

Revised July 2021



Commissioned by



Department
for Education

Created by

Updated July 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. Since 2017-18, the amount of funding that has come into schools to support development in sports has significantly increased. The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils. In the 2022 to 2023 academic year, there is a further focus on encouraging the development of healthy, active lifestyles.

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 + £10 per pupil (depending on the number of pupils recorded on the Autumn census) 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.

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. These plans must include:

- The amount of premium received.
- A full breakdown of how it has been spent or will be spent.
- What impact the school has seen on pupils/ PE and sport participation and attainment?
- How the improvements will be sustainable in the future

The percentage of pupils within the Year6 cohort for the academic year 2020-2021 that can do the swimming competencies outlined below.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2025/26	£0
Total amount allocated for 2025/26	£20,120
Total amount of funding for 2026/27. To be spent and reported on by 30 th July 2027.	TBC

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

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: 2026/2027		Total fund allocated: TBC	Date Updated: July 2026	
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:
				TBC
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
The PE leader ensures all staff can access a well-constructed curriculum that is ambitious and ensures all pupils, particularly disadvantaged pupils and pupils with SEND, are engaged in regular physical activity. Provide high quality modelling of lesson planning and delivery, and ensure pupils have access to wider sporting opportunities	- Continue to employ an outstanding PE specialist to design and deliver an ambitious, well-sequenced curriculum and to support non-specialists through a coaching model. - Zone and equip playgrounds to ensure active, equitable morning play and lunchtime provision. - After school provision with a wide range of sports offered. - New: launch the Year 5/6 Sports Leaders Club, trained to lead structured, active lunchtime clubs for younger year groups — increasing the amount of time all pupils are active during the school day. - Continue use of the on-site bike track for curriculum and after-school provision, and participation in national/local initiatives (e.g. Bikeability) - Continue links with the Newquay Sports Network and Cornwall School Games for wider participation opportunities. - Fund a football coach and sports specialist to coach lunchtime football – working to	TBC	Target: We aim to ensure 100% of pupils are active for a part of every day. Outcome of this spending Monitoring shows us that 100% of our pupils are active for at least 30 minutes a day through: - Playtime and lunchtime provision - After school provision - Carefully timetabled provision of PE lessons - Use of the new bike track in both in school and after school provision - Links with Treviglas sports hub so that now all year 6 have access to climbing wall sessions Target: All pupils have access to a wider sporting opportunity. Outcome of this spending: Across last year the academy ran 30 after school clubs. Of these 20 were sport-based clubs that were available to all age groups. This included 2 clubs offered by external providers (Football and Karate) Every NSN event was entered last year with	Sustainability: Sustainable until funding stops. If funding stops, all staff will already be trained to deliver high quality PE through the coaching model. Next steps: - Monitor implementation of the PE curriculum so it reflects pupil needs, especially for new staff. - Embed the Sports Leaders Club as an ongoing, self-renewing programme (new cohort trained annually). - Continue coaching model to improve provision for disadvantaged pupils and pupils with SEND through adaptive teaching

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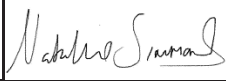
	upskill support staff and teach sportsmanship, fairness, respect. Fund a specialist dance teacher to deliver dance alongside the class teacher to upskill teaching staff		outstanding successes achieved in cross country, netball, basketball, cricket and football.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				TBC
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
The PE curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills, and exemplifies the school's values of respect, resilience, collaboration, curiosity and equity.	- Continue to employ an outstanding PE specialist to embed the school's pedagogical approach within PE, developing oracy and problem-solving skills. - Raise the profile of PE and sport via the school website/social media, a 'local directory' of community pathways, and regular celebration of pupils' achievements. - Use the new Sports Leaders Club as a visible, whole-school model of pupil leadership and responsibility	TBC	Target: PE planning evidences sequences of learning that build skill development across each key stage Outcome of this spending Monitoring evidences that 85% of observed lessons have clear skill development at the heart of a lesson within a carefully constructed lesson. Teachers are using the school's pedagogical approach to teaching and learning to ensure HQFT is evident within PE. Target: More children are accessing community pathways. Outcome of this spending We have direct pathways into community dance, football, basketball, rugby, karate and athletics. The number of children taking up these pathways is slowly increasing, and we have children being selected for further sports development in the community across all disciplines.	Sustainability: Sustainable to support release time for PE lead to continue to train all staff to plan and deliver high quality PE through the coaching model. Next steps: - Create a 'non-negotiables' list for PE lessons in line with wider school expectations. - Including assessment that measures what matters and has impact on learning.

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

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:
Teachers have good knowledge of PE, present subject matter clearly, check understanding systematically and adapt teaching to meet the needs of all pupils.	- Continue to employ an outstanding PE specialist to increase the percentage of PE lessons that are of high quality within a broad and balanced curriculum, through collaborative planning, delivery and CPD for non-specialists. - Provide training on adapting teaching through the practice area, equipment and technicality of skills, to extend able pupils and support less confident/less able pupils to achieve full participation. - Provide training so teachers use assessment well to embed and check understanding, and audit equipment to ensure high quality provision. - Train the Year 5/6 Sports Leaders so they can model and reinforce good practice, fair play and pupil-led coaching points during lunchtime clubs.	TBC	Target Ensure all observed PE lessons to be judged as at least good. Outcome of this spending The coaching model that we use to support ECT's, and less confident staff has been very positively received with 100% of staff reporting that they feel more confident to plan and teach well-constructed PE lessons as a result of the coaching support. Follow up observations evidence that 85% of the observed lessons were at least good with marked improvements in skill development and teacher modelling. Target: Lessons and opportunities to be active are well resourced Outcome of this spending Dedicated equipment for playtime zones/ front field have supported increased physical activity and team play at playtimes and lunchtimes that is equitable. Lessons are well resourced to ensure maximum participation and activity by all pupils.	Sustainability: - Sustainable — coaching model continues to build capacity among ECTs and less confident staff. Next steps: - Use staff questionnaires annually to identify focus areas for targeted CPD. - Ensure all staff are using adaptive teaching to ensure all pupils make progress, linked to the school improvement plan. - Develop opportunities for team teaching
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
				TBC
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:

The PE leader constructs a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the widest sports experiences possible, including new water-based provision linked to our coastal location and local need. Further develop pupil leadership skills through school sport.	• NEW — Water-based sports: entering new surf lifesaving and surfing competitions, delivered in response to identified local need given the school's coastal location, broadening provision beyond curriculum swimming and water safety and building pupils' water confidence and safety skills. • NEW — Sports Leaders Club (Year 5/6): train a cohort of pupil sports leaders to lead and support structured lunchtime activity clubs for younger year groups, and to assist staff with the organisation and delivery of sports day, inter-school events (Newquay Sports Network / Cornwall School Games) and external fixtures. • Continue to ensure local sports clubs deliver curriculum and extra-curricular activity (e.g. dance, karate, athletics), and promote pathways to local clubs via the 'local directory' and social media. • Continue to use the leadership framework both within and beyond curriculum lessons, and facilitate external specialist coaches into the academy.	TBC	Target: • 90% of disadvantaged pupils participate in after-school clubs or competitions. • All Year 5/6 pupils have the opportunity to train and act as a sports leader during the year. • Pupils taking part in the new surf lifesaving/surfing offer develop water confidence and safety skills beyond the national curriculum minimum.	Sustainability: • Sustainable through continued local club partnerships and an annually refreshed Sports Leaders cohort, embedding pupil leadership as a permanent feature of school life. Next steps: • Further develop leadership opportunities beyond the classroom through use of the leadership framework, building on the new Sports Leaders Club. • Actively target disadvantaged pupils not currently signed up for club provision • Establish further relationships with local clubs and activity providers, including surf lifesaving/surfing providers. • Facilitate external coaches coming into the academy to deliver specialist sessions e.g.: Cornwall Cricket.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				TBC
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:
100% of pupils will participate in competitive sport, either within the school setting or through the school sports partnership. Effective use is made of the Sports Partnership to ensure all SEND/disadvantaged pupils have access to competition.	- Continue to be part of the Newquay Sports Network and attend all local and county sports events and competitions. - Ensure all pupils participate in whole school sporting events such as sports day and school-based competitions, with adaptations made so all children engage in a level of 'healthy competition'. - Involve the new Sports Leaders Club in the planning, organisation and running of sports day, inter-school events and external fixtures, building pupil ownership of competitive opportunities. - Year 6 to continue leading a league of friendly matches within Newquay schools to increase participation.	£2,500 Newquay sports partnership	Target All pupils will participate in competitive sport. Outcome of this spending - All NSN meetings and sports events were attended which included 35 fixtures and competitions, hosted by the Newquay Sports Network, Cornwall School Games and local schools. 100% of pupils participated in the school sports days.	Sustainability: - Sustainable through continued involvement in the Newquay Sports Network and an embedded pupil leadership model supporting event delivery. Next steps: - Continue to attend all Newquay Sports Network events and Cornwall School Games where possible. - Continue to participate in primary leagues outside of the partnership in cricket and football. - Further widen pathways into community competition (e.g. local athletics clubs).

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Felicity Payne
Date:	15 July 2026
Governor:	
Date:	
End of year spending analysis	
Head Teacher:	
Date:	
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Date:	15 July 2026
Governor:	
Date:	