



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.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Key indicator 1: Increased confidence, knowledge and skill of all staff in teaching PE and Sport.	100% of pupils in each year group were working at or above age expectation in PE by the end of the year.	Continue to develop the PE curriculum so it reflects the needs of our pupils. Continue to provide CPD to all staff, especially new staff, as the academy continues to grow.
Key indicator 2: Engagement of all pupils in regular physical activity.	100% of pupils were engaged in at least 30 minutes of physical activity a day.	Continue to raise the profile of DrEAM breaks and active learning. Ensure pupils are able to be active at breaktimes and lunchtimes.
Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	<p>NPA gained a strong reputation for PESSPA.</p> <p>In EYFS, the following met the ELG in:</p> <p>Speaking: 100%</p> <p>Comprehension: 100%</p> <p>Word Reading: 86%</p> <p>Writing: 86%</p> <p>Numbers: 71%</p> <p>Numerical Patterns: 100%</p> <p>In Year 1, the following were working at expected or greater depth in:</p> <p>Reading: 82%</p> <p>Writing: 82%</p> <p>Maths: 82%</p>	Continue to raise the profile of PESSPA and ensure ALL staff know the benefits.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	12 topics covered within the PE curriculum. 3 NSN Sports events were attended. 3 inter-house activities throughout the year. External dance specialist. 100% of disadvantaged and SEND pupils have regularly attended academy extra - curricular clubs.	Increase extra-curricular provision. Facilitate external coaches coming into the academy to deliver specialist sessions.
Key indicator 5: Increased participation in competitive sport	NPA attended all the events that were offered this year. 100% of Year 1 pupils have represented NPA in at least three of these local sporting events. 100% of all pupils have participated in three inter-house competitions.	Participate in all NSN and CELT events. Continue to develop inter-house competitions.

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>The PE leader will continue to construct and develop a curriculum that is ambitious and ensures that all pupils, particularly disadvantaged pupils and pupils with SEND, are engaged in regular physical activity. Our aim is for all pupils to undertake at least 30 minutes of physical activity a day.</p>	<ul style="list-style-type: none"> All teaching staff will receive CPD so they are able to consistently deliver 'good' and 'outstanding' lessons throughout a broad and balanced P.E. curriculum. All learning support staff will receive CPD, so they are able to support ALL pupils within their P.E. lessons. All staff will facilitate and deliver daily DrEAM (DRop Everything And Move) breaks. The PE lead will ensure there is 'active' play, lunchtime and wrap-around provision. All pupils will participate in a broad and balanced PE curriculum. All pupils will be physically active for at least 30 minutes a day. Purchase quality equipment, to increase daily physical activity levels. 	<p><i>Key indicator 1: Increased confidence, knowledge and skill of all staff in teaching PE and Sport.</i></p> <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Target 100% of staff can deliver 'good' and 'outstanding' PE lessons. All staff will feel more confident in delivering PE and school sport.</p> <p>Outcome The PE lead has worked collaboratively with class teachers and learning support staff to provide ongoing CPD. Our staff conferencing tells us that 100% of our staff feel more confident in delivering PE lessons and they are able to deliver 'good' or 'outstanding' lessons.</p> <p>The academy was subject to an Ofsted inspection earlier in the year and PE was a subject that received a deep dive. The Ofsted rating the academy received was 'outstanding'.</p> <p>Target 100% of pupils in each year group are working at or above age expectation by the end of the year, with 30% of pupils in each year group working above age expectation.</p> <p>Outcome 100% of pupils in EYFS have met their early learning goal in Physical Development.</p>	<p>PE Specialist: £9000 / £9000</p>

			<p>100% of pupils in Year 1 are either working at expected or above age expectation. 4% of Year 1 pupils are working above age expectation.</p> <p>89% of Year 2 pupils are either working at expected or above age expectation. 18% of Year 2 pupils are working above age expectation.</p> <p>Target 100% of pupils are engaged in at least 30 minutes of physical activity a day.</p> <p>Outcome Pupil conferencing and staff feedback informs us that 100% of our pupils are active for at least 30 minutes each day through:</p> <ul style="list-style-type: none"> • Active break and lunchtimes • After academy clubs • DrEAM breaks • Active learning • PE lessons <p>Target To continue to improve the provision for our disadvantaged pupils and pupils with SEND.</p> <p>Outcome Pupil conferencing and staff feedback tells us that 100% of our pupils can access the PE curriculum independently or with support.</p> <p>All staff have access to us and use the 'Strategies for supporting pupils with SEND in PE' document which was created by the PE lead.</p>	
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As a result:

	SEND (EHCP and SEND support)		Disadvantaged	
	EXP +	GD	EXP +	GD
EYFS	100%	0%	100%	0%
Year 1	100%	17%	100%	0%
Year 2	67%	0%	100%	0%

<p>The PE leader will continue to develop the curriculum to ensure it is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<ul style="list-style-type: none"> • The PE specialist will design, develop, implement and monitor a PE curriculum that includes: <ul style="list-style-type: none"> ✓ The development of life skills that are transferable to all areas of the curriculum. ✓ Explicit links to 'The Blue Six' model and the trust's continuing work on Metacognition and Self-Regulated Learning. This will include Improving pupils' oracy and metacognitive knowledge. ✓ A focus on developing 'good' mental and physical health. • All staff will deliver and / or support PE to ensure that skills taught within PE are transferred to other curriculum areas whilst continuing to focus on the trusts work regarding metacognition. • All pupils will receive guidance on how and which skills are transferable to other areas of the PE curriculum, as well as other subject areas. 	<p><i>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 1: Increased confidence, knowledge and skill of all staff in teaching PE and Sport.</i></p>	<p>Target PE planning will show how the language for learning is being developed and can be transferred to other curriculum subjects.</p> <p>Outcome Schemes of Work and Knowledge Organisers have a focus on language. Metacognition and sentence stems are included within the planning. Pupils revisit previous learning often through the effective use of Flashback Fours.</p> <p>Target All pupils will use sentence stems and be able to articulate their learning.</p> <p>Outcome Sentence stems are included in the schemes of work. All PE lessons begin with Flashback Fours, pupils are expected to demonstrate and articulate their previous learning.</p> <p>Target Improved outcomes in reading, writing and maths.</p> <p>Outcome In EYFS, the following were working at expected or greater depth in: Reading: 85% Writing: 77% Maths: 77%</p> <p>In Year 1, the following were working at expected or greater depth in: Reading: 91% Writing: 70% Maths: 74%</p>	<p>PE Specialist: £9000 (as above) / £9000</p>
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In Year 2, the following were working at expected or greater depth in:

Reading: 88%

Writing: 83%

Maths: 76%

<p>The PE specialist will ensure all teachers have a thorough knowledge of the curriculum being taught within the academy.</p>	<p>The PE specialist will:</p> <ul style="list-style-type: none"> ✓ collaboratively plan, deliver and assess high quality lessons to provide CPD to non-specialist PE teachers. ✓ Provide training for teachers so that they can check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. ✓ Provide training so that teachers use assessment well to help pupils embed and use knowledge fluently, and to check understanding and inform teaching. <p>Teachers will:</p> <ul style="list-style-type: none"> ✓ check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. ✓ help pupils embed and use knowledge fluently, and to check understanding and inform teaching. 	<p><i>Key indicator 1: Increased confidence, knowledge and skill of all staff in teaching PE and Sport.</i></p>	<p>Target Maintain 90% of observed PE lessons to be judged as at least good and ensure 30% are outstanding.</p> <p>Outcome The PE lead has worked collaboratively with class teachers and learning support staff to provide ongoing CPD. Our staff conferencing tells us that 100% of our staff feel more confident in delivering PE lessons and they can deliver 'good' or 'outstanding' lessons.</p> <p>The academy was subject to an Ofsted inspection earlier in the year and PE was a subject that received a deep dive. The Ofsted rating the academy received was 'outstanding'.</p> <p>Target Target pupils who are not working at 'age expected' in PE and provide interventions to further support these pupils.</p> <p>Outcome 4 pupils are not working at the expected level. These pupils have received and will continue to receive targeted support within PE lessons as well as additional intervention during break and lunchtimes. These pupils were targeted to attend extra-curricular provision to support their development.</p> <p>Target 100% of pupils in each year group are working at or above age expectation by the end of the year, with 30% of pupils in each year group working above age expectation.</p>	<p>PE Specialist: £9000 (as above) / £9000</p>
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			<p>Outcome 100% of pupils in EYFS have met their early learning goal in Physical Development.</p> <p>100% of pupils in Year 1 are either working at expected or above age expectation. 4% of Year 1 pupils are working above age expectation.</p> <p>88% of Year 2 pupils are either working at expected or above age expectation. 18% of Year 2 pupils are working above age expectation.</p> <p>Target Ensure all staff use adaptive teaching to ensure ALL pupils make progress.</p> <p>Outcome All staff have access to us and use the 'Strategies for supporting pupils with SEND in PE' document which was created by the PE lead.</p> <p>Schemes of Work are progressive and inclusive. The use of Flashback Fours allows staff members to identify gaps in their learning, enabling them to revisit and re-teach if needed.</p>	
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<p>Maintain and increase the profile of physical activity and competitive sport within the academy and by participating in external festivals and competitions.</p>	<ul style="list-style-type: none"> • Newquay Primary Academy will be part of the Newquay Sports Network Group. • The PE Lead will attend termly NSN meetings. • NPA will attend all NSN events and where possible take additional teams. • NPA will participate in all CELT sports events. • NPA will offer a wide provision of both lunchtime and after-academy clubs giving ALL pupils the opportunity to attend and participate in a club. • The PE lead will facilitate inter-class competitions throughout the year, giving ALL pupils opportunities to participate in competitive sport. • Lunchtime playworkers will promote physical activity at break time and lunch times. • Ensure local clubs deliver activities in both curriculum and extra-curricular time i.e. kickboxing, dance. • The PE specialist will continue to develop links with local community clubs, and share information regarding these clubs with NPA families. • The PE specialist will promote, advertise and lead national incentives that promote being physically and mentally healthy i.e. walk to school week, mental health day etc. 	<p><i>Key indicator 5: Increased participation in competitive sport</i></p> <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Target NPA to attend all NSN and CELT events.</p> <p>Outcome NPA have attended ALL of the NSN events for the KS1 age category.</p> <ul style="list-style-type: none"> • All of the 6 KS1 NSN events were attended. • 100% of Year 1 and Year 2 pupils have represented the academy and attended at least one of these events. • All of the NSN meetings were attended by the PE lead. • There were no CELT events for KS1 this year. <p>Target To offer a varied and enriched extracurricular programme.</p> <p>Outcome</p> <ul style="list-style-type: none"> • 11 extra-curricular clubs were on offer this academic year • 5 of these clubs were movement based / sports clubs • 88% of all pupils have attended a club • 5 (out of 6) disadvantaged pupils have attended clubs • 64% of pupils with SEND have attended an extra-curricular club • 100% of our pupils have participated in an intensive week-long swim programme 	<p>NSN Membership: £2500 / £2500</p> <p>Equipment for extra-curricular provision: £1670 / £1670</p> <p>Costs associated with attendance at festivals and competitions: £3000 / £3000</p>
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			<p>Target 100% of pupils will participate in inter-house events and Sports Days.</p> <p>Outcome 100% of pupils have participated in inter-house events and our annual Sports Day.</p> <p>Target 100% of disadvantaged pupils participate in after-school clubs or competitions.</p> <p>Outcome</p> <ul style="list-style-type: none"> • 5 (out of 6) pupils with PP have attended clubs • 64% of pupils with SEND have attended an extra-curricular club • 100% of disadvantaged Year 1 and 2 pupils have represented the academy in local sports events (NSN) • 100% of disadvantaged pupils participated in inter-house competitions and the annual Sports Day <p>Target 100% of SEND pupils to participate in extra-curricular clubs or competitions.</p> <p>Outcome</p> <ul style="list-style-type: none"> • 64% of pupils with SEND have attended an extra-curricular club • 100% of pupils with SEND in Year 1 and 2 have represented the academy in local sports events 	
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			<ul style="list-style-type: none"> • 100% of pupils with SEND have participated in Sports Day and inter-house competitions. <p>Target To share and promote local sports and activity clubs with our NPA families.</p> <p>Outcome</p> <ul style="list-style-type: none"> • A list of community clubs and contact details is available on the academy website. NPA families have been signposted to this information through social media platforms and within the academy newsletters • Local sports clubs and initiatives are shared to our families using both newsletters and social media platforms • Newquay Cricket Club came in to do a workshop with ALL our pupils, promoting their All-Stars Cricket programme • Trio Dance academy came in during Wellbeing week to work with ALL of our pupils • A discount voucher was provided to 100% of our families for swimming lessons within the locality • NPA families are encouraged to share their child's achievements through the tapestry platform 	<p>Total: £16,170</p>
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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>Key indicator 1: Increased confidence, knowledge and skill of all staff in teaching PE and Sport.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>100% of pupils in EYFS have met their Physical Development Early Learning Goals.</p> <p>100% of Year 1 pupils are working at or above age expectation in Year 1</p> <p>88% of year 2 pupils are working at or above age expectation.</p> <p>100% of pupils were engaged in at least 30 minutes of physical activity a day.</p> <p>NPA has gained a strong reputation for PESSPA.</p> <p>In EYFS, the following were working at expected or greater depth in: Reading: 85% Writing: 77% Maths: 77%</p> <p>In Year 1, the following were working at expected or greater depth in: Reading: 91% Writing: 70% Maths: 74%</p> <p>In Year 2, the following were working at expected or greater depth in: Reading: 88% Writing: 83% Maths: 76%</p>	<p>Continue to develop the PE curriculum so it reflects the needs of our pupils. Continue to provide CPD to all staff, especially new staff, as the academy continues to grow. Target pupils with intervention to ensure ALL pupils are working at or above age expectation.</p> <p>Continue to raise the profile of DrEAM breaks and active learning. Ensure pupils can be active at breaktimes and lunchtimes.</p> <p>Continue to raise the profile of PESSPA and ensure ALL staff know the benefits.</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

<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?	N/A	Current Year groups: EYFS – Year 2
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	Current Year groups: EYFS – Year 2
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	Current Year groups: EYFS – Year 2

<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>N/A</p>	<p>Current Year groups: EYFS – Year 2</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</p>	<p>All staff have attended swimming lessons with all of the NPA pupils. They have been able to observe qualified swim coaches.</p>

Signed off by:

Head Teacher:	<i>Craig Hayes</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Holly Rai – P.E. Lead</i>
Governor:	<i>Sarah Karkeek</i>
Date:	<i>22nd July 2024</i>