

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	£17,180
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,120
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 16,014

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 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.</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>	92%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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>	Yes

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:	Date Updated:		
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?:	Sustainability and suggested next steps:
To enable all children to regularly engage in physical activity for at least 30 minutes in a school day by: <ul style="list-style-type: none"> Ensuring that all children have access to space and equipment to play fun and engaging games at play and lunchtimes Ensuring that there is an engaging curriculum where children are engaged in at least an hour of physical education lessons a week Ensuring that children have access to fun and engaging physical activity clubs afterschool in all year groups Ensuring that all areas of the school are maintained for suitable play for children at play and lunch times Ensuring that PP and SEN children are identified and 	Sporting equipment for the school grounds to be purchased in order to enable delivery of the curriculum.	2000 £2400.92	Reported increase in children energy levels in class as result of completing wake and shake during the school day; teachers report that children are enthused to come into school and to take on their learning. Sports leaders have been encouraging play at lunchtimes by putting out specific huff and puff equipment. Children have been more engaged in a range of activities. Children are engaged with fun sports equipment bought for the huff and puff shed. Sports leaders encourage children sitting out to join in with games – staff report this to be a great success.	Continue to wake and shake opportunities for the children to participate in.
	Wake and Shake completed by all pupils across the school.	Nil		Continue to train UKS2 cohort in the provision and delivery of lunchtime and playtime clubs as this proved to encourage playing of games.
	Provide school physical activities on offer every lunchtime (additional to Huff and Puff & Wake and Shake).	Nil		Use pupil conferencing to lead games played by children and lead by playground leaders at break times.
	Play leaders and young leader clubs. Children decide which games they would like to lead and can request resources for games to play.	Nil		Continue to aim to increase participation of clubs provided to 100%.
	All classes to make links between physical and mental health (outlined on year group curriculum statements) throughout the curriculum.	Nil		Continue to train UKS2 cohort in the provision and delivery of lunchtime and playtime clubs as
Continue to utilise and maintain the	Nil			

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<p>targeted for sporting interventions</p>	<p>'Trim trail' and Woodland area providing opportunities for children to stay active through the day.</p> <p>Children in Yr 5 and 6 are provided with surf lessons to help them engage with beach safety, life skills surrounding the beach and the physical and emotional wellbeing provided by surfing.</p> <p>Maintenance of grounds in the EYFS (including play sand, landscaping, climbing frame, repair of play equipment and play items).</p> <p>Review the number and range of afterschool clubs on offer for all pupils. Review the number of pupils attending the clubs on offer and alter these to ensure a high uptake.</p> <p>PP and vulnerable pupils given priority to sports clubs.</p> <p>Continued pupil voice input for sporting opportunities and clubs.</p> <p>Balanceability for all KS1. Bikeability for all KS2 – up to level 2.</p> <p>Attend Our Girls Can – All UKS2</p>	<p>See K.I. 4</p> <p>£1800</p> <p>(see K.I 4)</p> <p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>100% of children in Y5/6 have been equipped with up-to-date knowledge about dangers at the beach including how to stay safe in the water (rip currents, survival etc). Those children have all learned to surf and acquired/developed a new skill. 92% were able to surf.</p> <p>All children in EYFS and KS1 have benefitted from the use of the improved resourcing and regularly engage in physical activity there.</p> <p>Improved play within EYFS has been reported. Children have space to learn and play in the outdoor space more appropriately being able to fully utilise the equipment available. All children are engaged with physical activity based learning throughout the day.</p> <p>Children's thoughts and ideas have been listened to and resources have been purchased in order to provide the requested opportunities.</p> <p>92% of Yr6 children are competent with all aspects of the swimming curriculum.</p>	<p>this proved to encourage playing of games.</p> <p>Further expand the games and activities that are played in the woodland area through training of more staff.</p> <p>Continue to provide the opportunity for surf week in the future to further encourage physical literacy</p> <p>Aim to improve the children surfing in Y5/6 to 100%.</p> <p>Pupil conferencing leads the resources bought and the activities put on.</p> <p>Continue to expand the opportunities provided by the school based on ideas proposed by staff and pupils alike in order to include as many pupils as possible.</p> <p>Analyse club data termly. Continue developing the ability to provide data in the form of % of pupils who are being reached/missed within classes in order to better inform our future actions.</p> <p>Continue to gain parental feedback with regards to sporting provisions.</p> <p>Continue to enable G&T pupils to</p>
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				access specialised programmes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 39%
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:
To further develop the understanding of physical literacy throughout the school for all by: <ul style="list-style-type: none"> Ensuring teaching of Physical Education is of a high quality Ensuring teaching of Physical Education is correctly resourced Ensuring Physical Education encourages and promotes physical literacy throughout lessons taught Celebrating the successes of pupils from clubs and activities that are attended outside of schooling hours during whole school assemblies and in newsletters 	Attend Kernow Learning subject leadership training in PE – work closely alongside the PE team to share ideas and discuss initiatives that are impactful. Observations of lessons and pupil conferencing. Ensure high quality PE lessons are delivered and that all teachers continue to follow the 2 year rolling program. Complete action plan highlighting focus points for the year. Jigsaw PSHE scheme of work in place – this includes a whole school assembly each half term. Breakfast club initiative available for all children.	Nil Nil Nil Nil Nil	Teachers continue to report high confidence in the curriculum. Children report enjoyment of the curriculum and the range of activities that the children are taking part in. Children have a high regard for physical sport, physical activity and physical education as it is incorporated into daily life. The children enjoy wake and shake activities and love to create their own dances as part of a health school lifestyle.	Continue to monitor and engage with pupils and staff to ensure the curriculum is well received. Continue to support children to be engaged and curious with the priority of physical education, school sport and physical activity largely incorporated in o daily life at school.

	<ul style="list-style-type: none"> Staffing expenses for attending sporting events and deliver of sporting sessions. (Teacher) 	<p>£200</p> <p>£551.13</p>		
	<ul style="list-style-type: none"> Specialist TA to support physical activity and well-being (11 hours a week) 	<p>£5500</p> <p>£5500</p>		
	<ul style="list-style-type: none"> Fitness lessons for children across Key stages. 	<p>£680</p> <p>£680</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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>To increase confidence, knowledge and skills of staff in teaching PE and sport by:</p> <ul style="list-style-type: none"> Sharing successes and best practice in staff meetings Completing lesson observations, coaching or co-teaching where appropriate Utilising coaches as part of our SLA payment to upskill teachers through shared teaching of physical education 	<p>Where volunteers and coaching is utilised, staff are enabled to undertake lesson observations in for CPD (supply cover is included).</p> <p>To continue playground leader training for Y6 cohort. Introduce pupils lead clubs at lunchtimes.</p> <p>Fitness lessons led by outside agencies, providing opportunities for CPD of staff through co-teaching and observations.</p>	<p>NIL</p> <p>(see K.I. 2)</p>	<p>Y6 leaders continue to engage well with fellow pupils in lower year groups and encourage them to participate in sporting activity.</p> <p>Pupil voice actively provided ideas for leaders were able to motivate children to take part in lunchtime clubs</p>	<p>Continue to consult each class and pupil voice for lunchtime activities and remain active in responding to requests.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
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>To provide the children with a diverse and engaging curriculum that develops the core skills of physical education and promotes physical literacy for all by:</p> <p>Continuing to build upon the range of subjects taught throughout the key stage and review the rolling two year program as it has been taught in a full cycle.</p> <p>Continuing to provide children in UKS2 the opportunity to attend a surf week to increase water confidence and safety.</p> <p>Continuing to engage with bikeability, Our girls can and other sporting events that promote healthy lifestyles and activity.</p> <p>Continuing to promote the enjoyment of movement through Wake and Shake.</p> <p>Continuing to provide children with swimming sessions in all year groups across the school.</p>	<p>Continue to use PE curriculum map with members of staff across the school to ensure full provision.</p> <p>Provide classes across KS1 and LKS2 swimming sessions to enable all swimmers are competent and safe by the end of KS2 (including transport).</p> <p>UKS2 children take part in 'surf week' to practice lifesaving skills and develop swimming in a real-life situation.</p> <p>Raise fitness levels of all pupils through Wake and shake scheme.</p> <p>Ensure most lessons have an active element across the curriculum – particularly in EYFS and KS1.</p>	<p>Nil</p> <p>£2000 £1288.90</p> <p>£1800 £1754</p> <p>Nil</p> <p>Nil</p>	<p>Lesson observations – all teachers continue to use and implement the ARENA SOW as main source for lessons. PE lead continues to report an appropriate range of physical activities taught across the school and key stages. Teachers feel supported by the range of materials and confident using and following the plans.</p> <p>All teaching is considered high quality.</p> <p>Pupil conferencing – themes: pupils reported enjoyment P.E. lessons and enjoyed taking part in a range of different activities. (second year of a two year rolling program)</p> <p>Professional discussion and continued development occurred through the use of the materials; staff have received in-house training around the use of materials and how to enhance them through use of ICT etc.</p>	<p>All teaching staff attending staff meetings where CPD is given or feedback regarding learning walks is shared; PE is regularly re-visited on the staff meeting agenda.</p> <p>Continue to teach the range of activities added to the current St Merryn PE provision map.</p> <p>Continue to provide a wide range of clubs and sporting opportunities through clubs that continually change with the time of year.</p> <p>Continue to promote the wider benefits of physical literacy so that pupils recognise the benefits of participating in sports and physical activity through a whole school ethos.</p> <p>Audit the provision of PE across the school Continue to provide sporting opportunities across</p>

		NIL	<p>Balance ability end of block progress data – 100% of children in EYFS and KS1 took part - all children were able to complete the balanceability program.</p> <p>In KS2, 23 of 26 children completed their cycling proficiencies for cycling on the road – gaining level 2 certification. 100% of yr 4 and 5 children gained their level one proficiency.</p> <p>Yr 6 children (and some KS1 children with parental instruction) continue to be seen cycling around the village putting into practice their previously learned skills - this has been reported by numerous staff throughout the school.</p>	<p>other subject areas in class i.e. through science for animals including humans etc.</p> <p>Continue to find new ways to promote Active30:30 within school.</p> <p>Keep records of pupils attending clubs. Use this data to identify how many pupils are attending sports clubs across the school: KS1 KS2 Total PP SEND and individual classes – make this record keeping more rigorous.</p> <p>Use this data to identify which children may be at risk of not achieving their 1 hour a day of activity or who are not getting chance to participate in a wide range of activities and use funding to support these children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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>To provide all pupils the opportunity to take part in competition, from intra-school games to representing the school in tournaments beyond the school gates by:</p> <ul style="list-style-type: none"> Continuing to sign up to and engage with activities provided by our SLA (PEPA – Wadebridge cluster) Continue to develop sports days/afternoon sessions at the end of a term/half term (including ‘sports day’) to include the whole school in soft competition. Continue to develop sporting competition for the children who are gifted and talented within school. Continue to develop links with local schools to encourage regular and friendly competition. 	<p>Competitions take place through the PEPA (ARENA) membership throughout the year.</p> <p>Spring events and festivals for all.</p> <p>Intra-school sporting events – including sports day.</p> <p>Maintain the shared mini-bus with Trevisker (Fuel, MOT, Service)</p> <p>Entry to FA football competition for pupils in Years 3-6</p>	<p>2000 £1967.50</p> <p>NIL</p> <p>NIL</p> <p>£N/A £35.42</p> <p>Nil £37</p>	<p>Children in all years enabled to take part in a variety of sports during school time including multi-sports, surf club, tag rugby, netball and football games.</p> <p>Variety of competition is provided year-round for all ages through PEPA agreement (local sporting hub - children compete against 8 other local schools).</p> <p>Round robin competitions for children across schools have been set-up to allow competition for sporting clubs within school.</p>	<p>Continue to work within a hub to provide competition opportunities for all.</p> <p>Further expand the opportunity for intra-school competition through sports leaders – multi-skills sessions to take place on a half-termly basis.</p> <p>Further expand the opportunity to invite parents into school to increase engagement and attitude towards positive and friendly competition.</p> <p>Continue to develop links with local schools (Trevisker and Padstow) through increased sporting opportunities across year groups</p>
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Signed off by	
Head Teacher:	Kyja King
Date:	July 2023
Subject Leader:	E. Watson
Date:	July 2023
Governor:	Nicola Sowden
Date:	July 2023