



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Key Achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Key indicator 1: The engagement of all 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 do pupils now know and what can they now do? What has changed?:	
The children at Mawnan School will develop positive physical activity via a developed curriculum that demonstrates a clear sequence of learning, knowledge, skills and end points. Children will create positive physical habitats to develop a lifelong love of learning and participation in physical activity. Children will understand the importance of regular physical activity and be exposed to fun and varied activities as well as enhancing our active environments to inspire more movement throughout the school day. The children will also be inspired to continue their enjoyment for physical activity through extracurricular activities	A well organised curriculum with each class prioritizing the timing of PE through the Complete PE programme.	£975	Children are actively engaged in high quality PE lessons for two hours a week.	
	Provide sustainable and durable equipment for use at break and lunchtimes to facilitate play for children on the field and playground across all years. Provide sports equipment to support the teaching of PE.	£5,000	Children are actively engaged in meaningful activities and play during break and lunchtimes, facilitated using appropriate equipment.	An active lifestyle is constantly modelled through all staff and is actively promoted.
	Sports coach to work with each class on a weekly basis. This year we have had Rugby with he Cornish Pirate and tennis with Access Tennis.	£2130.90	Children are taught by specialist coaches who also support the CPD of staff.	Ensure the offer for ECA remains strong and versatile to capture all pupils. Ensure new staff are trained in using Cross-curricular orienteering and the resources of

<p>and the wider community.</p>	<p>Teachers and teaching assistants provide extracurricular clubs.</p> <p>The adventure playground to be used on a regular basis to encourage more pupils to move in a way that is suited to them.</p> <p>Ensure all classes have active and regular movement breaks. Subscribe to Imoves.</p> <p>Children in year 3 and 4 to have swimming lessons during the Spring term.</p> <p>Children to participate in active outdoor learning through Cross-curricular orienteering and lessons from Alfresco Learning.</p>	<p>£1,710</p> <p>£1,911.30 (beams) £2,292.90 (soft fall)</p> <p>£768</p> <p>£700</p> <p>£4140 £97.50</p>	<p>Children are active more regularly at school due to a strong offer of extracurricular activities available at school.</p> <p>Improved opportunities to develop core strength and balance.</p> <p>Children in key stage one have regular movement breaks using the iMoves platform. Children enjoy these activities ranging from high energy dancing to calming yoga. This helps them to refocus and get them ready for learning.</p> <p>Children and families are aware of the importance of leading an active and healthy lifestyle, so children are part of local sports clubs and experience the wealth of outdoor space and outdoor opportunities that</p>	<p>Alfresco Learning to further enhance active learning.</p> <p>Next Steps: Balance ability training for EYFS.</p> <p>Check to see if the bikeability offer for year 6 has been reinstated in our area.</p> <p>Train a group of children to become sports leaders.</p> <p>Continue to bring in sports coaches to work with each class and support staff with CPD.</p>
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		£19,725:60	our local area provides. Increased engagement in learning by supporting children's holistic needs and boosting academic progress with outdoor learning.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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 children at Mawnan School will have opportunities to develop their own leadership skills and self-awareness around physical activity. The children will learn about the importance of a healthy lifestyle, including both diet and regular exercise. The children, along with staff and parents, will understand and be aware of all sporting activities and achievements across the school. Physical activity will be embedded into the school day through the	The use of the Real PE program/ Complete PE which teaches children how to be a leader, a coach and how they can take ownership of their learning. A group of year 6 children to attend the junior sports academy at Penryn College. Purchasing of new sports and outdoor learning equipment to enhance the	£1670 £0 £15,509.84	Children know where they are with their PE learning. Complete PE allows for reflective opportunities. Children are actively engaged during physical activity and have the appropriate resources to allow them to develop skills to reach their full potential.	Sustainability: Renew Complete PE membership. PE/ playtime equipment is regularly monitored, and updates where needed. Next Steps: Train a group of children to become sports leaders.

<p>encouragement of active travel to and from school, active play times and active learning and teaching.</p>	<p>provision currently provided.</p> <p>Children are leading a more healthy lifestyle through outdoor learning provided through educational resources Cross-Curricular learning and Alfresco Learning.</p>	<p>(£4140)</p> <p>(£97.50)</p> <p>Listed in indicators 1</p> <p>£17,179:84</p>		<p>Identify a new group of year 6 pupils to take part in the junior sports academy.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
<p>Your school focus should be clear</p> <p>what you want the pupils to know and be able to do and about</p> <p>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>Children at Mawnan School will have high quality physical education lessons in EYFS, KS1 and KS2 to ensure they are competent and confident with the fundamental movement patterns, can apply skills to sport specific areas and be confident to take part in healthy competition. All children will have role models who promote healthy and active lifestyle behaviours.</p>	<p>In school CPD sessions for staff, led by the subject leader.</p> <p>Cross curricular orienteering to provide CPD after installation.</p>	<p>£0</p> <p>(listed in key indicator 1 & 2)</p>	<p>The delivery of PE is of the highest standard. Staff are confident and competent at delivering high quality teaching and learning across the PE curriculum. Lessons which focus on the fundamental movement patterns in KS1 and links are made to the wider sporting curriculum in KS2.</p> <p>Children are progressing very well with their fundamental skills with nearly all children at the expected standard for their age groups and those not, are targeted for intervention.</p>	<p>Sustainability: Renew membership with Complete PE.</p> <p>Regular meetings with Penryn Partnership regarding updates in PE, training opportunities and sharing best practice.</p> <p>Staff to use the training videos on Cross-curricular orienteering as a refresher.</p> <p>Next Steps: Subject leader to support new staff with the planning and delivery of a high-quality physical</p>

				<p>education programme.</p> <p>Identify areas in which staff need support through staff questionnaire.</p> <p>Arrange opportunities to observe lessons and support others to develop the quality of teaching, learning and assessment.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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?:
Children at Mawnan school are given a broad and balanced offer of sporting and physical activities. We want them to be fully immersed in all that the sporting world has to offer and develop a life long learning of physical activity. We	Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity. Extracurricular clubs including multi skills, dance,	(Listed in key indicator 2)	Children have access to high quality equipment to facilitate progress and enjoyment within PE allowing the enhancement of skills in a broad range of sports.
			<p>Sustainability: Monitor the ECA offer on a regular basis to ensure all pupils are catered for.</p> <p>Monitor PE and play equipment on a regular</p>

<p>want children to realise their strengths and pursue areas of physical activity that they enjoy.</p>	<p>rounders, netball, football, hockey etc. are all on offer to children on a weekly basis, some of which to be provided by an external provider.</p> <p>Collaboration with local providers to offer KS2 children with a broader range of challenging physical outdoor experiences that we can not deliver onsite.</p> <p>Collaboration with a local surf school to organise a surfing day for Year 6 students</p> <p>Year 5 to take part in the local bowls training and competition.</p>	<p>£1505</p> <p>£990</p> <p>£990</p> <p>£704</p> <p>£545</p> <p>£800</p>	<p>The children are engaged and enjoy the wide variety of extracurricular activities that are on offer. At least 70% of each year group attend one club per half term, with years 5 and 6 attending at least 2 clubs per half term.</p> <p>Children have taken part in unique and engaging sports experiences that fosters skill development, confidence, and a love for physical activity. This initiative aligns with our intent to offer diverse opportunities for students to explore different sports, experience what is on offer locally and lead active lifestyles.</p> <p>100% of Year 5 students to actively participated in lawn bowling training sessions and competitions. Participation provided a valuable opportunity to learn new skills and experience a multigenerational competitive sport.</p>	<p>basis.</p> <p>Next steps: To plan other opportunities for all classes to take part in activity days to experience a range of activities. Explore the possibility of establishing a long-term partnership with the local providers to ensure continued access to these enriching experiences.</p> <p>Purchase wet weather gear for the EYFS and KS1.</p> <p>Consider expanding the focus on physical development to other key stages in the school to promote a holistic approach to physical education and development.</p>
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	To implement the use of balance bikes in the EYFS	£2305	Children show improved balance, coordination, and gross motor skills as they regularly practice with the balance bikes. Regular physical activity through using balance bikes contributes to the overall wellbeing of children, promoting a healthy lifestyle.	
	Improve physical development through continuous provision opportunities in EYFS.	£2,252.06	Purchased age-appropriate physical development equipment and resources for EYFS. Introduced structured physical development activities and games into the daily routine for EYFS children. We have effectively improved the physical development continuous development opportunities in EYFS, ensuring sustainable growth and development for young learners.	
		£10,091.06		

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
<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>Children at Mawnan School will have the opportunity to take part in competitive sport in school and within the local Penryn Partnership. They will learn how to take part in healthy competition. They will learn how to be good, fair and respectful sportspeople.</p>	<p>To attend weekly competitive leagues hosted by Penryn College alongside the cluster primary schools.</p> <p>To compete in Cornwall School Games</p> <p>To hold an inclusive, whole school sports day.</p> <p>To arrange transport so children can take part in competitive events.</p> <p>To restock the current school competition sports kit.</p>	<p>£3000</p> <p>£1500</p> <p>£1000</p> <p>£0</p> <p>£2053</p> <p>£1114.50</p>	<p>Children are confident to compete in healthy competition due the confidence and development of their fundamental skills and knowledge of specific sports and how to take part in competition.</p> <p>Participation in competition is 100% as all children across upper KS2 have taken part in at least 1 inter school competition this academic year and 95% of year 6 pupils entered in the partnership weekly leagues of which</p>	<p>Sustainability: Track children's participation in events and target any 'inactive' pupils.</p> <p>Next Steps: To continue to take part in these competitions and to develop more opportunities for intra school competition.</p>

		<p>£8,667.50</p>	<p>we won 4.</p> <p>Children have a shared identity, ownership and empowerment of representing their school.</p> <p>8 children got through to the cross-country finals.</p> <p>KS1 children have participated in 2 competitive events run by Penryn College.</p> <p>All children have a good understanding of what a competition is, how to be competitive, how to play fair, how to respect others in sport, how to be a team player</p>	
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Details with regard to funding 2023-2024

Total amount carried over from 2022/23	£38,498
Total amount allocated for 2022/23	£17,108
How much (if any) do you intend to carry over from this total fund into 2023/24?	£38,498
Total amount allocated for 2023/24	£17,166
Total amount of funding for 2023/24. To be reported on by 31st July 2024.	£55,664
Key indicator 1: The engagement of all 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	£19,725:60
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	£17,179:84
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	(costs listed in indicators 1 & 2)
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	£10,091.06
Key indicator 5: Increased participation in competitive sport	£8,667.50
Total amount spent by 31 st July 2024	£55,664

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	95%	<p>Our nearest public pool is located in Helston, necessitating time-consuming travel for our students to partake in traditional swimming lessons. However, our coastal setting affords us an abundance of alternatives to immerse our children in water-based activities and foster their comfort and skills in aquatic environments. For our learners with additional needs, we have facilitated therapeutic hydrotherapy sessions, allowing them to experience the buoyant and soothing properties of water. We have partnered with local sailing trust enabling these pupils to explore being on the water in a safe and supportive manner.</p> <p>While the absence of a local swimming pool presents logistical hurdles, we remain committed to providing our pupils with diverse and enriching experiences that capitalise on our maritime surroundings. Our aim is to</p>

		nurture their confidence, skills, and appreciation for the vast opportunities that coastal living affords.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	95%	Through our comprehensive swimming curriculum and the dedication of our teachers, we have ensured that every child is now water confident and competent.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	95%	We incorporate self-rescue techniques and water safety education into the PE curriculum, ensuring that all students have the opportunity to learn and practice these essential skills. Activities like sailing, kayaking and surfing ensure that the children have real opportunities to perform these skills.
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<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p>Our swimming data remains above national.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>We provide ongoing training for staff to ensure they have the necessary skills and knowledge to support pupils in swimming We have a strong collaboration with local instructors and they continue to provide additional support and expertise. We also encourage parental involvement by sharing progress and achievements in swimming to promote continued practice outside of school. We subscribe to Complete PE and therefore have access to Swim England's School Swimming and Water Safety resources.</p>

Key priorities and Planning for 2024-2025

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Balance ability training for EYFS.</p> <p>Check to see if the bikeability offer for year 6 has been reinstated in our area.</p>	<p>Impact: Improved coordination and balance skills among EYFS pupils. Targets: Aim for a 30% increase in students demonstrating improved balance and coordination by the end of the term.</p> <p>Impact: Increased cycling proficiency and road safety awareness among Year 6 students. Targets: Ensure 100% of Year 6 students have access to Bikeability training.</p>	<p>Key indicator 1: The engagement of all 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>	<p>Sustainability: Integrate balance training into the regular PE curriculum. Next Steps: Evaluate the impact of the training and consider expanding it to other year groups if successful.</p> <p>Sustainability: Establish a partnership with Bikeability providers for future years.</p>	<p>£8,000 (including ongoing costs from 2023-2024)</p>

			Next Steps: Assess the impact of coaching sessions on teaching quality and adjust the programme as needed.	
<p>Renew Complete PE membership.</p>	<p>Target: Achieve 100% utilisation of resources and support provided by Complete PE.</p> <p>Impact: Improved quality of PE lessons, increased student engagement, and enhanced professional development for staff.</p>	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	<p>Regular Maintenance Schedule: Establish a regular maintenance schedule for all equipment to prevent issues and prolong the lifespan of the equipment.</p>	£2,000
<p>PE/ playtime equipment is regularly monitored, and updates where needed.</p>	<p>Target: Maintain equipment at 95% or above in good condition.</p> <p>Impact: Reduced risk of accidents or injuries during physical activities, improved student experience, and increased longevity of equipment.</p>		<p>Long-Term Budget Planning: Include equipment updates and maintenance in the long-term budget planning to ensure continued support for this aspect of</p>	

			<p>PE/playtime provision.</p> <p>Student Involvement: Involve students in the process by seeking their input on equipment preferences and conducting surveys to gather feedback on the effectiveness of the updates.</p> <p>Review and Adapt: Regularly review the impact of the updates and make adaptations based on feedback and changing needs to continuously improve the PE/playtime equipment provision at Mawnan CE VA Primary School.</p>	
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<p>Regular meetings with Penryn Partnership regarding updates in PE, training opportunities and sharing best practice.</p> <p>Staff to use the training videos on Cross-curricular orienteering as a refresher.</p> <p>New subject leader to support new staff with the planning and</p>	<p>Aim for at least 90% attendance at the regular meetings with Penryn Partnership. Measure the impact of these meetings on the quality of PE provision and staff development.</p> <p>Set a target of 80% of staff members watching the training videos on Cross-curricular orienteering. Monitor the implementation of the techniques learned from these videos in classroom practice.</p> <p>The subject leader will offer support to new staff members with planning and delivering a high-quality physical education programme. This support can include one-on-one sessions, resource sharing,</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Continued collaboration: Ensure ongoing communication and collaboration with Penryn Partnership to sustain the positive impact on PE provision. Explore opportunities for joint CPD sessions and resource sharing.</p> <p>Professional development: Provide opportunities for staff to engage in further training and development based on identified needs. Consider organising workshops or conferences to enhance teaching skills.</p>	<p>£3,000</p>
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<p>delivery of a high-quality physical education programme.</p> <p>Identify areas in which staff need support through staff questionnaire.</p> <p>Arrange opportunities to observe lessons and support others to develop the quality of teaching, learning and assessment.</p>	<p>and guidance on curriculum implementation.</p> <p>Implement strategies based on the staff questionnaire responses to address identified support needs. Monitor the impact on staff confidence and competence in delivering PE lessons.</p> <p>Measure the impact of lesson observations on teaching quality by setting a target of 85% improvement in teaching practices based on feedback from observations.</p>		<p>Feedback and reflection: Encourage staff to reflect on their practice and provide feedback on the support received. Use this feedback to continuously improve the support system in place.</p> <p>Long-term planning: Develop a long-term plan for staff development in PE, incorporating feedback from staff questionnaires and observations. Set goals for the coming years to further enhance the quality of physical education at Mawnan CE VA</p>	
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			Primary School.	
<p>Monitor the ECA offer on a regular basis to ensure all pupils are catered for.</p> <p>Monitor PE and play equipment on a regular basis.</p> <p>To plan other opportunities for all classes to take part in activity days to experience a range of activities.</p> <p>Explore the possibility of establishing a</p>	<p>Increased participation in ECA: Target: Achieve a 10% increase in overall ECA participation rates within the first term of implementation. Measure participation levels through sign-up sheets and attendance records. Track student feedback to assess satisfaction with the range of ECA options.</p> <p>Enhanced student engagement in physical activities: Target: 90% of students report enjoying and actively participating in activity days. Conduct surveys before and after activity days to gauge student interest and engagement levels. Monitor feedback from</p>	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<p>Continued partnership with local providers: Establish formal agreements with local providers for long-term collaboration on activity days. Explore opportunities for joint funding or sponsorship to sustain enriching experiences for students.</p> <p>Regular equipment maintenance and monitoring: Implement a rotating maintenance schedule to ensure all equipment is regularly checked and updated. Provide ongoing</p>	£2,500

<p>long-term partnership with the local providers to ensure continued access to these enriching experiences.</p> <p>Purchase wet weather gear for the EYFS and KS1.</p> <p>Consider expanding the focus on physical development to other key stages in the school to promote a holistic approach to physical education and</p>	<p>teachers and students to identify successful activities and areas for improvement.</p>		<p>training for staff on equipment care and safety procedures.</p> <p>Evaluation and adaptation of physical development initiatives:</p> <p>Review the impact of integrating physical development into different key stages and adjust curriculum plans accordingly.</p> <p>Seek feedback from staff, students, and parents on the effectiveness of holistic physical education approaches.</p>	
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development.				
<p>To continue to take part in these competitions and to develop more opportunities for intra school competition.</p>	<p>Participation Rate: Aim to increase participation in intra-school competitions by 20% compared to the previous year.</p> <p>Skill Improvement: Evaluate the progress of students in terms of skill development and confidence in sports through feedback and observations.</p> <p>Student Feedback: Gather feedback from students about their experience and interest in participating in intra-school competitions.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Training: Provide continuous training for staff and volunteers to ensure the smooth organisation of competitions.</p> <p>Evaluation: Regularly review the impact of the competitions on student engagement and skill development to make necessary adjustments.</p> <p>Integration: Explore opportunities to integrate the intra-school competitions into the school's regular sports curriculum to sustain interest and participation.</p>	<p>£1,500</p>

Signed off by:

Head Teacher:	<i>Jilly Pridmore</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ellen Churcher</i>
Governor:	<i>Anna Hart – PE Link Governor</i>
Date:	July 2024