

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](#) 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 offer
- 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 [gov.uk](#) 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 under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£20,220
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,610
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£19,610

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	81.6%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	81.6%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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?	Yes/ 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: 2022/23		Total fund allocated: £19,610		Date Updated: 17/07/2023	
Key indicator 1: The engagement of <u>all</u> 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: 25%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what 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?:	
Enable high quality, whole school PE lessons.	Paid per annum. Will continue to develop and implement into the new school year.		£500	<ul style="list-style-type: none"> Teachers are feeling more confident as they now have their PE lessons scaffolded for them with the use of videos, photos and detailed plans. Most teachers are confident using the app but support is needed for 1 new teacher. <p>The PE passport PE scheme is no longer fit for purpose and furthermore research has gone into choosing a new scheme.</p> <p>Pupil and teacher conferencing completed, and both came back negatively.</p> <p><i>Teacher 1 – The lessons are too long, and we can't get through the content.</i></p> <p><i>Teacher 2 – It is hard to understand how the lessons are progressive.</i></p> <p><i>Child 1 – The lessons are too repetitive.</i></p> <p><i>Child 2 – The lessons are not fun and I haven't enjoyed it.</i></p>	

Increase physical activity and activity levels with the continued use of Moki pedometers.	<ul style="list-style-type: none"> • Purchase the same amount of Mokis as last year so that all children can wear one. • Celebrate the class with the most movement and steps for the week. • Children take part in daily mile every day and fully engaged in PE lessons. 	£4420	<ul style="list-style-type: none"> • Children have really enjoyed using the Mokis and teachers have commented about how much the children have been motivated. • Parents love the idea of the children being more active. 	<ul style="list-style-type: none"> • Create a display and celebrate each class during assembly time. • Set tasks to travel around the world using their steps in their classes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13.3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Refresh/replace equipment required to teach high quality PE lessons.	<ul style="list-style-type: none"> • Purchase extra equipment to replace broken items. • Purchase additional equipment to ensure that there is enough for all children in the class to have required equipment. • Equipment can be used from reception to Y6. 	£1,150	<ul style="list-style-type: none"> • Create more opportunities for children to progress within PE by having the correct equipment for all lessons. • Ensure that all equipment is available for members of teaching staff for all their PE lessons. 	<ul style="list-style-type: none"> • Continue auditing all PE equipment. • Ensure that there are sports leaders who are trusted to monitor and look after PE equipment. • Order additional equipment that is needed to fulfil PE requirements for the new PE scheme.
Breakfast club Fun-Fit sessions.	<ul style="list-style-type: none"> • TA to ensure 15 minutes of guided exercise is done every morning for those attending the morning club. • Activities include dance, yoga, stretching and mat exercises. 	£1000	<ul style="list-style-type: none"> • Teachers have reported that they have seen an improvement in concentration and focus at the beginning of lessons. • Children really enjoyed getting active in the morning 	<ul style="list-style-type: none"> • Increase numbers by targeting children who would benefit from this. • Continue the use of SA's in the club to support the TA with the younger children at the club.

	<ul style="list-style-type: none"> TA and PE lead have put together a fitness plan focusing on coordination. This will ensure that children are going into lessons more focused and ready to learn. 		and the TA has reported that participation is at 98%. Parents are also extremely pleased with the service offered.	<ul style="list-style-type: none"> Aim to get the participation attendance to 100% over the year.
New equipment purchased for Fun-Fit morning club.	<ul style="list-style-type: none"> New equipment purchased to support the teaching of the Fun-Fit programme. Replace old, broken equipment so that it is safe for all children to use. 	£215	<ul style="list-style-type: none"> Teacher has seen as increase in participation and also engagement during the lessons. Action plan in place for participation next year. 	<ul style="list-style-type: none"> External training given to the teacher to run the Fun Fit programme. Continue with training and monitoring to ensure that the programme is being run effectively and correctly.
PE equipment purchased for wraparound.	<ul style="list-style-type: none"> New equipment purchased along with PE games planned by PE lead to enable wraparound TAs to run activity sessions to children attending the after school wraparound service. 	£350	<ul style="list-style-type: none"> Wrap around Tas have found that children are asking for their PE games as soon as they enter the wraparound building 100% participation of children in attendance. 	<ul style="list-style-type: none"> Continue developing the activity programme into the new year. Change the games. Train new wraparound Tas to run the games.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

21.1%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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>Youth Sports Trust online membership.</p>	<ul style="list-style-type: none"> • Complete quality mark school audit • Use active school planner tools to heat map and complete active school report. • Use YST ideas and CPD tools. • Been in regular contact with YST development manager with how to develop the membership and offer full coverage of support. 	<p>£210PA</p>	<ul style="list-style-type: none"> • Activity heat map completed and analysed where sedentary times of the day are. Action plan put into place for this. • Meeting with Chris Caws and PE leader is now a CatalYST. 	<ul style="list-style-type: none"> • Complete the heat map again next year and compare trends. • Complete/quality mark next academic year and aim to maintain or improve on the bronze mark.
<p>Dance CPD for teachers.</p>	<ul style="list-style-type: none"> • Run a staff audit to assess skills and competency in dance. • Observe dance lessons to see where the strengths and weaknesses lie. • Employ a qualified, independent dance teacher to provide dance CPD for all teachers. 	<p>£1265</p>	<ul style="list-style-type: none"> • Teachers all reported to have taken key teaching points from the dance teacher. • Children love their dance lessons and furthermore, some have taken up dance classes off the back of their lessons. <p><i>Child 1 – I loved dancing with R***n as she helped me learn how to do synchronized dance movements like the ones that I’ve seen in a movie.</i></p>	<ul style="list-style-type: none"> • Check funding for next year and if finances allow, ask her to return in 23/24. • Invite other dance schools in to run after school clubs (at no cost to us). • Run workshops next year. • Allow chn to perform dances that they have learnt in after school club to the whole school during assembly.
<p>Invasion sport CPD for teachers.</p>	<ul style="list-style-type: none"> • Run a staff audit to assess skills and competency. • Observe PE lessons for the previous year to see where the strengths and weaknesses lie and which teachers need the support. 	<p>£1960</p>	<ul style="list-style-type: none"> • Teachers have watched and team-taught PE lessons alongside the PE specialist. • All teachers audited after the sessions and 100% now feel more confident moving into the new academic year. 	<ul style="list-style-type: none"> • Continue to support teachers in house. • Staff audit to be completed moving into the new year after the implementation of the new PE scheme.

<p>Supply cover to work with ECT and 2 new teachers.</p> <p><i>PE lead to attend Cornish PE conference.</i></p>	<ul style="list-style-type: none"> • PE lead given time out to support the ECT and new teacher with understanding the PE scheme. • Support with lesson structure, unit overviews and expectations. • <i>Attend workshops to implement new initiatives across school.</i> 	<p>£710</p>	<ul style="list-style-type: none"> • Teachers are now using the assessing and evidencing element of the app to support the learning of the children. • Teachers are now able to challenge pupils but also adapt lessons for lower attaining children or those with additional needs. • <i>Refresher on the Daily Mile which has led to increased participation after a staff meeting outlining the importance of daily activity.</i> 	<ul style="list-style-type: none"> • Support ECTs and new teachers as we move onto the new scheme. • Monitor lessons and ensure that new teachers are following the structure correctly. • <i>Attend again next year to ensure that PE lead is up t date with new initiatives.</i>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>34.3%</p>
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what 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>Plymouth Argyle supplying us with a part-time sports TA to support all children within the school.</p>	<ul style="list-style-type: none"> • PE TA has been involved in whole school PE interventions. • PE TA has supported with running after school clubs, in school events and intra-events. • Organised and supported the attendance of many out of school events, organising the admin, the team and 	<p>£5,340</p>	<ul style="list-style-type: none"> • The PE TA is a very valuable member of staff who has raised the profile of sport by offering many different sports such as kick rounders and tri-golf. • Children thoroughly enjoy the time spent with him and are motivated to learn more 	<ul style="list-style-type: none"> • Target non-attenders and children who have low activity levels. • Change the offer to include more varied clubs and offer more variety.

	<p>supporting with training.</p> <ul style="list-style-type: none"> • Running lunchtime clubs for children in EYFS, KS1 and KS2. • Supported teaching staff and TAs with the delivery of PE lessons where needed. 		<p>during any sessions with him.</p> <ul style="list-style-type: none"> • This year, we have attended many events that we would have previously been unable to attend. • Due to the links with PAFC, the PE TA has entered us into various events run by PA including a girl's football tournament in which our girls team reached the final. • Our ASC offer has extended this year, having 23% more attendees to sport clubs. 	
<p>Pirates' rugby running a block rugby coaching sessions.</p>	<ul style="list-style-type: none"> • Invite Pirates community team to complete some coaching for children in Y3 and Y4. • Ensure that all children take part in a progressive block of coaching sessions. • Take part in an in-house match at the end of the coaching block. 	<p>£300</p>	<ul style="list-style-type: none"> • All the children attended the coaching block and teachers recognised a noticeable excitement when the coach was in school. • The coach saw progression in 98% of children from the start of the block to the end. • 13% of children have now enquired about starting rugby in local clubs. <p><i>Child 1 – I loved S*** sessions, he helped me learn how to throw the ball correctly.</i></p> <p><i>Child 2 – I can't wait to try tackling properly.</i></p>	<ul style="list-style-type: none"> • Local club coaches are to come into school and run ASC sessions from September 2023 which will hopefully help continue the excitement around rugby. • Ask Pirates to return again next year.

Travel to Truro School for girls football tournament to be exposed to different playing environment with different children.	<ul style="list-style-type: none"> Offer Y5/6 girls the opportunity to attend a tournament away from our local schools. 	£120	<ul style="list-style-type: none"> Children thrived off the opportunity to attend Truro School and okay against unknown players. Children also loved seeing different facilities and playing on an unknown football pitch 	<ul style="list-style-type: none"> Continue with the connections made at Truro School. Attend the same tournament next year to make it an annual visit. Encourage both a boys and girls football team to attend next year.
Year 6 attended a day of surfing.	<ul style="list-style-type: none"> Year 6 children attended Global Boarders surf company to take part in a day of surfing. Introduced a new sport to many children who hadn't had the opportunity before. Increased sea safety awareness and confidence. 	£700	<ul style="list-style-type: none"> Children absolutely adored the surfing opportunity and obtained many new skills from the day. The surfing teachers also embedded sea safety, flags, tides. Participation in this event was 100% 	<ul style="list-style-type: none"> Attend again next year to build on the connections made this year. Research other closer surf companies that PE lead can signpost parents and children to.
EYFS dance workshop	<ul style="list-style-type: none"> Blue Box entertaining attended school to give EYFS a diverse dance workshop in preparation for children joining KS1 and having access to after school dance clubs. 	£300	<ul style="list-style-type: none"> Children had a new interest in dance. Parents asked the class teacher about starting dance after school club. Participation in this event was 100% (inc. SEN children) 	<ul style="list-style-type: none"> Ask the dance company to attend again. Open the workshop to year 1 and create enthusiasm for dance across both year groups.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

5.3%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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 Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Purchase safety equipment to travel alongside a main road to all sporting events.	<ul style="list-style-type: none"> Some staff reported feeling uncomfortable taking the children up to the local secondary as we have inadequate equipment to be seen. Offer all staff and children correct high visibility wear when walking beside a main road and being around other schools. 	£360	<ul style="list-style-type: none"> Adults feel safer walking children to events and will now attend events. Children are easily spotted when at events. 	<ul style="list-style-type: none"> Monitor the safety equipment to ensure that it stays in good condition and always returned to the central area.
Purchase football kits and footballs to ensure that we can attend football league matches and feel part of school the team.	<ul style="list-style-type: none"> Purchase a set of school coloured kits and a class set of balls for children to use during partnership football leagues. Ensure that PE TA is running regular training to get the team ready for events. 	£ 360	<ul style="list-style-type: none"> Children feel more motivated and willing to take part in the team. Children feel proud to take part in their matching kits. Children are keener to take part in after school football league matches. 	<ul style="list-style-type: none"> Ensure that the kit is returned to school after the event and washed using the school washing machine. Ensure that all kit is repaired when damaged so that all children have access to a kit.
Purchase of medals, trophy and stickers for intra-school events.	<ul style="list-style-type: none"> Create a culture of competitiveness alongside noncompetitive events in school, teaching children how to win and lose with graciousness. 	£30	<ul style="list-style-type: none"> Children enjoyed the element of competitiveness alongside taking part in events that were planned for fun. Children feel proud to win medals and were celebrated during assembly. 	<ul style="list-style-type: none"> Continue to build the intra-school event offer into next year. Involve KS1 in events that include a competitive element.
Attendance to competitive intra-school events.	<ul style="list-style-type: none"> PE lead given time out to attend semi-final/final events. Supporting the team structure, tactics, organisation and logistics of attending the event. 	£320	<ul style="list-style-type: none"> Children loved the opportunity to go and attend next stage events. Children thoroughly motivated and excited by the prospect of representing their school in sport. 	<ul style="list-style-type: none"> Continue to attend events where possible. Utilise a minibus next year to keep transport costs to a minimum.

Signed off by	
Head Teacher:	Rachel Marsh
Date:	25/07/2023
Subject Leader:	Beth Allison
Date:	17/07/2023
Governor:	Scott Wilson
Date:	25/07/2023