

Key Indicators - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

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 a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Accountability & Impact - Ofsted inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management. Schools are required to keep parents informed and publish plans for deployment of premium funding on their website and must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport **participation and attainment**
- how the improvements will be **sustainable** in the future
- the percentage of pupils within their year 6 cohort for academic year 2024 to 2025 that can do each of the following:
 - swim competently, confidently, and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively (for example front crawl, backstroke and breaststroke)
 - perform safe self-rescue in different water-based situations

Please complete the table below:

The total funding carried forward from academic year 2024/2025		0
The total funding for the academic year 2025/26		17,350
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?		95%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?		95%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?		95%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?		Yes water safety lessons.
Lead member of staff responsible including email address	Heidi Bowden hbowden@lanivet.tpacademytrust.org	Lead Governor responsible Natalie Street nstreet@lanivet.tpacademytrust.org

Area of Focus & Outcomes (Intent)	Actions (Implementation) (Actions identified through self-review to improve the quality of provision) complete / started / not yet started	Funding	Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)	Future Actions & Sustainability -How will the improvements be sustained? -What will you do next?
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	1) Real PE / Jasmin – continued subscription “Real PE” Scheme to continue supporting the delivery of PE in school and the professional development of staff through online learning. This includes real Pe, real dance, real gym, real foundations and real home.	£695	<u>1)Participation:</u> Real PE has ensured inclusion and the school has a consistent approach with a broad curriculum in place throughout school. Equipment ensures that we meet all statutory requirements for the PE curriculum. 140 Children had access to one real pe session a week including 31 pupils of the record of need, 4 of which with high SENd, SPN and SEMH needs. <u>1)Attainment:</u> Increase in physical literacy skills to be measured on TPAT monitoring and evaluation wheel and every half term for the two funs skills they have been working on. End of Key Stage 2 ABC Agility: 21/24 Balance:19/24 and Coordination: 20/24 <u>1)Whole School Approach:</u> Real PE and Jasmin are a holistically approach to Physical Literacy, Social and Emotional Wellbeing. When the PE questioned reception, 1 and 2 the children could articulate what it meant to be pe ready. This was a strong link to our ethos of Healthy body. They always could verbalise what skills they were working on and what learning points helped them with that lesson. In year 6 they worked on tactics and what behaviours do we display when we win or lose linking to our ethos of healthy mind. All years made strong links between how the skills help them in their sport lessons, what skills they were good at and which skill they needed work on.	<u>1)Sustainability:</u> This year in particular children knew the key vocabulary as continuity has followed through the school. <i>Children were familiar with these skills and able to push themselves further by using the different colour challenges.</i> Progression for pupils helps to ensure their enjoyment for sport and physical activity, so they are aware of the importance of an active lifestyle and physical literacy to be able to do it. Pupils who successfully demonstrate these skills are used as role models for others during lessons. Praise hoop is used across classes. <u>1) Next Steps:</u> Pe lead to assess data and provide year group targets that focus on either ability, balance or coordination to narrow the gap. This will take part in the Autumn term, and this will guide the sports leader activities at lunchtimes.

	2) Active Lunchtimes. The playground will be spilt into different zones, and each bin has a different activity to raise fitness levels, love for different physical activities and focus on ABC skills. <i>The different zones are + Sports leaders facilitating the games. Our sport TA leaders will lead a group each day to increase physical activity at lunchtime. The top part of the playground is used for calmer activities, and the lower playground is used for more team game skills organized by play leaders.</i>	£6547.13	2)Participation: 24 year 5 pupils have created a Rota to engaged KS1 in an active lunchtime. Each lunchtime and activity is set up ready for 30 minutes of active lunchtime. Additionally, staff lead a zone that allows pupils to practice agility, balance or coordination skills depending on the day. KS1/KS2 have enjoyed skipping independently and group skipping. We have seen an increase in engagement of children. They have been learning songs, being patient, great determination and perseverance/resilience to improve their scores in skipping games. 2) Attainment and Whole School Active lunchtimes have reduced sedentary behaviour and increased the levels of physical activity. These sessions have helped to improve fitness levels, and a passion for exercise and agility for all pupils. Children learned how exercise can be fun as we have used their favourite songs to skip too. This session has also improved the children's agility, co-ordination and balance.	2) Sustainability: Promoting our PE values of healthy body and healthy mind at lunchtime. The children see exercise as fun and not a chore and it gives them a wide range of activities that they could do at home with their families. KS2 Children are now teaching the younger child how to skip, and they have made their own games up.
	3) Equipment and Assessment Equipment is used to support the assessment and delivery of the curriculum Our chosen sports are Hockey, Netball, Tennis, Striking and Fielding (1,3,5) Dance(2,4,6) , Gymnastics and athletics. We wanted children to unlock their inquisitive mind so we provided them with the option to help choose the equipment in our quieter area so we can provide more variety. Equipment checked and minimal restocking was need this year due to better respect of school equipment. YPO: Tennis Balls Equipment Storage – School scapes UK		3) Participation The equipment allowed pupils to not only develop physical literacy skills but also helped response curriculum and health safety due to social distancing in lessons and ex – curricular activities. Assessment equipment allows reliability of assessment of physical literacy and enable each pupil to be engaged and active for longer. 2) Whole School All children within the school were able to use this equipment as it was equipment that facilitated structure and flow within lessons and impact assessment. <i>Further evidence on Showbie for all year groups 1 -6 .</i>	2)Next steps Review which equipment lasted the longest, which was enjoyed by students the most and enable staff to have an impact on learning – therefore allowing continued investment in the right equipment. Two sports TA to go on playground games training so children have exciting new games to play. More balancing and agility equipment has been added to the PE shed. 3) Sustainability Investment in equipment is vital to develop physical literacy across the school. As well as keeping continuity in our assessment approach. 3) Next steps: Review which equipment lasted the longest, which was enjoyed by students the most and enable staff to have an impact on learning – therefore allowing continued investment in the right equipment . This was very successful last year and resulted in minimal restocking this year. We will review equipment again and check class quantities are suitable for the next year as classes are now larger and mixed year groups. Storage for equipment outside and for the sports leaders has been bought and is due to be built next year.

Physical Activity, Health & Wellbeing <i>all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle</i> (Key Indicator 1)	1)Lifewise - The PSHE platform that saves time and inspires children 300+ classroom-ready and impactful lessons that cover all your curriculum needs. We save busy teachers HOURS of prep time, give students INSPIRING lessons and will uniquely ENGAGE parents – a holistic learning environment for children.	£718 Lifewise £426 Natterhub	1)Participation All years groups from reception to year 6 have undertaken an hour a week using life wise. This year we have focused on giving the children a deeper understanding on how to keep themselves safe, which can be viewed in the recorded lessons on Showbie. Staff have used Natterhub online safety to support the Lifewise program to ensure it is relevant to current culture. 1) Attainment When the PSHE lead conduct verbal monitoring – the feedback from teachers was very positive, teaching is more consistent and when talking to the children they were able to verbalise their learning whilst using the class Showbie.	1) Sustainability The programme can be followed consistently, and Ta's, teachers and supply cover find it an easy program to follow. 1) Next steps For the PE lead to work with the PSHE lead to ensure PSHE lessons are increasing a wider awareness or neuro and culture differences to meet the changes of modern life. Sustainability: By Year 6 engaging in this intensive week course, the children now have the confidence to swim the length of the pool and have basic water safety skills. 2)Next Steps: The children performed and learnt more going daily for 10 days as a block. The results were 95% children meeting the swimming criteria. Book the same sessions for next year.
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	2)Swimming Year 6 + water safety.	£1400 + £765= £2165	2)Participation: Whole of Year 6 class participated in two-week intensive swimming course. More children are meeting the national curriculum requirements for swimming and water safety. Top-up lessons are allowing even more children to meet these requirements. 23/24 of Year 6 met the national curriculum requirements for The teachers will work together with two pool-based coaches to ensure all staff involved are confident and secure in teaching swimming ,improve confidence in teaching swimming. swimming and water safety 2)Attainment: Children will have the opportunity to meet the national curriculum requirements. Teachers will work with qualified swimming staff. Children will improve confidence in swimming and water safety. 23/24 met the standards for KS2 swimming.	
	3) Healthy Movers Breakfast club.	£1929+£738.25 = £2667. 25	3) Participation We have had 1765 participants of breakfast club over the year. Children learnt about the eat well balance plate, why certain foods are given for breakfast. They started their day with either yoga, dancing or mindful colouring so they were ready to learn. 3) Attainment Many teachers commented on how those that attended breakfast club performed higher in the day verses those pupils who find it tricky to wake up and move in the morning. Those pupils who attended healthy movers also performed well in the day compared to those same children who came in on days and didn't attend healthy movers.	

Diverse & Inclusive <i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i> (Key Indicator 4)	1) Subsidised transport for transport so all children can be involve in sporting activities.	£58.50 x 2 = £116	1) Participation 24 Year 6 for water safety experience. 10 Girls football tournament 10 Boys football tournament	1)Sustainability Children will remember these opportunities and were able to access them and not miss out.
	2) Sensory equipment	£305. 94	1)Attainment – 23/24 children can swim 25m 23/24 children can swim a variety of strokes 24 children experienced lifesaving activities 2) Participation – Sensory equipment was bought so all children including SEN children so all can take part in PE. Sensory balls, balance aids, chair bands, wobble boards and purchased so that children with sensory needs can take part in the curriculum according to their APDR needs.	

Competitions <i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i> (Key Indicator 5)	1) Whole school Sports day stickers, 2) SEN sports day equipment 3) Boy's football tournament 4) Girl's football tournament	£27 £00 £00 £00	1) Participation: Reception , Y1 , Y2 , Y3 , Y4 , Y5 and year 6 and our Panda POD SEND children took part in sports day. The house point system worked very well again this year. SEN pupils needs were met to enable them all to take part in sports day with their peers. 1) Attainment: All children felt a sense of achievement as the day focused on our core values, winning and losing and sportsmanship. They received stickers. Stickers were given for 1st , 2nd and 3rd. We made sure everyone got a sticker for the day. 2) Participation Our boys and girls football teams were able to compete with other primary schools at Brannel Secondary school. 2) Attainment – Lanivet boys football club came fourth, and the girls came fifth school. 3) Participation 25 pupils attended an inter school competition event this year. 2)Attainment 10 Pupils were able to access a new girl's football team. Pupils were very excited about the event.	1)Sustainability: By completing sports day and all children feeling a sense of achievement We hope to encourage participation by creating new opportunities in the future Increased participation in whole school sporting events. 1)Next Steps: To continue to ensure all SEN pupils are able to join in with sports day again next year. 23)Next steps: Arrange more inter school competition Pupils to attend more inter school competition events with other TPAT schools.
Leadership, Coaching & Volunteering <i>provide pathways to introduce and develop leadership skills</i>	1) Sports Leaders/ Play safe mentors – Working with TPAT to provide Year 5 and introduction into leadership for pupils. The award is designed for use in a variety of education settings as a 6-hour course and focuses on developing learner's leadership skills.	Planned Spend £180	1) Participation: 16 pupils have been trained in leadership and given these pupils a great insight into leadership. 1)Attainment: Pupils who have been engaged with Play Leaders are showing more confidence and have developed values and attitudes that promote physical activity and life skills. Year 1 and year 2 children received a workshop from the year 5 children 1)Whole School Improvement:	1)Sustainability: The year 5 Sports leader pupils will continue to work through the next academic year as they have another year at the school. 1)Next Steps: To develop teachers using this resource within the school, therefore create increased numbers of pupil leaders. To use existing Leaders as mentors for the new leaders that are being trained.

			Leaders work with younger age groups within the school community to help develop active play within break and lunch times. All Children access to the different have different zones in the playground to embedded their agility, balance and coordination skills.	
Community Collaboration <i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i>	Cornwall Cricket-One term. Years three and year four. Cornwall cricket after school leadership and cricket club key stage two. Plymouth argyle – whole year – after school mixed year group football.	£00 £00 £00 – Parents pay football.	1) Participation Years three and four received a guided cricket sports lesson every week focusing on a different skill each time for a whole term. 1) Attainment + Whole School Approach. All pupils who attended the Brannel events showed fantastic sportsmanship and respect. Pupils worked in teams improving their coordination, balance and control. Pupils showed fantastic enthusiasm, resilience and perseverance. Events were shared with parents via the schools Facebook account. 2) Whole school Children had equal opportunities to be coached by Plymouth argyle this year where they provided after school football clubs at no cost to the school.	4) Sustainability 44 pupils attended sports competitions this year with pupils keen to attend more events next year. The schools pe profile on Facebook is increasing. 4) Next steps Discussions about new TPAT school events available next year.
Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i> (Key Indicator 3)	1)TPAT - Truro and Penwith Academy Trust Health and Wellbeing and Sport department has continued to support the school with, statement compliance, tailored CPD opportunities, and monitoring and evaluation.	£00	1)Participation: All Teachers' confidence and ability has increased, teaching has become more consistent by continuing to use REAL PE and the support given by TPAT through regular updates, resources and online training. Attainment: Teachers can record and assess each PE lesson and match the achievements to the PE skills through the use of Showbie. 1)Whole School:	1)Sustainability: Teachers more consistently leading sessions and delivering REAL PE to a high standard. 1)Next steps: Continue work with new teachers to the school to develop them within PE and Physical Activity through CPD. Remind staff to use the praise hoop consistently.

	2) PE lead attended/ give subject leader training. – No extra training this year.	£00	All staff have had continued sessions led by TPAT to support the teaching of multi skills lessons – more confidence particularly amongst less experienced teachers, teaching assistants and specialist sports coach 2) Participation PE lead has an good knowledge of the curriculum , the sequence of lesson, and what other classes are doing by accessing each teachers Showbie lessons. 2) Attainment In 2022 Ofsted Deep Dive PE as well as the Director of Education for TPAT. The report praised PE and the director of education commented it was the best in the trust. This was the same given in 23. 2) Whole school All teachers are teaching PE more consistently and have a clear understanding of the skills that are being taught. Teachers are confident in these skills which has allowed them to adapt them to also meet their SEN pupils needs. 3) Participation : All teachers have a Real pe account and access to a Showbie account for recording. 4)Whole School : All the children will have access to the same style of curriculum and the same format. Further comments can been seen on Padlet – please enquire.	2) Sustainability: Previous training has sculptured how we teach Lanivet so the training will be ever lasting until the next update. It has made the PE leader aware of what to expect in the new reporting format and the potential new assessment tool 2) Next step: To reassess how teachers are recording lessons on Showbie and ensure new staff are supported with the PE subject. Sustainability : As this document and recording each PE lesson is digital – we are upholding our ethos of healthy planet. Children can refer back to their work from last week and the teachers can evaluate their whole year for PE. Next Step: PE lead to encourage teachers to assess each half term not termly to identify any areas that may need addressing or added to play leader activities.
	3) Purchased Step Lab – Used to provide instructional sports teaching to support coaching of teachers in assessment of PE. Also used to help support behaviour management during PE.	£883. 20		
	Total Planned Spend	17,350		
	Total Actual Spend	17,350		

	Total Underspend	00	
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