

# 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 31<sup>st</sup> 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	£17,270
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,270
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£17,270

## 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>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>	75%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	85%
<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>	Yes

## 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:		Date Updated:	
<p><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</p>					Percentage of total allocation: 5 %
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?:	
All children timetabled for 2 hours PE weekly. With staff delivering high quality school PE lessons.	Staff to use Real PE to teach PE and follow curriculum map. Paid per annum.	£695	£	100% participation rates across the curriculum in all areas of school PE lessons. Teachers feel more confident in delivering PE lessons, scaffolded for a range of learners, activities easy to follow through the use of videos and detailed plans.	<ul style="list-style-type: none"> <li>Real PE has had some negative feedback from staff and children alike. Research has been active into looking into a new scheme.</li> <li>Teachers found the scheme repeated the same activities multiple times in a block, which some children were not finding engaging. Some also commented about not linking to sports.</li> <li>Staff also commented on how lessons did not have enough content to engage learners for a full hours PE lesson.</li> <li>Re introduce play leader training for year 6 and year 3 to lead games with the younger children at break</li> </ul>
Active time daily for all children (in addition to PE lessons)	To purchase equipment to increase activity at play and lunchtimes. Complete questionnaire with children to find what equipment they would like for their playtimes.	£100	£79	Increasing fitness levels of all pupils with 'Active time' daily in addition to the 2 hours PE each week. Children are more active at	

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			break and lunch times with the use of the new equipment. Children are enjoying break times more and are displaying more positive learning behaviours on returning to the classroom from break times.	and lunch times. Focus on children who are less active during these times.
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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:  
7 %

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:
Refresh and replace equipment required to teach high quality PE lessons	<ul style="list-style-type: none"> <li>• Complete audit of equipment .</li> <li>• Purchase equipment to replace broken items.</li> <li>• Purchase additional equipment to ensure that there is enough for all children in the class to have the correct and adequate equipment.</li> <li>• Ensure suitable equipment is available for all year groups from EYFS-year 6.</li> </ul>	£725	<ul style="list-style-type: none"> <li>• Create more opportunities for children to progress by having the correct PE equipment to participate actively in PE lessons.</li> <li>• Children will be more active in PE lessons due to having more available equipment and less time spent waiting to share equipment. Skills will progress quicker.</li> <li>• Correct equipment will be available for a range of sports and PE activities.</li> <li>• Staff will know what equipment is available to them and will plan PE lessons to utilise this.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to audit all PE equipment.</li> <li>• Train sports leaders (year 6) to monitor PE equipment and support in maintaining the PE cupboard.</li> <li>• Order additional equipment needed to fulfil the new PE scheme requirements.</li> </ul>

Purchase equipment for the implementation and delivery of Forest School.	<ul style="list-style-type: none"> <li>• New equipment purchased to enable Forest School sessions to be delivered, keeping children active during sessions and improving their mental health through activities where they are able to succeed.</li> <li>• Purchase equipment for children to be able to partake in Forest School sessions safely.</li> </ul>	£183	<ul style="list-style-type: none"> <li>• Children are active during Forest School sessions and are able to partake in a range of physical activities eg. Tree climbing, digging, swinging and den building.</li> <li>• All children are able to participate in sessions due to safety equipment being provided for all children, so that no one misses out.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build Forest School provision and develop a wider range of activities to engage and motivate children to be active in Forest School sessions.</li> </ul>
PE equipment purchased for wrap around	<ul style="list-style-type: none"> <li>• New equipment purchased to enable wraparound/breakfast TA's to support and run activity sessions for children attending the school wraparound service.</li> </ul>	£100	<ul style="list-style-type: none"> <li>• Children attending wraparound are increasingly active and request equipment at the wraparound care.</li> <li>• Participation of children being active at wraparound care has increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete audit of wraparound equipment and complete questionnaire to see what further equipment would further increase in childrens active time at wraparound care.</li> <li>• Train wraparound TA's in a range of games that they could lead for children.</li> </ul>
Purchase equipment to support the delivery of school swimming lessons.	<ul style="list-style-type: none"> <li>• Swim hats, noodles, floats and sink toys purchased to enable staff to teach swimming effectively to years 5 and 6.</li> </ul>	£55	<ul style="list-style-type: none"> <li>• Staff are able to teach children to swim effectively using the correct equipment.</li> <li>• Children are engaged in swimming lessons that are fun and progressive using a range of equipment.</li> <li>• Children are successful in learning to swim.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete audit of equipment to ensure suitability – especially for lower years as we will be having swimming lessons for years 2-6 next year.</li> <li>• Swim teachers to access use of resources and create list of further resources required for relevant year groups.</li> </ul>
Provide pedal bikes for EYFS provision	Purchase pedal bikes to enable to EYFS	£176	EYFS children were very excited	<ul style="list-style-type: none"> <li>• Maintain maintenance on</li> </ul>

	provision to allow and adapt for progression for those children who are proficient in balance bikes. This will allow staff to progress childrens learning and skills within the EYFS provision.		about having pedal bikes in their provision. It has lead to more children being keen to practice their balance bike skills in order to try and learn on the pedal bike. It has meant that more children have managed to develop this skill and ride a bike.	these bikes.  • Look into bikes for schools schemes.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: 32 %
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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:
Youth Sports Trust membership	Complete quality mark Attend YST meetings and use ideas and CPD tools.	Included in Penryn Partnership- see below.	<ul style="list-style-type: none"> <li>Meetings attended with Chris Caws.</li> <li>Quality mark completed and will use the results of this to help form next years action plan to improve on this.</li> </ul>	<ul style="list-style-type: none"> <li>Use the quality mark results to form the action plan for PE next year.</li> <li>Aim to improve on the Bronze Quality mark using the results.</li> </ul>
Penryn Partnership Membership	Penryn Partnership membership for 22/23 academic year	£3,292	Support from CPD sessions. Membership of the sports leagues and sports competitions, entry into School Games, YST membership included.	<ul style="list-style-type: none"> <li>Make the most of CPD opportunities for whole staff.</li> <li></li> <li></li> </ul>
Penryn Partnership PE delivery	Support for teachers in delivering high quality PE lessons. PE teachers from Penryn deliver high quality PE lessons and model this to staff to support with CPD and staff knowledge development. Provide training and CDP to staff on a range of sports to upskill staff.	£1,750	Staff feel supported in delivering effective and engaging PE lessons following the curriculum. Staff feel confident in how to progress and develop pupils skills in a range of sports.	<ul style="list-style-type: none"> <li>Penryn PE to deliver Dance and Gymnastics next year in response to staff skills survey. This will upskill our staff in areas of PE that they feel less confident in delivering.</li> </ul>

Swim Teacher CPD and qualification	Allocate a member of staff to be swim teacher trained. This will increase the effectiveness of our swimming delivery to children and enable staff to have the skills to be able to progress and support children in swimming. Training our own staff with withdraw our reliance on outside staff and enable more consistent and reliable swimming delivery.	£145	Member of staff (CK) trained feels confident in delivering swimming lessons to children. Staff are able to assess and support children in learning to swim. Children are taught to swim by a qualified swim teacher and have made great progress this year.	<ul style="list-style-type: none"> <li>Attend CPD sessions- audit staff and allocate sessions according to individuals.</li> <li>To maintain swimming teacher qualification.</li> <li>to increase number of children able to swim by the end of year 6.</li> <li>To look into training an in house life guard to support the swim teacher.</li> </ul>
Wild Tribe – Outdoor learning CPD	Increase the confidence of staff delivering forest school and outdoor education activities. Support children in being active in a range of settings and activities. Upskill staff member delivering these sessions with a range of activities and tools safely.	£350	Staff member trained feels more confident in delivering a range of active sessions, using a variety of activities and tools to engage children in active learning. Children are participating in a broader range of physical activities lead by a qualified leader.	<ul style="list-style-type: none"> <li>Leader to build up outdoor learning across the curriculum to encourage active learning activities in a range of subjects.</li> <li>Implement new tools to sessions and teach children how to safely use them.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 33%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Plymouth Argyle- supporting with PE and football delivery to all children within the school. As well as an after school club and lunch time club.</p>	<p>Involved in the running and delivery of an after school football club to all key stages across the academic year. Running lunch time football clubs to all year groups on a rota system. Supporting teaching staff with the delivering of PE lessons and providing CDP for staff to enable upskilling of staff in the deliverance of football,</p>	<p>£3,098</p>	<ul style="list-style-type: none"> <li>• Our after school club offering has grown this year and a wide range of children have attended at a reduced rate to increase attendance.</li> <li>• All children across the school have experienced high quality professional football coaching.</li> <li>• Staff have gained experience and ideas to deliver high quality football PE sessions.</li> <li>• Lunch time football club has engaged a wider range of children who do not access the after school provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Look into investing in a PT sports coach TA to support all children in the school.</li> <li>• Target non attenders and those who are not currently involved in after school clubs by offering free/reduced price sessions. Invitations to encourage attendance.</li> </ul>
<p>Cornish Pirates running a block of rugby coaching sessions.</p>	<p>Cornish pirates booked to provide some coaching sessions for year 3 and years 5/6. Ensure that all children in these classes take part in a progressive block of coaching sessions. Take part in a touch rugby festival held by the Cornish Pirates between different schools.</p>	<p>£300</p>	<ul style="list-style-type: none"> <li>• All children in these classes attended the coaching block and teachers recognized progression from the beginning to the end of the block.</li> <li>• Children were excited about receiving these sessions and looked forward to each week.</li> <li>• Lots of children spoke about wanting to start rugby at local clubs.</li> <li>• Those children who attend local rugby clubs enjoyed being able to share their sport with their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite children to attend the touch rugby league based on engagement this year.</li> <li>• Invite the Cornish Pirates back next year for a further coaching session block so more children are able to experience/be inspired by their expert coaching.</li> </ul>
<p>Sailing with the Childrens Sailing Trust on the Helford River.</p>	<p>Puffins class (year 4/5) attended a 5</p>	<p>£100</p>	<ul style="list-style-type: none"> <li>• Children loved the sailing sessions</li> </ul>	<p>Attend again next year- establish</p>

<p>Year 6 surfing day.</p>	<p>week block of sailing sessions with the Childrens Sailing Trust on the Helford River. It introduced children to a new sport and many of the children had not had the opportunity to sail before. It increased water safety awareness and confidence of children in the water. Children learnt how to set up a boat to get it ready to sail, as well as how to sail in teams of 2 and individually.</p> <p>Year 6 children attended Global Boarders surf company to take part in a day of surfing. It introduced a new sport to many children who had not tried the sport before. It increased sea safety awareness and confidence in the sea.</p>	<p>£545</p>	<p>and many came to thank the PE lead for the opportunity after the first session.</p> <ul style="list-style-type: none"> <li>• Children learnt many new skills from the block of lessons and it also supported team work from the children.</li> <li>• Participation in the activity was 100%.</li> <li>• The sailing instructors helped to instill water confidence in the children as well as the knowledge of how to stay safe in the water.</li> <li>• Some children have signed up to summer sailing sessions run by the CST.</li> <li>• 8 children from this group attended a Sailing Regatta and competed against other schools.</li> <li>• Children had a great day at Praa Sands on the surf day and gained a variety of new skills whilst there.</li> <li>• Children learnt skills to support them in surfing but also transferable skills such as team work.</li> <li>• The surf instructors also embedded sea and beach safety</li> </ul>	<p>which year group to attend due to changing to single year groups in KS2.</p> <p>Try to enter 2 teams into the sailing regatta to increase participation.</p> <ul style="list-style-type: none"> <li>• Attend again next year- potentially look into Shore Surf who we use for after school club sessions.</li> </ul>
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<p>Shore Surf After School surf club sessions- semi funded.</p>	<p>An after school surf club held at Gwithian Towans for children from year 3-year 6. Introducing children to a new sport than many have not tried before. Children who have attended in previous years are able to build on their previous learning to progress further in the sport.</p>	<p>£70</p>	<p>through teaching about the lifeguard flags, tides and different winds.</p> <ul style="list-style-type: none"> <li>• Participation was 100% of year 6 pupils.</li> <li>• Children learnt skills to support them in surfing but also transferable skills such as team work.</li> <li>• The surf instructors also embedded sea and beach safety through teaching about the lifeguard flags, tides and different winds.</li> <li>• The subsidized rate for these sessions enabled children to whom wouldn't have been able to access them have had the opportunity.</li> <li>• Increased uptake from lower KS2 has meant children have been exposed to the sport at a younger age.</li> </ul>	<p>Book again for next year. Look at how we can make it even more accessible to more children eg providing transport- school mini bus.</p>
<p>Penryn Gymnastics after school club</p>	<p>Penryn Gymnastics providing an after school gymnastics club to years 2-5, delivering high quality gymnastics coaching to children one day a week. Offered at a reduced rate to encourage inactive children to attend and experience a new sport that many children may not have experienced, delivered by professional coaches.</p>	<p>£1354</p>	<ul style="list-style-type: none"> <li>• A wide range of children attended this club, many of which had never attended an after school sports club before.</li> <li>• Some of our more inactive students attended and really enjoyed their sessions.</li> <li>• Some children are now partaking in gymnastics sessions outside of school due to attending this after school club.</li> </ul>	<ul style="list-style-type: none"> <li>• Look into maintaining sessions for next year- 1 term.</li> <li>• Get CPD from the coaches for staff.</li> <li>• Organise a session at the gym to further inspire and engage students.</li> </ul>

<p>Climbing at Granite Planet- block of 3 sessions</p>	<p>2 x 3 sessions for our year 3/4 class climbing at Granite Planet climbing centre. Introducing many children to a new sport with facilities in the local area, that many children have never tried before. Children would develop a range of skills and building confidence in a range of areas.</p>	<p>£214</p>	<ul style="list-style-type: none"> <li>• Reduced costings for parents meant that more children were able to access this club, and many children attended that would not have been able to attend outside of school due to costings.</li> <li>• Children really enjoyed the sessions and looked forward to them weekly.</li> <li>• 100% attendance of children from the class.</li> <li>• Clear progress from week to week, confidence and climbing skills.</li> <li>• Great team work skills built on as well as safety skills taught.</li> <li>• Many children have been back to Granite Planet outside of school since attending the sessions. Some attend weekly climbing clubs due to their enjoyment of the sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain for the year 3 class next year.</li> <li>• Linking local families to the centre and promoting sessions outside of the school day.</li> </ul>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 3%</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>

Attendance of competitive intra school leagues.	TA paid to attend regular after school leagues with children to ensure that children are able to attend and be supervised by a member of staff.	£200	Children are able to attend league events that are held after school. Children love representing their school and are proud to wear the school kit and be a part of the school team. As a school we have managed to put a team out for; football, netball, hockey, touch rugby and basket ball leagues. Which is an improvement on last year. Children are keen to be a part of the school team and there is an excitement in the school.	<ul style="list-style-type: none"> <li>• Maintain attendance at these league events and continue to provide a member of staff to support the teams.</li> <li>• Management of teams and kit. Allocate sports leaders to collect in kit and count it in from the team.</li> </ul>
Attendance of intra school competitions- mini bus hire	Mini bus hire to ensure we are able to attend as many intra school competitions as possible. Hiring a mini bus has meant we have been able to attend as any competitions as possible. This has enabled us to attend a mixture of competitive and non-competitive events further afield during the school day. This will enable us to include children who would not normally get to experience these types of events.	£245	We were able to attend a wide range of competitive and non-competitive events. Children were motivated and excited by the chance to represent their school in sport. Our children were proud to win medals eg in the Cricket competition- getting through to the finals for the first time created a great excitement and buzz across the school. Children were proud to display their medals.	<ul style="list-style-type: none"> <li>• Using our new mini bus- ensure all events are booked out on the calendar in advance to ensure we have transport to attend all events this year.</li> </ul>

Signed off by	
Head Teacher:	Jules Jenkin
Date:	28/7/2023
Subject Leader:	Sarah Haycock
Date:	27/7/2023

Created by:



Supported by:



Governor:	
Date:	