



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



## Key priorities and Planning

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>PE lead will complete the school games mark for 2023-2024. This includes increasing engagement, developing competitive opportunities, workforce, increasing &amp; sustaining participation.</p> <p>Gold achieved in 2022-2023 will look to achieve Gold for the second successive year.</p>	<p>All the children and staff</p>	<p>1-5</p>	<p>Gold School Games Mark was achieved in 23-24, which demonstrates that we are:</p> <ul style="list-style-type: none"> <li>▪ Maintaining and growing our school’s engagement in the School Games and your delivery of the Chief Medical Officer’s (CMO) 60 active minutes for every child</li> <li>▪ Delivering and engaging in competitions that has clear intent and creates positive experiences based on the motivation, competence and confidence of our young people that need support most</li> <li>▪ Focusing on transition points</li> <li>▪ Supporting the personal development of targeted young people through youth engagement and leadership</li> <li>▪ Advocating and engaging key stakeholders on the value of the School Games to support local provision and improve the experiences for our young people and their families</li> <li>▪ Working to ensure there are equal opportunities for all young people regardless of their gender</li> <li>▪ Working to develop our practice in terms of physical literacy</li> <li>▪ Ensuring there is a high level and increasing level of engagement competitive opportunities</li> <li>▪ Ensuring our workforce are being developed and that we are increasing &amp; sustaining participation within sport.</li> </ul> <p>Next year we will submit our evidence earlier so we have the opportunity to then follow it up with the platinum award within the year.</p>	<p><i>(accounted for elsewhere)</i></p>

<p><b>Help all children to be physically active in school for 30 minutes each day by:</b></p> <p>Teachers including physical activities within and between lessons, this can take various forms, eg mini yoga sessions, lesson activities that involve movement, going for a run between lessons, movement breaks.</p> <p>Ensuring every child takes part in an afternoon of PE a week led by a sports coach or healthy movers trained member of staff</p> <p>Purchase new equipment and replace any broken equipment.</p> <p>The continuation of Healthy Movers targeted at EYFS and also focus groups of children who would benefit from it to develop fine and gross motor skills</p> <p>Providing Funfit for a group of children in KS1 and a group in KS2</p> <p>The sports coach provides and leads other staff to provide a variety of physical activities for the children at lunchtime so more children are active at lunchtimes.</p> <p>Using Sports Leaders during lunchtimes to help run timetabled activities and promote active play, led by Sports Coach and an outdoor learning lead at lunchtime so a larger number of children are physically</p>	<p>All members of staff and Year 6 sports leaders</p> <p>EYFS children</p> <p>Targeted group who need support with fine and gross motor skills (some on record of need for SEND)</p>	<p><i>Key indicator 1 - The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p>Many of these activities also contribute to key Indicator 4 (offering broad range of activities)</p>	<p>Children overall are fit and healthy</p> <p>Sample checks through activity grids throughout the year have demonstrated that classes are active for at least 2 ½ hours a week. We will continue with this year's actions and add to them to ensure this is sustained going forward.</p> <p>Observations at lunchtimes, along with the use of Moki watches to track, have shown that children are active for more than 30 minutes a day in school. Those who were well below this average were then targeted by the sports coach to get involved in more activity-see actions below.</p> <p>Pupils have a sound understanding of what they are learning and what they have achieved in each lesson. Talking to samples of children demonstrates that the children have a sound understanding of why physical fitness and daily activity is of vital importance to their health and well-being. To sustain this, continue to employ sports coach.</p> <p>Healthy Movers has improved children's fine and gross motor skills and physical literacy in EYFS, which has led to an improvement in letter formation. The school won a National Youth Trust Award for this work in EYFS.</p> <p>Member of staff- new to the class will be upskilled for 2024/25.</p> <p>Children involved in Funfit have made good progress with the programme and improved their co-ordination and gross motor skills. It also led to them being more active as they were confident to get involved in things such as ball games at lunchtimes.</p> <p>Timetabled daily sporting activities created for lunchtimes. New year 6 leaders have been trained and have been active in promoting active play without input from staff. This has increased pupil participation and activity levels. The other children respond well to children leading and want to get involved, some children it seems prefer to be involved in a pupil rather than staff led activity. One of the leaders received a Crofty community award for her work in getting more children active.</p>	<p><i>Contribution towards cost of sports coach: £5500</i></p> <p><i>Purchased a new class set of Moki watches to replenish broken and lost watches. £900</i></p> <p><i>PE resources £400</i></p> <p><i>Healthy Mover resources £100</i></p> <p><i>Contribution towards the cost of the outdoor learning lead and sports coach to work at lunchtime £2000</i></p>
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<p>active.</p> <p>Use of music in the playground every Friday lunchtime to encourage movement and dance</p> <p><b><u>Encouraging and promoting children to be physically active for at least 30 minutes daily at home or outside of the school day by:</u></b></p> <p>Offering sporting clubs after school for all year groups across the week (see sections below)</p> <p>Providing Wake and Shake 3 times a week before school to allow an active start to the day</p> <p>Within breakfast club offer opportunities for physical activity using equipment in the hall or outside.</p> <p>Promoting active travel to school – Big Walk and Wheel Event</p> <p>Working with Sustrans to promote use of bikes and scooters to get to school, give children the opportunity to increase cycling confidence and engage in it as a leisure activity (including bike doctor visit where children’s bikes will be given a full FREE service) and balance bike sessions for EYFS</p> <p>Providing Bikeability so children all get the opportunity to learn to ride a bike so they can ride confidently outside of school and for the older children safely on roads.</p>	<p>All children</p> <p>All children</p> <p>Attendees of breakfast club</p> <p>All children</p> <p>All children and families</p> <p>EYFS</p> <p>Y5/6</p>		<p>Discussions with children have shown that many are active for 30 minutes a day outside of school. The next step will be carrying out more detailed surveys for activity outside of school and analysing attendance to sports clubs run by school and non-school clubs.</p> <p>After school clubs well attended (see section below for details)</p> <p>Wake and Shake has been well attended by children across the school. To sustain this we will look at ways to diversify the Wake and Shake so not all dance based.</p> <p>Breakfast Club staff have said that many of the children chose and enjoy a physical game/activity as part of breakfast and this is something we will build on. The use of apparatus was particularly popular so will become a offer each week.</p> <p>Data collected of how children travel to school and this showed that a high number of children walked, scootered or cycled to school. Children understand the importance of active travel. Dave, from Sustrans, said that we should feel proud of the number of children who are active getting to school.</p>	<p><i>Badges and resources to support this. £50</i></p> <p><i>Contribution to the payment of staff to run sports clubs, breakfast club/Wake and Shake £500</i></p> <p><i>Most of the work was provided for free</i></p> <p><i>Separate funding via Bikability as our sports coach is fully trained to deliver session at our school, she also provided sessions for schools across Crofty</i></p>
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<p>Healthy Movers rucksacks being sent home with EYFS children with resources to help keep them active at home</p> <p><b><u>Monitoring, targeting and encouraging participation of children who are not active during lunchtimes by:</u></b></p> <p>Children using the Moki fitness trackers once a term to record their amount of daily physical activity. Staff also observe to children who appear less active, the staff report this to the sports coach so she can then target them.</p> <p>Finger Ninja resources being sent home to a targeted group to encourage physical activity</p>	<p>EYFS and families</p> <p>Less active children</p> <p>Targeted Y4 group of children</p>		<p>Evidence seen on Class Dojo demonstrated children using their Healthy Movers rucksack resources whilst at home and parents have reported doing more activities with their children at home as a result of the packs. They said gave them ideas they could expand on.</p> <p>Sports coach has noted an increase in activity for these targeted children.</p> <p>To build on this, this data could be shared with all so they can target these individuals for more activity. Staff training to help all staff interact with the less active children to get them more active. Introduce a pedometer club for less active children with an individual target and track activity more closely for improvements and discuss this with the individual child and the benefits. Also gather the children's ideas for what type of physical activity they would enjoy doing and staff help make this happen.</p> <p>The group of Year 4 Ninja Finger intervention attended regularly before school once a week and parents all reported doing the activities at home using the resources. This helped with their gross and fine motor skills which is helping them to produce neater and more legible handwriting.</p>	<p><i>Purchase of extra resources to send home for Healthy Movers (accounted for elsewhere)</i></p> <p><i>Moki watches (funding accounted for above) pedometers £100</i></p> <p><i>Finger Ninja resources- £75</i></p>
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<p><b>Raise profile of PESSPA through:</b>  <b>Increasing the ways that we celebrate sporting achievements</b></p> <ul style="list-style-type: none"> <li>• Celebrate children’s success during lesson time.</li> <li>• Share sports success on Class Dojo</li> <li>• Having a sport and PE section in the celebration assembly every Friday. Sport Stars selected with a focus being on progress and effort. Any competitions and events reported on. Links to sporting events such as Euros, Six Nations Rugby, Olympics and National Sports Week</li> <li>• Having a sports section in the weekly newsletter to celebrate things taking place in school, inc lunchtimes as well as competitions this includes photos</li> </ul>	<p>PE specialist and Year 6 sports leaders</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><b>Children have experienced new and exciting activities and sports to ignite their passion to remain active for life</b></p> <p>Weekly Sporting Stars awarded a certificate. Children can show/explain what characteristics helped them achieve their success. Families talk about PE and sport at home. Sport is seen as strength of the school by the community and other visitors</p>	<p>No cost</p>
<p><b>Encouraging competitiveness and sportsmanship between children:</b></p> <ul style="list-style-type: none"> <li>• Apply for and gain School Games Gold Mark award</li> <li>• Moki Challenges: <ul style="list-style-type: none"> <li>- Olympic Challenge-each class get from Portreath to Paris</li> <li>- Six Nations Rugby Challenge – be as active as a player during a full game of rugby</li> <li>-Use of Moki trackers to encourage active play and active breaks during lessons, record the number minutes each class can complete in a week-which class did the most</li> </ul> </li> <li>• Competition within lessons: <ul style="list-style-type: none"> <li>-Every child in EYFS, KS1 and KS2 has the opportunity to experience healthy competition during PE lessons to encourage good sportsmanship</li> <li>-Children also encouraged to compete with themselves, improving PBs</li> <li>-annual sports day that involves competition</li> </ul> </li> </ul> <p><b>Curriculum provided:</b></p> <ul style="list-style-type: none"> <li>• Provide all children with access to a range of</li> </ul>	<p>PE specialist</p> <p>All staff and children</p>		<p>Gold School Games Mark Awarded- see first section</p> <p>Data collected from Moki watches and shared with the children during assembly, highlighting the most active class, children like the competitiveness class to class and also some of the individuals who were most active in their class not necessarily the most traditionally sporty.</p> <p>Children aware of national sporting events which sparked discussions at home and watching of sporting events.</p> <p>Children understand the importance of being proud of other’s achievements and to lose with grace. During sports day this was very evident, which shows the work throughout the year has been successful.</p> <p>Children are more aware of the concept of beating themselves and personal achievement.</p>	<p><i>Payment for the PE lead to complete the paper work to achieve the award £100 More Moki watches (accounted for elsewhere)</i></p>

<p>activities through a diverse and inclusive curriculum and extra-curricular timetable</p> <ul style="list-style-type: none"> <li>Use a variety of sport related games to allow children to experience new and exciting sports</li> </ul> <p><b>Holding special events regularly:</b></p> <ul style="list-style-type: none"> <li>Celebrating National School Sports Week which inc a variety of activities offered during lunchtimes led by Year 6 leaders and staff and children dressing up as their favourite sports personality on the Friday</li> <li>Olympic Style Sports Day 2024</li> </ul> <p>Held our 1<sup>st</sup> 'Colour Run'</p>	<p>All children</p> <p>All children and families</p> <p>All children</p>		<p>The importance of sport in everyone's lives has been highlighted. The children recognize being active as one of the 5 ways to mental wellbeing as well as keeping physically healthy.</p> <p>This year's sports day was a huge success, many children and parents commenting on the best they had ever had. Here are some comments:</p> <p>"Best sports day ever! It ran as smoothly as a marble staircase." Hugo</p> <p>"I have had some of the best days of my life at this school and this was certainly one of them." Evie</p> <p>"On sports day I loved everyone was trying their hardest and laughing through all of it. I also loved the determination on people's faces!" Elle</p> <p>And parent Rachel:</p> <p>"What a fabulous sports day-really inclusive and fun but with a little competitive edge for those who enjoy that. Well done to Mrs Doble and the rest of the team."</p> <p>It was an exciting event, with the team parading out with their own banners, and having a school mascot. The children supported each other really well. There was a good balance between team and individual events. Everyone took part in several events. There were new things such as the hay bale jumping- and traditional races such as the egg and spoon and sprints. It felt like a celebration of sport at our school rather than just a few children winning some races.</p> <p>Event was full of fun and laughter and was a wonderful way to finish the year and we will repeat next year due to its success.</p>	<p>Cost of PE resource (accounted for elsewhere)</p> <p>Prizes £20</p> <p>Equipment and Stickers £220</p> <p>Colour run paints and safety glasses £500</p>
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<p><b>Training provided to sports coach, teachers and TAs:</b>          Ensure CPD for PE specialist is undertaken to broaden and enhance PESSPA provision across the school:</p> <ul style="list-style-type: none"> <li>• PE specialist to attend PE Conference</li> <li>• Kinball training</li> <li>• DDMix Dance scheme of work training</li> </ul> <p>National PE conference to be attended by sports coach and EYFS sport lead</p> <p>To ensure all EYFS and KS1 staff are inducted ref the Healthy Movers Programme</p> <ul style="list-style-type: none"> <li>• EYFS TA to complete Healthy Movers training and become new Healthy Movers Champion for the School</li> </ul> <p>Water safety training for TA and group of Y5s</p> <p>To ensure all children are accessing REAL PE twice a week – once with PE specialist and once with Class Teacher</p> <ul style="list-style-type: none"> <li>• Long term overview of REAL PE created and given to staff to show the small steps for each year group</li> <li>• PE specialist attending staff meetings to train and promote the second lesson of Real PE</li> <li>• Relevant posters delivered and displayed in each class every half term to support staff and children</li> </ul> <p>PE specialist to offer support, training and guidance to all staff</p> <ul style="list-style-type: none"> <li>• Gold Membership of Crofty MAT allows x3 CPD sessions for PE Specialist this will be disseminated to all staff members where appropriate.</li> </ul> <p>Training given to TAs and relevant teacher about how to put out the gymnastic climbing frame and equipment</p>	<p>Sports coach</p> <p>KS1 and EYFS staff</p> <p>EYFS</p> <p>TA children</p> <p>All teachers</p> <p>PE specialist, after school club staff and volunteers</p> <p>Breakfast club staff, TAs inc. 1 to 1 TAs, less experienced teachers</p>	<p><i>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p>PE coach/specialist is continually developing and building her knowledge and skills and this leads to a positive impact on the children and how she teaches. She has raised her awareness of what is out there in terms of resources and tried out new ideas as a result.</p> <p>Kinball was popular so run as a club and this led to a Crofty competition</p> <p>All children involved in dance lessons as part of their curriculum offer, with new ideas from training.</p> <p>EYFS lead and sports coach have worked closely together to plan units of work using healthy movers and the training along side this has built staff confidence and skills. This has led to improved physical development in EYFS and supported other skills such as writing.</p> <p>Staff member and children delivered information in assembly and to maple class ref water safety, followed up by RNLI assembly</p> <p>REAL PE and the training has been good at moving all teachers understanding and teaching on. However, it was not always the easiest site to navigate and as a school we have used it for a number of years so wanted to develop everybody further. The sports coach after research found a better program called Complete PE. This has been purchased and started to be used. It will be fully implemented next year and this will involve further staff training. It is designed to equip every teacher with the knowledge and tools to confidently enjoy delivering high quality Physical Education. It helps to support how best to adapt sessions for child with SEND who might need adaptations. As well as planning, it includes videos to help build staff and children's knowledge and skills. The payment has been made this year and the impact and benefit will be seen more fully next year.</p> <p>Training taken place and disseminated to relevant members of staff.</p> <p>Equipment is now used at breakfast club and has been so popular we have decided to use it weekly with breakfast club going forward.</p> <p>It has been used to support children with SEND and support children with additional behaviour and emotional needs</p>	<p>Conference £30</p> <p>Kinball-free</p> <p>DDMIX £190</p> <p>National conference £455</p> <p>Healthy Movers - free</p> <p>Water safety package £150</p> <p>REAL PE- paid for last year</p> <p>Complete PE £1000</p> <p>Crofty Gold membership- (accounted for elsewhere)</p>
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Employment of PE specialist (SD) to upskill staff and deliver a wider range of PE and school sport- 4 afternoons of PE delivered by PE specialist, who is able to expose children to a range of sports and physical activities	All children	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Also contributes to indicator 1</p>	The curriculum documents show the wide range of activities on offer (Real PE). However, we felt that a wider range could be given through a different resource, 'Complete PE'. Therefore, we purchased this to trial within the summer term and found it really effective. This also supports the training of staff (see indicator 3 for costings of this). Going forward we will use Healthy Movers in EYFS and Complete PE for KS1 and 2.	Contribution towards cost of sports coach and Complete PE costs: (accounted for elsewhere)
Training for sports coach and PE training for all staff members (REAL PE or via PE Specialist) to broaden the range of activities they can offer (see indicator 3 for details)	Staff and children		Children are exposed to a wide range of sports activities. New equipment means high quality activities have been able to continue and new ones introduced. Kinball prove particularly popular.	
Update PE equipment for PE sessions and include new equipment to broaden the range eg Kinball	All children		Observations at playtimes show that more children are playing together and the resources prompt and support this. The tyres have been a great addition and involve lots of physical play.	Playtime resources £500
Update current huff and puff equipment and 'playful playtime resources	All children		Each class have had approximately 6 outdoor learning sessions as part of the curriculum during the year. Teachers as well as children report on the positive impact this have had on the children's personal and physical development and the positive impact on mental wellbeing. Children talk positively about the sessions and report how it helps them to connect to nature.	Contribution towards cost of outdoor lead for lessons £1500
Offer outdoor-forest school type activities as part of the curriculum			Observations show that a range of ages play in this area and also a range of ages engage together, with lots of lifting, balancing and team work	cost of outdoor lead x3 lunchtimes (accounted for elsewhere)
Offer outdoor-forest school type activities during 3 lunchtimes a week			The leaders have been great at reaching at to children who are not playing and getting them involved in physical activity this has helped confidence and friendships as well as physical development.	Paid for through Bikeability grant
Sports Leaders to lead inclusive lunchtime activities	Y5&6		This has been fantastic 40 children took part, as a result more children are cycling to school and using their bikes at the weekend	
Offer Bikeability Level 1 to all Year 5 and 6 children			This was a very new experience for many children, with them commenting on how there was no use of words just dance. The older engaged well with the workshop and had the opportunity to ask one of the dances questions about the show which was fascinating for them, it helped some of the children to realise this could be career for them.	Part of HfC package-
Introduction to various outside agencies:	Y1-6			
<ul style="list-style-type: none"> <li>Y1-6 attend HfC to watch 'The Tinman', which was choreographed by Ross Abbott, who attended the school as a child and then workshops with Y4.5.6</li> </ul>				

<ul style="list-style-type: none"> <li>Sports for Champions athlete visit- athlete Jaydon Paddock (trampolining)</li> </ul>	All children		Whole school fund raising event to raise money for future sporting events, children were all excited to be involved and the circuit style of the event meant everyone got involved and it was about personal best rather than competing against each other. The children and staff were excited to meet Jaydon and it created a real buzz.	£300
<ul style="list-style-type: none"> <li>Pirate Rugby Scheme for Year 4,5,6</li> </ul>	Y4,5,6		Evidence all Year 4,5,6 children had the opportunity to do 6 x 45 mins touch rugby sessions with an expert. It was skills focused so engaged everyone. A number of children play rugby outside of school and we hope this inspires more to do so.	Free
<ul style="list-style-type: none"> <li>Skipping workshop. Workshop with each class, ending with a KS2 performance. Following on from this, skipping ropes will be available to use during lunchtime. Year 6 leaders to introduce a new skill to work on each week for children to get a PB.</li> </ul>	All children		High engagement during the day and having a longer term impact. Many children have their own skipping ropes which they use during playtime. The school now has 3 class sets to help sustain this engagement. Data was forwarded to National School website.	Skipping workshop £325
<ul style="list-style-type: none"> <li>Global boarders session for Year 5 to help them reintegrate as a single year group as well as promote healthy living and expose them to active hobbies they might want to take up</li> </ul>	Y5		Everyone in engaged in the day, and the progress was evident with those children who had not surfed before or were a bit more nervous. One child in particular, who was nervous and not as active showed the most amazing resilience and the sense of achievement from this was incredible.	Surfing day £550
<ul style="list-style-type: none"> <li>DDMIX workshop (dance workshops with Dame Darcey Bussell)</li> </ul>	Cherry Class		Cherry Class did an online workshop and then travelled to st Austell to take part in a dance workshop with Darcey Bussell and other schools. This led to us buying into the DDMIX resources for dance with children across the school	Free
<ul style="list-style-type: none"> <li>Dance workshops with Erica Stretch and Sally Knight which led to whole class performances</li> <li>Yo-yo presentation linked to growth mindset</li> </ul>	Sycamore & Rowan Class		Both classes performed a dance as part of the school show. All children involved and engaged well  Many of the children went on to buy yo-yos and use them at playtime in dedicated area	Part of HfC package  Free
<ul style="list-style-type: none"> <li>Ask Crofty Sports lead, Patrick Shaughnessy, to support and deliver further opportunities within our school</li> </ul>	Selected classes		Patrick Shaughnessy had been into school to deliver PE lessons and help run competitions.	free

<p>Development of Sports Leaders (Year 5/6 children) to facilitate lunch time and afterschool activities so a broader range on offer (see indicator 1 for detail)</p> <p>Clubs:</p> <ul style="list-style-type: none"> <li>• Lunchtime Running Club for Year 4,5,6</li> <li>• Football Club and Netball Club</li> <li>• Multi-skills after school club</li> <li>• Yoga/mindfulness after school club</li> <li>• Introduce a KS1 ball games (inc football) after school club, run with the support of sports leaders</li> <li>• Kinball for KS2.</li> <li>• Gymnastics Club</li> </ul> <p>Dedicated days for ball sports such as football to ensure more children get involved eg day for girls football, day for EYFS/KS1 ball games so a small group of children do not dominate these activities each day and to encourage children who would always chose to play football other physical activities</p> <p>Activities and clubs not run by the school promoted through the newsletter eg cricket, gymnastics, holiday clubs</p>	<p>All children</p> <p>All children</p> <p>All children</p> <p>All children and families</p>		<p>See indicator 1 section</p> <p>Clubs well attended from children across the school including pupil premium and children with SEND. To build on this analyse the data more fully to identify children not attending any clubs so we can then target these children</p> <p>The volunteer coaches leading netball and football both received Crofty Community Awards for there work and the difference they made to our children. To sustain and build on this we will need to find new coaches next year. We will also look at the clubs on offer across the year and see what else we could include for example a dance club</p> <p>This has been good as it has led to a group who played football every day trying other things and it also meant more children getting involved in the ball games. It led to a strong girls and as well as boys football team who got to compete against other schools. A couple of girls also attend football clubs outside of school now.</p> <p>Going forward would be good to gather data about who attends these clubs outside of school more fully.</p>	<p><i>Cost of 2 members of staff running lunchtime club £500</i></p> <p><i>Cost of 1 member of staff running an afternoon club once a week (accounted for elsewhere)</i></p>
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<p>Increase our offer of sports clubs (see previous section)</p> <p>Target recruitment of pupils to access school clubs (in particular those who do not take part in clubs outside of school)</p> <ul style="list-style-type: none"> <li>• Gold Membership and attendance to MAT cluster events and entrance to Cornwall Games</li> <li>• Access a MAT school's minibus and sign up the the Crofty Transport offer to allow us to attend more sporting events</li> <li>• Signposting outside clubs and competitions to children that are taking place on the weekend</li> <li>• Enter Crofty Football League</li> </ul> <p>Coaching provided for sports teams Quality football and netball coach delivering a session a week aimed at Year 4,5,6 both boys and girls (volunteers) accompanied by a member of staff</p>		<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>More clubs have a active/health and wellbeing focus</p> <p>Children from Y1-Y6 have had the opportunity to represent the school at a range of competitive events throughout the year</p> <p>Paying for transport has allowed children to attend more Crofty events, therefore more children having access to competitive sport</p>	<p>Crofty membership inc access to Cornwall Games £1250</p> <p>Coaches/transport to sports events £750</p>
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Total spent £17,965, grant received: £17320, additional funds from school's own budget

## 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.

Activity/Action	Impact	Comments
<p>Gold School Games Mark Olympic themed Sports Day Sports for Champions fund raising event YST Award and Conference Introduction of Complete PE Bikeability Skipping Workshop Cornish Pirates Rugby Sessions Sustrans Year 5 surf day Use of DDmix Dance in PE lessons and also during Wake and Shake</p>	<p>As a result of this work sport and PE is seen as a strength of our school and plays a vital role in our ethos as a school. Sport is used as a way to bring people together and to foster a sense of belonging.</p> <p>All children are active on a daily basis and this impacts positively on their physical and mental health and wellbeing.</p> <p>Children understand the importance of being physically active and engage well in a range of activities.</p> <p>Overall children are healthy and being overweight is not an issue for children at our school at present and this will impact positively on their lives in the long run.</p> <p>Children are excited about the range of activities that have been on offer. Due to the wide range, it has helped the children understand that physical activity can be achieved in a range of ways. This helps to set them up with healthy habits for life. The variety of people that have met from outside agencies has also helped some children to see that a variety of careers linked to sport are possible.</p> <p>Things such as Bikeability and our work with Sustrans not only gives the children the important life skill of riding a bike, it also impacts positively on the environment but reducing the use of cars.</p>	<p>The school is well led by the sports coach, who is experienced, passionate and committed to ensuring all children are active and enjoy physical activity.</p> <p>She is well supported by the SLT, so sport is seen as an integral part of the school rather than an add on.</p> <p>Staff and children understand the importance of physical activity. This commitment from the whole team has a benefit to everybody. The way the staff get involved is appreciated by the children and highlights to them how important and fun it is.</p>



# 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

<b>Question</b>	<b>Stats:</b>	<b>Further context/Relative to local challenges</b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	85%	<i>Those who were struggling with swimming had additional swimming sessions.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	<i>Those who were struggling with swimming had additional swimming sessions</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75%	<i>In addition to this a group of Year 5 children took part in teaching water safety sessions so they can share their learning with the rest of the school.</i>
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?	No	<i>But we have provided additional sessions</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No,	<i>We have trained coaches who deliver the sessions</i>

Signed off by	
Head Teacher:	<i>Cassie Pamplin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Suzanne Doble</i>
Governor:	<i>Matt Leech</i>
Date:	20 <sup>th</sup> July 2024