

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£20740
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2024/25	£20740
Total amount of funding for 2024/25	£20740

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	81%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £20740		Date Updated: October 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 36%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All teachers confident in delivering high quality PE lessons/sessions Teachers make the most of CPD opportunities while shadowing PE coaching specialists (Go Active/Bunch Cornwall Golf Association)	Introduce and embed PE scheme of work, providing opportunities for teachers and support staff to develop their subject knowledge through teaching videos and lesson plans. Teachers shadow experienced, high quality specialist coaches as a CPD opportunity		£8000	Teachers have improved subject knowledge and confidence in delivering high quality PE lessons. All pupils, including disadvantaged and have SEND, enjoy and excel in PE.	PE will be audited and reviewed annually PE Lead will oversee this area of work and monitor so that a consistent approach is embedded.
Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 22%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Deliver exciting PE lessons that are well sequenced and build upon knowledge and skills over time.</p> <p>Increase the diversity and range of sports taught.</p> <p>Increase diversity and range of sports offered as extra-curricular.</p> <p>Increase the amount of competitive sporting opportunities (including inter school events)</p> <p>Pupils have a range of active play and lunchtime activities to choose from.</p> <p>Ensure disadvantaged pupils access extra-curricular activities and competitive events.</p>	<p>Introduce PE scheme– excellent lesson sequences that build on knowledge and skills. The scheme also provides opportunities for teachers to develop their subject knowledge through teaching videos and lesson plans. The scheme is designed with the national curriculum objectives at the forefront of lesson sequences.</p> <p>Sports TA to support and lead on the delivery of numerous sporting activities including lessons and after school clubs.</p> <p>Develop school sports day to reflect the physical literacy framework</p> <p>Work with local secondary school to enter local primary sport festivals</p> <p>Subscribe to Poltair School Sports Partnership to engage in a range of competitive and non-competitive sporting events/sporting festivals</p> <p>Organise and take part in year football fixtures and netball fixtures</p> <p>Continue the success of introducing a wider range of sporting activities (eg golf, street surfing, archery)</p>	<p>£5000</p>	<p>Increased numbers of pupils participating in competitive opportunities within school</p> <p>Increased numbers of pupils participating in competitive opportunities against other schools</p> <p>Teachers have improved subject knowledge, enjoy teaching PE, and deliver high-quality lessons.</p> <p>All pupils, including those who are disadvantaged and have SEND, are active Pupils choose to partake in sporting/active games at play and lunch times.</p>	<p>Complete audit of PE and sports equipment to ensure necessary equipment is available throughout the year.</p>
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<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 18%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Ensure children have the opportunity for leadership within PE lessons and during break and lunch times. This will enable them to develop and pass on skills and knowledge to younger pupils</p> <p>Playground leader programme delivered by specialists supplied by local secondary school as part of Poltair School Sport Partnership</p>	<p>Year 5/6 pupils to run small games for KS1 children during their lunchbreak.</p> <p>Y6 Sports leaders to support Sporting events such as Sports Day and Charity sports events.</p> <p>PE scheme includes opportunities for leadership</p>	<p>£4200</p>	<p>Year 5/6 Sports leaders to become able to plan, set up and lead small physical activities, developing their knowledge and understanding towards the teaching and coaching of PE.</p> <p>Teachers to gain a better understanding of their pupils ability and skill. PE lead to also gain a better understanding of where intervention and support may be needed.</p>	<p>Review each term asking PE leaders their thoughts, as well as lunchtime supervisors.</p> <p>Review this at the end of the year.</p> <p>Question staff to assess its worth and impact on staff workload.</p> <p>Look to outside partners (Go Active/Cornwall Golf Association etc) to deliver playground leader training to ensure sustainability and impact</p>
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<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p>12%</p>

Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils exposed to a wider range of sports that they would not typically have the opportunity to experience</p> <p>Ensure we have appropriate, high-quality equipment to cater for the needs of all pupils</p>	<p>Provide a range of active after school clubs</p> <p>Employ outside agency 'Go Active' to work with a different class each half term, delivering exciting and diverse sports that children will have never experienced before (lacrosse, street surfing, archery, nerf battles etc).</p> <p>Purchase specialist equipment and teaching resources to develop a fully inclusive curriculum</p>	<p>£1800</p>	<p>Many pupils who were disengaged with traditional PE lessons are demonstrating an improved attitude to sport and PE.</p> <p>Children pursue a range of sports due to being exposed to those sports they may never have experienced before.</p> <p>The delivery of an inclusive PE Curriculum</p>	<p>Continue to review and use outside agencies to increase diversity of activities on offer and as CPD to upskill current PE teachers.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p>12%</p>

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Greater numbers of pupils participating in competitive sport	Develop school sports day to reflect the physical literacy framework Work with local secondary school to enter local primary sport festivals Subscribe to Poltair School Sports Partnership to engage in a range of competitive and non-competitive sporting events/sporting festivals Organise and take part in year football fixtures and netball fixtures	£1740	Increased numbers of pupils participating in competitive opportunities within school Increased numbers of pupils participating in competitive opportunities against other schools	Ensure that we are providing numerous opportunities for those pupils who have not historically taken part in competitive sport to get involved.

Signed off by	
Head Teacher:	Stewart Gynn
Date:	6 th November 2024
Subject Leader:	Oliver Deadman
Date:	6 th November 2024
Governor:	Sarah Kidane
Date:	11 th December 2024