

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	£16150
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16155
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 0

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	100%
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	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	Yes/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: 2022/23		Total fund allocated:£16150		Date Updated:14/07/23	
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					
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:
Ensure a minimum of 2 hours high quality PE lessons each week for all pupils to focus on physical fitness and agility and fundamentals skills.	Dedicated time for PE is timetabled in to the week and delivered by a sports coaches and class teachers. Pupils’ personal development and achievements in PE and sport are celebrated in weekly assemblies and reported in our newsletters. Purchase of new PE equipment to enable delivery of ‘high quality’ PE	£8550	Minimum of 2 hours high quality PE accessed by all pupils each week, covering all aspects of PE: physical, personal, social, cognitive, creative and health & fitness. Skills applied in other sporting activities, including competitions with greater expertise.		Continue to use specialist coaches in games, gymnastics, dance and swimming to raise attainment in these sports and for staff to gain valuable CPD which they can draw upon in future.
Encourage active playtimes	Carefully planned timetable to provide ample space, making playtimes more fun and active. Range of new equipment purchased to offer sufficient equipment for all groups.		All pupils enjoy their PE and engagement levels are very good at KS2 and good at KS1. Most pupils have reached expected or better than expected levels of progress across their PE assessment in health, thinking skills, social skills and physical skills.		Keep up to date with initiatives from the Association of Physical Education, Sports England, Youth Sports Trust Active Cornwall and local community.
Incorporate short activities throughout the day in order to achieve 30 minutes per day target.	Subscriptions renewed such as Yoga for Schools, providing short activities to achieve the 30 minutes a day target.				Review staff training needs and PE programme of study and access to schemes of work in PE
Promote physical activity during After School Club.	Multi-Skills club for all ages; Netball Club and Girl’s Football Club		Pupils accessing different activities including as a result of purchasing new playtime equipment to supplement taught skills . Pupils are increasingly choosing physical activities during playtimes due		Continue to signpost pupils and parents to used resources at home. Teachers encouraged to plan short sessions throughout days, especially on non-PE days

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			<p>to a greater range of exciting equipment chosen to match the PE being taught that term.</p> <p>Play leaders in Year 5 have been trained by PE a specialist.</p> <p>Pupils applying the skills learnt in PE lessons during playtime games e.g. tennis, skipping, netball, hula hooping, football etc.</p> <p>Pupils engaged in physical activities for longer periods during the day.</p> <p>Physical activities are planned for on a daily basis with those pupils attending the club, and more time is being spent outdoors.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

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>Link PESSPA to the development of fine & then gross motor skills.</p> <p>Ensure all children engage in and enjoy physical activity and understand the how activity supports their wellbeing by encouraging physical activity & being outdoors, which will in turn improve their learning in the classroom.</p>	Improved fine & gross motor skills for targeted pupils.	£2000	<p>Improved fine & gross motor skills for targeted pupils.</p> <p>PE lesson objectives focus on wider values and meet the varied needs of the class e.g. self-esteem, determination, self-control, or readiness to learn. Development of Core Concepts curriculum map.</p> <p>Pupil's knowledge & understanding of</p>	Continue to assess impact of fine & gross motor skills intervention, develop range of activities to target specific needs/requirements

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			sports & the importance of staying healthy increased. Additional fruit purchased so all children can have a healthy snack every day.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%

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:
PE Subject Lead/Sports Coach to keep up to date with recent guidance & inform best practice & effective use of Sports Premium funding All staff feel confident & competent in the delivery of PE . Encourage good role modelling & physical health & wellbeing amongst staff. Enthusiastic staff who believe in the benefits of physical activity will have greater impact on the children	Staff training and development of resources	£980	PE Subject Lead/Sports Coach competent in delivery of PE across school & able to plan effective strategies to achieve the objectives are PE curriculum. Teachers able to support school competitions and festivals. Curriculum resources in place.	Staff survey to monitor and assess confidence levels of staff in curriculum delivery. Identify time for lesson walkthroughs. Identify relevant training and deployment of teaching assistants and lunch time staff to support daily physical activity provision. Allocate a cover cost budget to free TAs for training. Attend PE conference. Staff survey in to inform Trust offer of 6 staff training sessions per year for staff PE training

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

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>Additional achievements:</p> <p>Organise additional opportunities to enable all pupils to experience new & exciting sports & physical activity which may encourage increased participation in the future, therefore improving physical & mental health & well-being:</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 6 weeks Cricket sessions with Chance to Shine/ Cornwall County for years 4-6 • Bikeability for years 5-6. • Sailing on the Helford River for years 5-6 • 6 weeks swimming instruction for years R - 6. • Yoga workshops for years R – 6 (run by a parent) • Year 3-4 camp at Carnyorth with Forest school session led by Aspire's outdoor education team 	£1620	<p>Children talk positively about their experiences.</p> <p>Celebrating success at school in newsletters, website, assemblies and show and tell.</p>	<p>Repeat for 2022 cohorts</p> <p>Continue to promote involvement of all pupils, particularly those who are 'hard to reach'</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:

Provide regular opportunities for competitive sport for all pupils and at all levels, including personal bests, inter school & virtual events	Competing against local cluster schools and /or Aspire schools: <ul style="list-style-type: none"> • Hi-5 girls netball tournament. • Swimming gala for years 3-6 at Helston pool. • KS1 and KS2 football tournaments • KS1 multi-skills festival • KS2 mixed netball tournament • ASPIRE EYFS games at Penryn (5th July) • ASPIRE year 5 games at Carn Brea • ASPIRE biggest Ever Football Session for years 2-6 girls on International Women's Day. • ASPIRE girl's football tournament at Bodmin • Feet-Beat festival for years 1 and 2. 	£3000	Greater involvement of all pupils in physical activity and competition. Every pupil has access to inter-school competition at level 2 competition. Pupils in all years R to Y6 attend competitions held at Mullion Secondary School which plays a valued role in transition. Wider range of sports available to try. Sense of competitiveness developed in pupils and pride in school identity. Higher level performers are able to compete via School Games and Leagues. Schools signed up for Virtual School Games 2022. School led competitions to allow each hosting school to offer roles for all the pupils and to address transportation restrictions.	Sign up to Mullion Cluster package Research initiatives such as Chance to Shine cricket. Liaise with Active Cornwall, and Peninsula coordinator. School Games funding to continue 2022-23.
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Signed off by	
Head Teacher:	Jane Talbot
Date:	14/07/23
Subject Leader:	Jane Talbot
Date:	14/07/23
Governor:	
Date:	

