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# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

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](https://www.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 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2024. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount funding for 2023/24	£18110
Total allocated for 2023/24	£18110
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
PE grant also used for minibus lease and KFT	£ 4000 & 4000
Total funding for 2024/25	£ 7810
Total amount allocated for 2024/25	£ 7810

## 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><b>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</b></p>	<p>We pride ourselves in offering swimming lessons for Foundation and KS1 children. Swimming lessons have been successful this year, children have learnt to develop water confidence, safety skills around water and basic stroke skills.</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><b>N.B.</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>	<p>N/A</p> <p>Infant school only.</p>
<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>	<p>N/A</p> <p>Infant school only</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>N/A Infant school only</p>

<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p> <p>This academic year we continued the Surf lifesaving club to prepare pupils for the community with which they live. We were able to expand the club and offer the opportunity to more children. The intention is to carry this on next year, offering it to as many children as possible. With all year 2 children completing a sea swim/wade and performing simple sea rescues.</p>
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## 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: 2023/24		Total fund allocated:	Date Updated:10/7/24	
<b>Key indicator 1:</b> 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				
Intent	Implementation		Impact	Sustainability and suggested next steps:
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 dopupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>•Healthy Movers programme delivered in classrooms as well as a club. Children needing support with their fundamental movements invited to join the club to help them develop these skills vital for life and physical activity.</li> <li>•Playground markings and Healthy mover zones to be implemented in September to ensure that all play and lunch times are as active and social as possible.</li> <li>•All pupils to have a mastery of the key skills (Agility, Balance and Coordination.)</li> <li>• All children to have a love of exercise when they leave Trenance in Year 2</li> <li>• All children to understand the importance of exercise, a healthy lifestyle, a healthy mind and how they can maintain this throughout their life.</li> <li>•To offer a wider range of sporting activities that engage all children in the school.</li> <li>•EYFS, Year 1 and Year 2 children to access swimming lessons Autumn 1 2024..</li> </ul>	<p>(YST core subscription and membership)</p> <ul style="list-style-type: none"> <li>•Playground equipment and storage facilities have been purchased for zoning to be developed further from September. Playground markings due to be painted in the Autumn term to promote active playtimes.</li> <li>•To continue to use, enrich, adapt, embed and monitor the Get Set 4 PE programme already being used across the school. Programme will ensure consistency in PE from EYFS to Y2. Children will master each aspect of a skill, by revisiting prior learning and practising regularly (moving on a progression ladder) in their current year group before moving on. Focus upon fundamental movement skills and foot patterns. Curriculum adapted to meet the needs of TLA pupils.</li> </ul>	<p>£225</p> <p>£340</p> <p>£1800 (for</p>	<ul style="list-style-type: none"> <li>•Knowledge and understanding of the fundamental movement skills, particularly in YF children.</li> <li>•Healthy Movers zones and playground markings.</li> <li>•Children's A,B,C skills are improving- good progression seen in lessons from EYFS to Y2 during drop-ins. Sports Day events for all three year groups, children showing good balance and range of skills.</li> <li>•Foundation subject monitoring and pupil conferencing showed that children had retained information from previous years, showed progression and were enjoying their PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>•Playground zoning developed further to include YST/Trenance Healthy Mover station signs to promote physical and active break times.</li> <li>•To continue to adapt Get Set 4 PE programme to suit the needs of Trenance pupils enriched with specialist teachers (dance, rugby, fencing) and extra units to provide a bespoke curriculum.</li> <li>•Swimming offered to EYFS, Year 1 and Year 2. Pools for schools, pool situated on the school site for two</li> </ul>

<ul style="list-style-type: none"> <li>• We believe fast paced and exciting high-quality P.E lessons inspire children.</li> <li>• All of our lessons are well structured, building on skills taught previously or through the skills development stage of the lesson.</li> <li>• The children are equipped with the vocabulary to understand the different parts of the body affected by exercise and the different movements that they do during the lesson itself.</li> <li>• Lessons provide opportunities for children to support, evaluate and challenge themselves to beat their own personal best or to compete with one another.</li> <li>• We believe that children have every opportunity to access many different skills or sports. This will happen through inter-house or inter-school competition as well as a range of different clubs.</li> <li>• Children encouraged to walk, scoot, cycle to and from school.</li> <li>• Youth Sport Trust membership.</li> <li>• PE equipment used in PE lessons, Golden Time and physical interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to join children in the daily dash, movement breaks and yoga to promote love of exercise. During Golden Time, teachers outside getting involved with physical activity.</li> <li>• Solid PE programme to run alongside RSHE programme promoting healthy mind and healthy body. Through beach school, children are taught the importance of sun and beach safety to keep our bodies healthy. (Slip, slop, slap, slide).</li> <li>• Inter-school completions took place, with an increased amount of inter-school competitions in football, tennis, multi-skills, cricket and cross-country.</li> <li>• Children have access to bike shed to store bikes and scooters.</li> <li>• New playground equipment ordered.</li> </ul>	<p>upcoming year)</p> <p>£597.71</p>	<ul style="list-style-type: none"> <li>• Children asking when they can do the daily dash and getting excited and competitive with themselves. Changemakers encouraging activities during playtimes.</li> <li>• Wake and Shake rolled out across the entire school this year. Y1 and Y2 children helping to lead wake and shake.</li> <li>• Foundation subject monitoring and pupil conferencing showed that children had retained information from previous years and were enjoying their RSHE and PE lessons.</li> <li>• High uptake for extra-curricular clubs with waiting lists, showing a keen interest in physical activities from EYFS to Y2.</li> </ul>	<p>weeks in Autumn 1.</p> <ul style="list-style-type: none"> <li>• Whole school to continue their wake up and shake up routine with further songs/cultures included next year.</li> <li>• Plan to vary the range of clubs on offer further. Rocketball, fencing, hockey.</li> <li>• Further inter-house and inter-school completions planned for 22/23 academic year.</li> <li>• Continue to promote active travel-look into SUSTRANS scheme to involve families in programmes such as Dr Bike.</li> </ul>
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		

<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> <ul style="list-style-type: none"> <li>All children to understand the importance of daily exercise and to make it exciting for them through the daily dash and short activities in and out of class (yoga, dance, meditation).</li> <li>All children to have physical breaks with large muscle movements to enable focus and concentration to be maintained during lessons.</li> <li>All children to access cosmic kids yoga and meditation in class as physical activity breaks to improve concentration.</li> <li>Playground markings and Healthy mover zones to be implemented in September to ensure that all play and lunch times are as active and social as possible.</li> </ul> <p>Increased amount of competitive in and out of school opportunities. Inter and intra school competitions.</p> </p>	<p> <ul style="list-style-type: none"> <li>Fundamental movements programme planned for 24/25 academic year to support teachers in delivering effective physical and mental health diets. Healthy movers to be continued.</li> <li>Playground markings painted during Autumn term to promote active playtimes.</li> </ul> <p>Arrange more KS1 competitions/friendlies against other local primaries.</p> </p>	<p>£500 set aside for paint,.</p>	<p> <ul style="list-style-type: none"> <li>Children asking when they can do the daily dash and getting excited and competitive with themselves. Y1 and Y2 children helping to lead wake and shake.</li> <li>More children eager and willing to represent the school in sporting events, showing that the profile of physical activity is being raised across the school.</li> <li>Healthy Movers zones and playground markings.</li> </ul> <p>Increased confidence in children's physical abilities and exposure to other schools and places in a competitive environment.</p> </p>	<p> <ul style="list-style-type: none"> <li>PE lead in a curriculum team with the RSHE lead to ensure close working relationship with PE and RSHE.</li> </ul> <p>Fundamental movements programme planned for 24/25 academic year to support teachers in delivering effective physical and mental health diets. Healthy movers to be developed further.</p> <p>Play and lunch time zone plan for all staff.</p> <p>Looking to set up more competitions within the trust, involving sports leaders from Newquay Treviglas to strengthen community relationships.</p> </p>

<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>



<ul style="list-style-type: none"> <li>•All staff to be able to use new curriculum platform so that all children are taught to an outstanding level.</li> <li>• All staff to be able to use all sports equipment in the hall/ball court/field safely so that the entire curriculum is being taught to the best standard.</li> <li>•Staff meetings led by PE lead to update staff on curriculum and any changes to PE vision.</li> <li>•PE lead attended Cornwall PE lead conference to stay up to date with current legislation.</li> <li>• Buying into NSN to ensure CPD opportunities for staff.</li> </ul> <p>Developed Trenance Learning Academy PE curriculum using Get Set 4 PE alongside expertise and knowledge of TLA PE lead and teaching staff to mould and adapt the planning to the needs of TLA children.</p> <p>PE lead completing Yoga qualification.</p>	<ul style="list-style-type: none"> <li>•Staff meetings and masterclasses from PE lead. Drop ins and observing P.E lead.</li> <li>•Staff who were unsure on how to set up and use equipment shown and ideas shared on how to use it during staff meetings.</li> <li>•Daily practise session led by PE lead to ensure consistency across all classes.</li> </ul> <p>British fencing CPD training for Y1 teachers as well as PE lead and one Y2 teacher.</p> <ul style="list-style-type: none"> <li>•PE lead doing Yoga for children qualification to deliver Yoga and mindfulness in class as well as staff CPD.</li> </ul>	<p>£2500</p>	<ul style="list-style-type: none"> <li>•Informal conversations and staff meeting time has revealed that staff are happy with the PE curriculum delivered here and feel that it is easy to follow and deliver.</li> <li>•More children representing Trenance at a competitive level due to PE lead organising more 'friendlies' against other local schools.</li> </ul> <p>Develop children's fundamental skills, self-regulation and self-awareness.</p>	<ul style="list-style-type: none"> <li>•Drop-ins and conversations by PE lead planned for September 24 to ensure that current and new staff are all familiar and happy with the PE programme.</li> <li>•Cornish Pirates rugby due in Autumn term to deliver sessions to the children but also provide an upskill/CPD opportunity for teaching staff.</li> <li>•Katie Bell Dance Academy due to continue in 24/25 academic year to provide Dance lessons to all pupils and an opportunity for teachers to upskill.</li> </ul>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>•Year 1 and 2 children given the opportunity to take part in wider community events within the NSN.</p> <p>•During beach school, children taught RNLI flags and surf safety. Year 2 children to take part in a sea swim/wade by qualified member of staff.</p> <p>-Forging Futures Fencing programme planned for September 23. Training for teaching staff.</p> <p>•Wider range of clubs offered for all children (hockey, multi-skills, dance, surf lifesaving, archery) Rocketball offered this year.</p> <p>-Cornish Pirates coaching sessions for Y2.</p> <p>•Ju Jitsu visit from a local sporting team to promote awareness of alternative sports.</p> <p>-Fencing demonstration for Y1 pupils from Truro Fencing Club.</p>	<p>•PE lead took Year 1 and Year 2 pupils to an increased amount of events to represent Trenance this year.</p> <p>•Liaising with SLS and RNLI and teaching the children the basic signals and the flags. To show them how to wear a wetsuit and engage safely with the local environment. Children then to take part in sea wade and swim followed by experiencing the sea in a safe way.</p> <p>•Fencing rolled out in Y1. All children to have fencing lessons in their PE sessions.</p> <p>•After-school clubs led by teaching staff, Tas, and specialist teachers.</p> <p>Linked to curriculum, Y2 pupils had high quality rugby sessions with Cornish Pirates coaches.</p> <p>Children and families led through</p>	<p>Included in NSN cost.</p> <p>£2450 + fencing kit £533+£50 for Truro fencing demo.</p> <p>£275</p> <p>£720</p> <p>£50</p>	<p>•EYFS children prepared for the Summer with a good awareness of beach safety and flags.</p> <p>•Year 1 and Y2 attended a wide range of competitions and events run by NSN and PE lead in collaboration with other schools.</p> <p>•Year 2 sea swim successful and enjoyed by all.</p> <p>-New skill learnt by all Y1 children. After-school club rolled out as well as PE lessons to increase participation in fencing as an alternative sport.</p> <p>•Excited and engaged children, waiting lists for clubs due to high engagement.</p> <p>Improved ball skills, understanding rules and strategies of the game.</p> <p>Engaged families in the community.</p>	<p>•Further involvement with NSN to increase amount of events attended and offered to EYFS and KS1. As well as other events planned with local schools, organised by PE lead.</p> <p>Continue for September 24.</p> <p>Continued next year.</p>

Huer 2 Harbour community event/fun run.	Newquay town following PE lead on a fun run.	Fundraising event.	High-energy/fun event.	
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Key indicator 5: Increased participation in competitive sport				
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:
<ul style="list-style-type: none"> <li>•All children to engage with school competition through School Games to understand competition.</li> <li>• Children to take part in interschool competitions (cross-country, football, basketball, multi-skills, swimming, tennis, beach games).</li> <li>• External Dance teacher booked to deliver effective dance lessons to ALL children as well as CPD for staff. Promoting joining dance clubs out of and in school to increase competitiveness spirit.</li> <li>• Children to access tree-climbing to build confidence and managing risk during school camp with an element of competitiveness to see who can climb the highest the quickest.</li> <li>•Year group Sports Days held Bishops School.</li> <li>•All children representing the school to be transported by the school minibus.</li> </ul>	<ul style="list-style-type: none"> <li>•Membership of NSN to be kept up-to-date with Cornwall School Games events and other inter-school competitions. Brochure for new academic year (2023/24) already released.</li> <li>•Bell Dance Academy delivered half termly blocks to FYF, Y1, Y2 children.</li> <li>•Skilled member of staff on site for duration of school camp (three days) to deliver tree climbing activity.</li> <li>•PE lead to be present at all Sports Days and lead running of the events.</li> <li>•Minibus lease to transport children to and from sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>£2500</li> <li>£2923.40</li> <li>£460 per month</li> </ul>	<ul style="list-style-type: none"> <li>•Positive engagement with students and their parents</li> <li>•Increased amount of competitions/friendlies attended this year for Y1 and Y2 pupils.</li> <li>•All children engaged and participating. Positive engagement with families.</li> </ul>	<ul style="list-style-type: none"> <li>•Further competitions to take place. Possible Trenance led inter-school competitions/events (mini marathon).</li> <li>•Inter-house and inter-school events planned for 24/25.</li> <li>•Trenance pupils planned to take part in Hockey festivals next year with the support of specialist hockey teacher leading a club at Trenance.</li> <li>•Possible fencing events/friendlies following the adoption of Forging Futures programme.</li> </ul>

Signed off by

Head Teacher: Matt Williams

Date:	26.07.2024
Subject Leader:	Jade Palmer
Date:	10.7.24
Governor:	
Date:	