p>Impact – increased participation in competitive sport, as well as more children choosing healthy active lifestyles. Sustainability – long term, this will need to come out of core budgets.</p>	<p>£3000</p>

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>Working with other schools in the Trust and the Helston/Mullion partnership to offer competitions and other sporting opportunities.</p> <p>Supported participation levels in clubs and competitions.</p> <p>Introduced a range of activities - mid-day sports facilitated</p> <p>Road safety and cycling proficiency</p> <p>Enhanced lunchtime provision through PEAP playtimes</p>	<p>Pupils feel more confident and have a purpose to their learning. Increased opportunities to mix with pupils from other schools.</p> <p>High proportion of pupils choosing to participate in sport and physical activity. Singing & Dancing Club very successful for encouraging less active.</p> <p>All pupils are having an opportunity to try new sports.</p> <p>Y6/5 are competent to ride on the local roads</p> <p>We have also had a large percentage increase of children participating in physical activity due to the increase in resources.</p>	<p>Rejoin Helston/Mullion partnership in 2024/2025.</p> <p>Parent survey, data analysis and pupil conferencing carried out to increase figures further in 2024/25.</p> <p>Continue to provide opportunities for outdoor and adventurous, swimming and dance/fitness.</p> <p>Complete PE audit</p> <p>School council meet and often discuss that there could be more improvements made - they discuss with classes more equipment/provision that they would like which could direct PE Premium spending this 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?	80%	Intensive lessons were offered to those Y6 pupil who could not swim 25m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	A range of stroke have been taught – for less confident swimmers, we focused on water safety and front crawl.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	75%	
<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>	NA	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	NA	

Signed off by:

Head Teacher:	<i>Vicky Sanderson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Richards</i>
Governor:	<i>TBC</i>
Date:	24 th July 24