



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
Planning resources – PE passport	Lesson planning, support and ideas to support teaching	This needed to be updated as it was not fully supporting our teachers.
CPD for teachers	Improved standard of teaching of PE	This was delivered well but we needed to ensure we got the most out of the provision and therefore needed to explore clubs as a part of this offer.
Sports HLTA	Supporting with equipment, provision, teaching, CPD and raising the standards of PE across the school	This was effective but due to the resignation of the member of staff this needed to be developed. This led into the long term plan for PE.

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
Lunchtime sports sessions for identified children – run by Plymouth Argyle: football, focus on girls football, children identified as disadvantaged and multi skills.	All lunchtime supervisors – should lessen the number of children on playground, in particular on a Friday when the lunchtimes are, logistically, slower in going into the hall. Pupils identified as disadvantaged – invites will be sent 'golden ticket'	Two sessions have run per Friday lunchtime with Plymouth Argyle. This has high uptake and could easily be more groups if sufficient staffing/space for this. High levels of uptake for pupils identified as disadvantaged.	Encouraging more children than previously to engage in physical activity, exceptionally high uptake for football league (with 35% of the league being children identified as disadvantaged)	£1110 cost for staffing for this
Play equipment for all playgrounds (EYFS, KS1, KS2)	All children. They will have the option of equipment, varying levels of activity equipment, designated spaces and areas to play, possible support socially, emotionally, SEND and behaviorally. Aim to encourage more children who find the playgrounds harder to	2. engagement of all pupils in regular physical activity	More pupils reaching the physical activity goals – sustainability will be achieved through updating and adding to this equipment, rotation and ensuring staff are trained and	£2000

	engaged in active play		encourage play	
Shine Squad – development and T-shirts	Focus on Year 6 moving to Year 5's after it is imbedded	3. the profile of PE and sport is raised across the school as a tool for whole school improvement	Increased engagement in activities and facilitation of this by children, including supporting staff in set up of activities	£222 for the t-shirts
CPD for all teachers	Argyle coaches in weekly	1. Increase knowledge and skills of all staff in teaching PE and sport	Teachers to be up-skilled by support from CPD, this to be then supporting in future teaching	£1890
Improve uptake of girls to sports, such as football	Girls – focus group across KS2 initially	2. Engagement of all pupils in regular physical activity	Increased numbers of girls attending clubs and fixtures	(as above)
Increase physical exercise extra-curricular offer	All children	4. broader experience of a range of sports and activities offered to pupils	Larger number of children participating in physical extra-curricular activities across the school	£500

Sporting fixtures – increase uptake	KS2 children	5. increased participation in competitive sports	More children taking part	£500
Curriculum programme of study – Get Set For PE	Whole school, staff and children	1. Increase 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	Teachers supported in the planning of PE and a robust and balanced curriculum map	£495
Support Early Years physical development	EYFS and staff	2. 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	Engagement to be observed as being high in EYFS	£1000
Community engagement - connect with sporting groups locally	Children, all staff and wider community	4. broader experience of a range of sports and activities offered to all pupils 5. increased participation in competitive sport	Professionals and other trained coaches to support and increase engagement in additional sports – such as rugby	£0
After school use of sporting equipment	BASC children and staff	4. broader experience of a range of sports and activities offered to all pupils	Use of this equipment being high, activity levels increasing	£0

		2. Engagement of all pupils in regular physical activity		
Sporting Kit for competitions	All children	5. increased participation in competitive sport	Sense of place and belonging when representing as a team	£0
Updating sporting equipment	All children and staff	4. broader experience of a range of sports and activities offered to all pupils 2. Engagement of all pupils in regular physical activity	Higher levels of quality teaching (with correct equipment), sense of pride and excitement of new activities	£4300
Surf safe swimming top-up	KS2 children	2. Engagement of all pupils in regular physical activity	100% uptake of invited children who need the additional water safety time. Increased confidence in the water	£1523 – for coaching, equipment, lesson, supervision and transportation

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>1. Lunchtime Girls Football club</p> <p>2. Shine Squad</p> <p>3. Extra-Curricular offer</p>	<p>1. Engagement in football for girls has increased exponentially (approximately 5 girls initially went to the club, but after invitations and encouragement, we were now able to field two full teams next term)</p> <p>2. Over 50% of the Year 6 children have engaged in being a part of the shine squad. They are activity engaged in the coaching, supporting and promotion of sport and physical activities across the school. From facilitating play in all Key Stages, to supporting at extra curricular clubs in a coaching capacity.</p> <p>3. Our club offer has grown well this year. We now offer a wide range of clubs. We have begun offering a number of before school clubs which are well attended. This has increased the physical exercise and next year we will be case studding focused children to see the impact of before school activity.</p>	

Clubs Timetable Spring Term 2024

	Mon	Tue	Wed	Thu	Fri	Annie
BEFORE SCHOOL	Urban Ninja 'Parkour Style' 8:10-8:40 Mrs Carter and Mrs Flaherty Year 4, 5 & 6					Annie Monday After School 3:15 - 5:00 Miss Tiddy and Mrs Harney - Children will have already signed up to this
LUNCHTIME	Computing Club 12:15-12:45 Mr Day Year 3 & 4	Be Creative 12:00-12:30 Mrs Barnard Reception Classes	Choir 12:00-12:30 Mrs Ashley and Mrs Harris Reception, Year 1 & 2	Quiet and Reading Club 12:15-12:45 Mrs Flaherty Year 3 & 4	Dance and Yoga 12:00-12:30 Mrs Elliot Reception Classes	Drawing Club 12:15-12:45 Mrs Clayton Year 3 & 4
AFTER SCHOOL	Comic Club Miss Wray Year 5 & 6	Netball Mrs Olds Year 5 & 6		Touch Rugby Mrs Carter Year 5 & 6		Annie Art Club Monday and Wednesday After School 3:15-4:15 Miss Raso Invited Children
	Lego Club Miss Fox Year 1 & 2	KG Circle Miss Sendall Invited Children		Lego Club Miss James Year 5 & 6		

Clubs Timetable Summer Term 2024

	Mon	Tue	Wed	Thu	Fri	Annie
BEFORE SCHOOL	Cross Country 8:10-8:40 Mrs Carter Year 3, 4, 5 & 6	Urban Ninja 'Parkour Style' 8:10-8:40 Mrs Flaherty and Miss Wray Year 4, 5 & 6	Boys Football 8:10-8:40 Mrs Doughton Year 4 & 5	Girls Football 8:10-8:40 Mrs Doughton Year 4 & 5	Touch Rugby 8:10-8:40 Mrs Doughton Year 4 & 5	Creative Club After School 3:15 - 4:30 Miss Saleme and Miss Perry Children will be invited to this club Yoga is available See alternative letter for this.
LUNCHTIME	Yoga 12:30-1:00 Mr Day Year 1 & 2	Animation 12:15-12:45 Mrs Flaherty Year 3 & 4	Mindfulness walking 12:30-1:00 Mrs Carter and Miss Tiddy Year 6 (After Half-term)	Dance and Yoga 12:00-12:30 Mrs Elliot Reception Classes	Just Dance 12:30-1:00 Mrs Clayton Year 1 & 2	
AFTER SCHOOL	Origami 12:30-1:00 Miss Wray Year 5 & 6	Author Club Miss Sendall Year 1 & 2		Lego Miss James Year 5 & 6		Arayle Football Friday after school - see alternative letter
	Games Miss Fox Year 3 & 4	Creativity Mrs Barnard Reception	Choir 3:15-4:00 Mrs Ashley & Mrs Harney White School	Environmental Club Mrs Mackenzie Year 5 & 6		

4. Golden tickets

4. All children deemed to be disadvantaged have been given a golden ticket to their chosen club of choice. As per the registers, there have been a 100% of our PPG children invited to take part in a club. Next year we will focus on supporting attendance to these clubs and to unpick the barrier to non-attendance.

<p>5. Parkour before school</p> <p>6. Cross country attendance</p> <p>7. Sporting fixtures/events uptake – dys</p> <p>8. Get Set for PE</p>	<p>5. Parkour Ninja Club was introduced in September, this has been a great hit with our children with approximately 30 children attending- many of whom have previously attended Fun Fit or have been invited to attend. This style of activity has supported their transition into school well – reported to us by their teachers.</p> <p>6. A cross country competitive event this year, we have an uptake of 50% KS2 children taking part competitively. 10 qualified for the next round with 3 children going to the county finals. This engagement lead to us re-introducing a cross country club of a morning in school where 20 children regularly attend.</p> <p>7. Take up for sporting fixtures has been high this year. We track and trace the children who attend – as well as the children to volunteer to attend. There have been a variety of competitive and engagement fixtures and the PE lead has been working closely with our network of schools to provide more groups and opportunities to attend – for example we fielded two boys football teams and 1 (with the equivalent of 2 teams) girls team at the football league. More opportunities for more children to be engaged will be taking place next year.</p> <p>8. This scheme has taken over from PE Passport and it has been very supportive to staff. May</p>	
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9. Sports CPD

have used the video tools and have engaged well with this style of teaching. Moving to next year, we are going to adapt our curriculum map and continue with this scheme.

9. This academic year Plymouth Argyle have been in our school for an afternoon a week to support with CPD of teaching. Due to a number of factors, this became intermittent (staffing at Argyle level). The PE lead has quality controlled our two main teaching staff from Argyle but was unable to check the quality of provision from those covering sessions. Therefore, we have chosen to develop our provision next year to draw upon inhouse skills that we have. There will be a co-PE lead who will focus on coaching and mentoring of staff each term. This member of staff will provide staff with quality 'on the ground' CPD that will raise the standards of teaching and quality of provision for all our children.

10. Playtime equipment

10. After careful evaluation of current provision, the PE lead purchased a range of playtime equipment. This was arranged according to Key Stages and has increased physical exercise at a playtime level. This has been harder to sustain the quality of equipment as the year goes on, therefore next year we are planning on using our funding to support with 'termly play boxes' which will be rotated to

<p>11. Early Years physical development support (inc. CPD, equipment)</p> <p>12. External community engagement in sports – e.g. Falmouth Rugby Club. Attempting to engage further and offer more</p> <p>13. Yoga club (external professional)</p> <p>14. Swimming – this was brought to before school leaving and back for before lunch, core learning time. Y3 and Year 4, 6 weeks each only.</p> <p>15. Working as cluster of schools to re-look at how we provide sporting engagement – it doesn't get treated</p>	<p>keep the equipment varied and also vary the skills used. This will be evaluated and monitored to ensure high levels of activity are reached by all.</p> <p>11. Working in conjunction with the EYFS team we inventoried the equipment needed to support the development of physical skills in Early Years. We then bought a range of equipment that they have been able to integrate into their curriculum.</p> <p>12. Strong links have been made between the PE lead and Falmouth Rugby club with them providing coaches for two terms for children to learn touch rugby. 120 in total from Year 2-5 were able to access this weekly. These links will need to be maintained next year to ensure competitive sporting links.</p> <p>13. We have made strong links with a teacher of Yoga who comes in and provides a club each week. This will continue in 2024/25</p> <p>14. Swimming was altered to try and have as little impact on core learning as possible. This is still not a solution or a complicated geographical problem for us at King Charles. Therefore we are exploring different options as a school, such as small groups at a local hotel weekly.</p> <p>15. This has been strong. It is not 'perfect' yet and needs to be adapted moving into the next academic year. There needs to be more</p>	
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<p>as engagement when there are next rounds.</p> <p>16. Brought in clear ethos of getting changed expectations – staff aren't in kit all day</p> <p>17. Investigating ways to getting more kit in school for children to wear (KB eg.)</p> <p>18. Replenishing and replacing (and using) the equipment that we have, eg. Basketballs, scooters for after school club, sports equipment for wrap around care.</p> <p>19. PE sports events hoodies – identify and pride for children to wear.</p> <p>20. Kit is being sorted and arranged so that all children representing our school can wear kit.</p>	<p>than one team sent to an event to allow engagement and participation as well as competitive sports. There has been a barrier this year as the Sport Primary School liaison at the local secondary school has changed, but our views have been shared and a meeting set up to drive this forward.</p> <p>16. In line with Kernow Learning expectations, staff now change at lunchtime when they are teaching sports. This is to show children the importance of changing for physical activity.</p> <p>17. This initiative has been started but need to be driven forward – with the possibility of support from the PTA.</p> <p>18. This has been done and is working effectively. There is a wide range of equipment used at after school club which children use.</p> <p>19. Hoodies were purchased and it drove up the numbers of children volunteering and wanting to represent the school – in particular in lower KS2 where children were 'trying their hand' at new sports.</p> <p>20. Kit has been inventoried and stored effectively – overseen by a member of staff- and we are now able to field multiple teams at one time to represent our school. More kit needs to be purchased.</p>	
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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?	75%	We have no local swimming facilities. The only option is for a minimum of a 30 minute coach trip to a swimming pool. We are a seaside school (being able to see the sea from the building) but without these facilities it is costly and very tricky logistically for our children to access regular swimming sessions
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	68%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>63%</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>A surf-safe day was arranged and paid for through our Sports Premium to support and increase the confidence in water for children in KS2 who were not able to swim 25m. This was successful and 60 children were able to attend.</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>	

Signed off by:

Head Teacher:	<i>Lindsey Mackenzie</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Grace Carter PE Lead</i>
Governor:	<i>Rebecca Edgerley</i>
Date:	23/07/2024