

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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](http://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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2025.**

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 of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,510.45
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## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2024 Please see note above	50%
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	40%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	45%
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?	We have not used the PE premium for this purpose.

## 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: 2024/25		Total fund allocated: £14512.40	Date Updated: September 2024	
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: 53.2%
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:
To employ a PE TA/Sports coach to further increase the school's capacity for sports provision.	PE TA/Sports coach to run lunchtime clubs as well as afterschool clubs, to support the teaching of the PE curriculum and to encourage active play each playtime.  Sports TA to attend after school competitions organised by the Cornwall Sports Network/PSSP and local sport leagues.	- 8,182.10 on extra curricular	- The sports HLTA has supported staff in understanding PE lessons and games, supporting their CPD with different sports. - He has provided a large range of clubs on a daily basis throughout the year. - He has attended weekly competitions with a range of children, across a variety of sports. - Provides clubs every evening in addition to normal curriculum operation and supports staff in understanding these sports.	- Staff confidence and competence in delivering high-quality PE has increased through ongoing support from the PE TA/coach, creating a sustainable improvement in the quality of PE provision across the school. - Almost all children have taken part in extra-curricular sport. - Children have developed a stronger sense of sportsmanship and enthusiasm for physical activity, which is reflected in sustained high engagement with school sports clubs and competitions. - The school now has an established presence in local competitions (PSSP, SADFANA), encouraging long-term involvement in community sports

				and inter-school collaboration. - Regular extra-curricular sport is routine within the school.
To provide regular opportunities for all children including the least active (KS1 and KS2) to attend clubs which promote physical activity.	To encourage an ever-increasing number of children to attend clubs.  To provide the popular boxing club for children at a subsidised rate.  To monitor club attendance and target those not engaging. Vary club choices half termly to engage children with different preferences.	£200	- Participation in clubs has increased. - Club registers show increased participation across all year groups in both KS1 and KS2. - The subsidised boxing club gave the opportunity for many children to try the sport for the first time. - Assembly celebrations of PE/clubs has encouraged all children to engage in physical activity, improving inclusivity. - Offering a variety of clubs has increased overall engagement, with many children trying new activities for the first time. - Pupil voice indicates improved enjoyment and enthusiasm for physical activity across a broader range of children.	- Most children now have experienced taking part in extra-curricular clubs, giving them the confidence to continue this. - Children talk positively about PE and extra-curricular sports. - Children associate extracurricular/intra school sport as inclusive for all.
To develop leadership opportunities for Year 6 children to lead active play.	To train selected Year 6 children to be responsible for equipment and to encourage active play and provide the opportunity for them to become leaders.	£0	- Play leaders have been responsible for sharing the equipment with other children and encouraging them to use them appropriately in games.	- children are used to accessing sporting equipment at playtimes.
To purchase new playground equipment.	To purchase new equipment as needed. Current equipment use to be monitored and the playground store to be well organised, accessible and used appropriately.	£100	- small amounts of equipment have been purchased to ensure that there are enough for the children who chose to use it at playtimes.	- children are used to accessing sporting equipment at playtimes.

To purchase new PE equipment as needed.		£651.45	- benches, dodgeballs, volleyballs and tennis equipment was purchased to ensure the curriculum was appropriately resources.	- children have learned to play and practice the sports using the appropriate equipment.
To continue to promote the use of Daily Mile across the whole school to help achieve the recommended 30 minutes of physical activity per school day, improve fitness levels and re-focus children on their learning.	To remind teachers of the expectation for all children to take part in the Daily Mile and share ideas of how to continue to encourage the children to be as active and engaged as possible.	£0	- Teachers regularly include movement breaks in the day, including the daily mile, Leap into Life or Active Blast breaks. This has ensured that children are physically active and understand the importance of being regularly active for brain and body health.	- The outdoor area is being reviewed with the current mile a day track to be part of the development. - whole class movement breaks have become part of universal provision.
To introduce imoves movement breaks to introduce physical activity in between long sessions, to promote physical and mental wellbeing.	Teachers to introduce movement breaks to break up over 2 hour sessions.  To supplement the mile a day and PE lessons with the daily imoves physical activity/active blasts.	£177	- indoor movement breaks have ensure that movement breaks were continued in all weathers and supplemented the mile a day. - all classes incorporated movement breaks during the school day.	- children understand the link between being physically active and mentally alert/ready to learn.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
<b>£2000</b>				5.7%
<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>To join the Poltair Sports network.</p>	<p>Joining the Poltair Sports network will increase the number of children representing the school in school sport – with 6 tournaments/ sporting festivals each half term. Competing in every event will raise the profile of the school locally. Certificates to encourage participation in sport and information on the newsletter. The numbers of different pupils representing the school to be monitored and target those who have not achieved it.</p>	<p>£1000 (£1,000 of it assigned to the CPD aspect)</p>	<ul style="list-style-type: none"> <li>- The school has attended Poltair Sports Network events every Monday, with a wide range of pupils taking part, including many who were previously less active.</li> <li>- Participation in regular competitions has significantly increased the number of children representing the school in sport, boosting confidence and enthusiasm for physical activity.</li> <li>- School sport is now more visible and celebrated through newsletters and certificates, contributing to a positive sporting culture across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- A strong, sustainable link with the CELT schools and PSSP is now embedded in the school's calendar, ensuring ongoing access to high-quality sporting events.</li> <li>- Systems for encouraging participation and targeting underrepresented pupils have been established and will continue to ensure inclusive access to school sport.</li> <li>- The school's raised profile and sporting reputation within the local community have helped foster a lasting culture of pride, teamwork, and regular competition participation.</li> </ul>
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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	41.4%
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:
To access CPD provided by the Poltair Sports network.	Joining the Poltair Sports Network allows access to one CPD session per half term. Further dissemination to staff will occur in staff meetings where relevant.	£1000	<ul style="list-style-type: none"> <li>- PSSP have provided specialist PE teachers to come to Pondhu to model delivery to teachers here. Each session on Monday contains PE specialist teaching and activities linked to the physical activity event planned for that week.</li> <li>- Children have received confident, strong delivery of PE lesson in a range of sports.</li> </ul>	- Teachers to continue to implement new learning into.
Sports HLTA to provide sport/activity specific expertise to staff in the delivery of PE lessons.	<ul style="list-style-type: none"> <li>- PE HLTA will support staff in delivery and planning of the PE lessons, sharing sport specific knowledges and strategies for active PE lessons to increase staff confidence.</li> </ul>	£6,257.90 allocated as CPD for PE lessons.	<ul style="list-style-type: none"> <li>- The sports HLTA has supported staff in understanding PE lessons and games, supporting their CPD with different sports.</li> <li>- He has delivered lessons in dace and gymnastics, which were areas where staff lacked confidence and supported staff to deliver confidently.</li> <li>- He has taught rules and specific games to staff to support children progressing PE from competition.</li> <li>- He has attended weekly competitions with a range of children, across a variety of sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will now have increased confidence in lesson delivery independently.</li> <li>- staff understand the progression of skills and how to demonstrate them in different sports more confidently.</li> <li>- staff are more confident in progressing from PE to the sport aspect of games, understanding rules for a range of sports.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils £200				Percentage of total allocation: 1.15%
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:
To increase offers to KS1 children by increasing adult ratios to make this possible.	Pay support staff additional hours to cover KS1 sporting clubs.	£200	- KS1 clubs had two members of staff where required to meet ratios. - Clubs were offered to all KS1 children. - KS1 children were able to attend events beyond the school site.	- staff and children have had positive experiences
To give children the opportunity to access watersports in the local area with qualified instructors, including transport.	Arrange for children in year 5 to attend a watersports event at Polkerris beach to increase water confidence and water safety skills.	£0 (grant funding accessed)	- Children developed water confidence and their knowledge of how the local area can support watersports.	- Children understand how to be safe at the beach and how to access opportunities for watersports in the local area.

Key indicator 5: Increased participation in competitive sport. £1,500				Percentage of total allocation: 0.5%
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?:	Sustainability and suggested next steps:
Increased number of different children participating in school sport.	Joining the Poltair Sports network to include 6 competitive tournaments/sporting festivals each half term - in a full range of sports and activities – for both KS1 and KS2.	£Allocated above (£2000)	These are the percentages of children who have taken part in extra-curricular sporting events. In KS1/KS2 98 / 135 = <b>72.6%</b>  • <b>Year 1/2: 16 out of 29 =</b>	- Many children see extra-curricular sport/PE as a positive way to spend their time and are excited to be involved in it. - Children value representing Pondhu.

			<p><b>55.2%</b></p> <ul style="list-style-type: none"> <li>• <b>Year 3:</b> 18 out of 30 = <b>60.0%</b></li> <li>• <b>Year 4:</b> 22 out of 23 = <b>95.7%</b></li> <li>• <b>Year 5:</b> 24 out of 33 = <b>72.7%</b></li> <li>• <b>Year 6:</b> 18 out of 20 = <b>90.0%</b></li> </ul>	- Continue to progress this next year and target those who did not attend this year.
To join the St Austell and District football and netball league.	Fixtures against other local schools in Year 3/4 football, Year 5/6 football and netball.	£86	<ul style="list-style-type: none"> <li>- Children took part in a full set of fixtures in football and netball.</li> <li>- Children developed their skills in a positive but competitive environment against local schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Children have very strong levels of motivation to represent Pondhu.</li> <li>- Children associate competitive sport as a very positive experience.</li> <li>- Several children have sought opportunities to play football outside of school too (local clubs).</li> </ul>

Signed off by	
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Date:	01/07/2025
Subject Leader:	Mr J Dingle
Date:	01/07/2025
Governor:	Mr S Pollard
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