

ST AGNES ACADEMY PRIMARY PE & SPORTS PREMIUM STATEMENT 2025 - 2026

Background - The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport. In 2017/18 the amount schools receive each year has doubled.

Key Indicators - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Funding - Individual schools will receive circa £16000-18000 per annum (depending on the number of pupils) which they can use to support these outcomes through various options including; staff CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

The total funding for the academic year 2025/26	£19,180
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%
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?	No

Accountability & Impact - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by April of each academic year. Schools will be expected to track pupils to be able to show what improvements have been made and evidence the impact of the sport premium. From September 2013, Ofsted inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management.

Lead member of staff responsible	Matthew Howes	Lead Governor responsible	Julia Dodson
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Time 2 Move - 'Time2Move' is the Cornwall Framework for PE and School Sport. It has been produced by a range of key stakeholders here in Cornwall including Head Teachers and subject specialists taking into account the outcomes of the primary sport premium and Ofsted recommendations. For those schools seeking a comprehensive school sport offer it provides a blueprint to develop excellent delivery both within and outside the school gates. As part of this initiative schools are provided with advice and guidance including a self-assessment audit and action planning template (for further information go to www.cornwallsportspartnership.co.uk/pe-and-school-sport). The following table outlines plans for the deployment of the sport premium funding this year set against the ambitions of the framework.

Area of Focus & Outcomes	Actions (Actions identified through self-review to improve the quality of provision)	Funding -Planned spend -Actual spend	Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	- Audit and replenish PE equipment annually to support high-quality curriculum delivery, extra-curricular clubs and swimming provision. - Continue the partnership with Plymouth Argyle to provide specialist PE teaching alongside high-quality CPD. Class teachers will observe, team teach and progressively lead lessons to strengthen subject knowledge and confidence. - Embed the PE curriculum to ensure clear progression in knowledge, skills and understanding from EYFS to Year 6. - Continue Forest School provision to promote active outdoor learning and broaden pupils' physical experiences. - Provide resources for Sports Day that celebrate participation, teamwork, sportsmanship and personal achievement. - Continue the Daily Mile to ensure all pupils undertake at least 15 minutes of additional physical activity per day.	£3,082.29 £3,125.00 £8,165.70 £54.49 Free	- Monitoring by the PE Lead shows that lessons are well resourced and teaching confidence continues to improve through targeted CPD. - High-quality equipment enables teachers to deliver engaging PE lessons and clubs, supporting consistently high attainment, with over 85% of pupils achieving age-related expectations. Appropriate resources and interventions support pupils working below expected standards. - One-to-one coaching has increased staff confidence and improved the quality of PE teaching, contributing to strong pupil progress and greater participation in intra-school competition. - Knowledge organisers and the curriculum progression map ensure teaching is age appropriate and build	- Continue annual equipment audits to ensure resources remain fit for purpose and spending is targeted effectively. - Provide further subject-specific CPD where required to strengthen teacher expertise and ensure consistently high-quality PE provision. - Continue specialist coaching alongside classroom teachers to embed effective teaching strategies and develop staff confidence in delivering multi-skills and invasion games independently. - Review and update curriculum plans, schemes of work and supporting resources annually. Continue using Royal Opera

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pupils' knowledge and skills progressively from EYFS to Year 6.

- End-of-year assessments demonstrate consistently high attainment across the school.

End of year outcomes:

Yr	% at EXS + 22	% at EXS + 23	% at EXS + 24	% at EXS + 25	% at EXS + 26
EY FS	96	88	100	96	92
1	95	93	85	98	96
2	98	98	91	91	98
3	87	98	94	91	93
4	90	88	96	100	93
5	89	95	88	93	96
6	81	84	88	94	94

- Forest School has had a significant positive impact on pupils' confidence, wellbeing, teamwork and engagement in outdoor learning.
- Sports Day continues to promote teamwork, resilience, participation and positive sporting values across the school community.
- The Daily Mile has become well established, improving

House resources to strengthen dance provision for non-specialist teachers.

- Extend outdoor learning through the continued development of Forest School and Beach School opportunities.
- Maintain Sports Day as a celebration of participation, teamwork and sporting achievement.
- Continue embedding the Daily Mile within the school day to promote lifelong healthy habits and regular physical activity.

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			pupils' physical fitness, wellbeing and readiness to learn. Participation before school has increased, with over 100 pupils regularly attending.	
Physical Activity, Health & Wellbeing <i>all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle</i> (Key Indicator 1)	- Continue participating in Sustrans' Big Walk and Wheel initiative and promote walking, cycling and scooting to school through school-based activities and the staffed walking bus. - Deliver Bikeability Level 1 and Level 2 training to develop pupils' cycling skills, confidence and road safety awareness. - Maintain a comprehensive extra-curricular programme, including the before-school Run a Mile Club, lunchtime activities and a wide range of after-school clubs delivered by staff and local sports coaches. - Train Year 6 pupils as Playground Leaders to organise active play and encourage participation during breaktimes and lunchtimes. Provide appropriate playground equipment to support active play. - Deliver Health and Exercise units in Years 4–6 and introduce each PE unit with learning that promotes the links between physical activity, physical health, mental wellbeing and healthy lifestyles. - Continue to promote healthy lifestyles through PE assemblies and	Free Free	- Participation in active travel has continued to increase, with more pupils walking, cycling and scooting to school. The school retained the Cornwall Large Schools Participation Award and was rewarded with a Bike Day. - All Year 6 pupils successfully completed Bikeability Level 1, developing confidence and safe cycling skills. Although Level 2 was cancelled because of extreme weather, pupils were offered places during the summer holidays. - More pupils now achieve at least 30 minutes of physical activity during the school day through clubs, active play and additional sporting opportunities. - Year 6 Playground Leaders have developed leadership, communication and teamwork skills while increasing participation in active play among younger pupils. Their successful leadership of the EYFS and	- Continue the walking bus and active travel initiatives to promote healthy lifestyles and reduce car journeys to school. - Deliver Bikeability Levels 1 and 2 annually to ensure every Year 6 pupil develops the skills and confidence to cycle safely. - Review the extra-curricular programme annually to maintain a broad range of activities that meet pupils' interests and maximise participation. - Expand the role of Year 6 Sports Leaders by increasing leadership opportunities within clubs, playground activities and school sporting events. - Continue to embed health education within the PE curriculum so pupils develop the

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	parent communications, including newsletters. • Maintain the morning walking bus to encourage active travel to school.	*Costs included within TA/HLTA overtime	KS1 Sports Day further strengthened confidence and responsibility. • Health education within PE has increased pupils' understanding of the importance of physical activity and its positive impact on physical, mental and social wellbeing, encouraging healthier lifestyle choices. • ☑ The walking bus has encouraged more active journeys to school, reducing car use while supporting pupils' health and wellbeing.	knowledge and motivation to make informed, healthy lifestyle choices. • Sustain the walking bus through school funding or trained volunteers to ensure long-term provision.
Diverse & Inclusive <i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i> (Key Indicator 4)	• Increase participation in clubs and competitions for all pupils, with a particular focus on girls and disadvantaged (Pupil Premium) pupils. • Prioritise Pupil Premium pupils when allocating club places and selecting teams to ensure equitable access to sporting opportunities. • Deliver a broad and balanced PE curriculum, including gymnastics, dance and Outdoor Adventurous Activities (OAA), to meet a wide range of interests and abilities. • Allocate extra-curricular club places fairly so that as many pupils as possible can participate throughout the year.		• Participation in sport has increased across all pupil groups, particularly among girls and disadvantaged pupils. • A broad PE curriculum has enabled all pupils to engage in activities that match their interests, encouraging lifelong participation in physical activity. • Fair allocation of club places has increased the proportion of pupils participating in extra-curricular sport. • Targeted support has successfully reduced barriers to participation. All Pupil Premium pupils in Years 2–6 have represented the school	• Continue to monitor participation in clubs and competitions to ensure all pupil groups have equitable access to sporting opportunities. • Prioritise disadvantaged pupils when allocating club places and identifying opportunities for representation. • Review participation data annually to identify underrepresented groups and adapt provision accordingly. • Continue to remove barriers to participation through targeted support, inclusive club

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	• Provide opportunities for every pupil to represent the school in sport during the academic year. • Identify pupils who do not attend extra-curricular clubs, explore barriers to participation and provide targeted support, including lunchtime clubs for those unable to attend after school. • ☑ Promote community sports clubs and local sporting opportunities to encourage participation beyond the school day.		in sports teams, with disadvantaged pupils regularly making up at least 25% of team members. • Additional support, including sports kit where required, has enabled more pupils to participate confidently in school sport. • Increased awareness of local clubs and community opportunities has encouraged pupils to extend their participation beyond school, developing skills and interests that support lifelong involvement in sport.	provision and, where appropriate, the provision of equipment. • Strengthen links with community sports clubs to encourage sustained participation beyond primary school. • Promote lifelong participation in sport by ensuring every pupil has regular opportunities to experience a wide range of physical activities and represent the school.
Competitions <i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i> (Key Indicator 5)	• Continue membership of the Richard Lander Cluster and Peninsula Sports Partnership to provide pupils with a broad programme of festivals and competitive sporting opportunities. • Provide opportunities for pupils of all abilities to participate in local, county and regional competitions across a wide range of sports. • Monitor team selection to ensure participation is inclusive and representative of the school community. • Fund transport, accommodation and essential refreshments to enable pupils to access competitions beyond the local area.	£1000 £109.00 £2,388.47	• Membership of local sports partnerships has enabled a high proportion of pupils to participate in competitive sport beyond the school setting. • More than 70 pupils represented the school in football, alongside over 20 netball players, 20 rugby players, 64 cross-country runners and 24 swimmers, demonstrating consistently high levels of participation. • Pupils of all abilities have accessed a wide range of festivals and competitions, promoting confidence,	• Maintain membership of the Richard Lander Cluster and Peninsula Sports Partnership to ensure continued access to a wide range of competitive opportunities. • Continue to monitor club attendance and team selection to maximise participation and ensure opportunities are accessible to pupils of all abilities and backgrounds.

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	Celebrate pupils' achievements through assemblies, displays, newsletters and trophy presentations to raise the profile of competitive sport.	£29.54	teamwork, resilience and sporting excellence. Outstanding success was achieved across cluster, county and regional competitions, including: 3rd place in Cluster Swimming - Football League Winners (Open) - Football League Runners-up (Girls) - Knockout Football Champions (Open and Girls) - B Team Football Winners - Netball Runners-up - Touch Rugby Winners and 3rd Place - Peninsula Football Runners-up (Girls) - Peninsula Netball Runners-up 20 Cross-country Peninsula Finalists - Girls' West Cornwall FA Cup Winners - Girls' County Champions - Open West Cornwall FA Cup Winners - Cornwall Diamond Shield Winners - Cornwall Champions League Winners - National League Trust Champions (Open) - National League Trust Runners-up (Girls)	- Review participation data annually to identify underrepresented groups and increase engagement where needed. - Continue to invest in transport and competition access so that financial or logistical barriers do not limit participation. - Celebrate sporting success regularly to inspire wider participation, maintain enthusiasm for competitive sport and strengthen the school's sporting culture. - Build on current success by providing increasing numbers of pupils with opportunities to compete at cluster, county and regional level.
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			- Regional 3rd Place – National League Trust (Open) - Regional Top 6 – National League Trust (Girls) - Competitive opportunities have strengthened pupils' confidence, teamwork, resilience and pride in representing the school while raising the profile of PE and sport across the wider community.	
Leadership, Coaching & Volunteering <i>provide pathways to introduce and develop leadership skills</i>	- Deliver a Sports Leadership unit for all Year 6 pupils as part of the PE curriculum. - Provide opportunities for pupils to become Playground Leaders, supporting active play and organised sports for EYFS and KS1 pupils during breaktimes, lunchtimes and school events. - Equip Playground Leaders with the resources and training needed to lead activities confidently and promote positive participation.		- The Sports Leadership unit has developed pupils' leadership, communication and organisational skills while increasing participation in physical activity during breaktimes and lunchtimes. - Eighty per cent of Year 6 pupils chose to become Playground Leaders, demonstrating enthusiasm for leadership and responsibility. - All 58 Year 6 pupils successfully led activities during the EYFS and KS1 Sports Day, developing confidence, teamwork and positive role-modelling skills. - Playground Leaders have fostered a positive sporting culture by encouraging younger pupils to participate in active play and organised games.	- Continue to deliver the Sports Leadership unit annually to develop leadership skills and promote pupil voice within PE. - Consider moving the unit to the autumn term, enabling Sports Leaders to support pupils throughout the academic year. - Provide ongoing opportunities for Sports Leaders to organise clubs, festivals and sporting events across the school. - Maintain strong links with Richard Lander School by encouraging former pupils to return as Sports Leaders, strengthening leadership

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				pathways and inspiring younger pupils. Review the programme annually to ensure leadership opportunities continue to develop pupils' confidence, responsibility and commitment to lifelong participation in sport.
Community Collaboration <i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i>	- Regularly update the PE display board, school website, social media and newsletters to celebrate sporting achievements and signpost pupils and families to local sports clubs and community opportunities. - Promote pupils' sporting successes both in and out of school through assemblies, newsletters and local media. - Maintain and strengthen partnerships with local sports clubs to encourage pupils to participate in community sport beyond the school day.		- The profile of PE and sport has been raised across the school through regular celebration of pupils' achievements in assemblies, displays, newsletters and local media. - Increased awareness of local sports clubs and community opportunities has encouraged more pupils to participate in sport outside school. - Strong links with community organisations have provided clear pathways for pupils to continue participating in physical activity beyond primary school. - Celebrating sporting success has strengthened pupils' confidence, motivation and pride in representing both the school and the wider community.	- Continue to celebrate sporting achievements through displays, assemblies, newsletters, social media and local media to maintain the high profile of PE and school sport. - Review and update information about local sports clubs regularly to ensure families have access to current opportunities. - Further strengthen partnerships with local clubs and organisations to increase opportunities for pupils to participate in community sport. - Encourage greater participation in local clubs to support lifelong engagement in physical

				activity and sport beyond primary school.
Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i> (Key Indicator 3)	- Continue the partnership with Plymouth Argyle to provide specialist PE teaching alongside high-quality CPD. Class teachers will observe, team teach and progressively lead lessons to strengthen subject knowledge, confidence and teaching expertise. - Ensure the PE Lead and teaching staff attend relevant training and disseminate key learning through staff meetings and INSET. - Provide targeted coaching and mentoring for staff requiring additional support across specific areas of the PE curriculum. - Maintain a progressive PE curriculum supported by high-quality schemes of work, knowledge organisers and teaching resources. - Continue to provide additional clubs in response to pupil interests, making effective use of teaching assistants and support staff where appropriate.	(costs above) £1,225.51	- Specialist coaching and ongoing CPD have increased teachers' confidence, subject knowledge and expertise in delivering high-quality PE lessons. - Improved teaching practice has contributed to strong pupil progress, high levels of attainment and greater engagement in PE across the school. - High-quality curriculum resources have supported consistent planning and delivery, enabling staff to teach a broad and progressive PE curriculum with confidence. - Regular professional development has strengthened staff expertise and promoted a consistent approach to PE across all year groups. ☐ An expanded extra-curricular programme has increased participation by offering a wider range of clubs that reflect pupils' interests and encourage sustained involvement in physical activity.	- Maintain a programme of monitoring, lesson observations and targeted CPD to ensure teaching remains consistently high quality across the school. - Review and update schemes of work, knowledge organisers and curriculum resources annually to reflect best practice and curriculum developments. - Continue to provide opportunities for staff to share effective practice through INSET, staff meetings and collaborative planning. - Deliver bespoke one-to-one coaching where required to further develop subject knowledge and teaching confidence. - Continue working with specialist coaches to strengthen staff expertise while building long-term capacity for teachers to deliver high-

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				quality PE independently. • Review extra-curricular provision annually to ensure clubs continue to meet pupils' interests and maximise participation.
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