

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 2020 to 2021 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 2022/2023	0
The total funding for the academic year 2022/23	17,390
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?	79%
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?	100%
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	Bryony Coates Bcoates@lanivet.tpacademytrust.org
Lead Governor responsible	Heather Jones

Deadlines – Schools should publish on their website all spend from the academic year 2022/23 including underspend by **31 July 2024**

<p>Area of Focus & Outcomes (Intent)</p>	<p>Actions (Implementation) (Actions identified through self-review to improve the quality of provision) complete / started / not yet started</p>	<p>Funding</p>	<p>Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</p>	<p>Future Actions & Sustainability -How will the improvements be sustained? -What will you do next?</p>
<p>Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>1) Real PE / Jasmin - purchased the “Real PE” Scheme to support the delivery of PE in school and the professional development of staff through online & face to face learning. This includes real Pe, real dance, real gym, real foundations and real home.</p>	<p>£695</p>	<p>1)Participation: Real PE has ensured inclusion and the school has a consistent approach with a broad curriculum in place throughout school. Equipment ensures that we are meeting all statutory requirements for the PE curriculum. 157 Children had access to one real pe session a week including 6 children with high SENd , SPN and SEMH needs. 1)Attainment: 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 Balance:20/23 Coordination: 19/23 and Agility: 21/23 more data on school recording system. 1)Whole School Approach: Real PE and Jasmin is 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 verbalised what skills they were working on and what learning points helped them for that lesson. In year6 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.</p>	<p>1)Sustainability: This year in particular children knew the key vocabulary as the continuity has followed through the school. <i>Children were familiar with the skills now and able to push themselves further by using the different colour challenges.</i> Progression for pupils helps to ensures their enjoyment for sport, physical activity, so they are aware of the importance of an active lifestyle and physical literacy to be able to do it. 1) Next Steps: Pe lead to assess summer 2 data and provide year group targets that focus on either ability, balance or coordination to narrow the gap. This will take part in an active 30:30 session from September 2024 and this will guide the sports ta at lunchtimes. PE lead to share results with governors.</p>

	<p>2) Active Lunchtimes . The playground will be spilt into 5 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 lunch time.</i></p>	<p>6,300</p>	<p>2)Participation : <i>25 year 4 children and 19 year 5</i> 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 is will work on the children’s agility, balance or coordination depending on the day. <i>KS1/KS2 have enjoyed skipping. We have seen an increase engagement of children. They have been learning songs , being patient , great determination and perseverance to improve their scores in the skipping games.</i></p> <p>2) Attainment and Whole School Active lunchtimes educed sedentary behaviour and increased the levels of physical activity. These sessions have helped to improve fitness levels, a passion for exercise and agility to 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 agility, co-ordination and balance.</p>	<p>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 its gives them a wide range of activites that they could do at home with their families. <i>Children are now teaching the younger child how to skip and they have made their own games up.</i></p> <p>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 new exciting games to play.</p>
	<p>3) Equipment and Assessment School has purchased new equipment 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 choose the equipment so we need more variety. They can push themselves with</p>	<p>104.95 , 110 , 127. 98 94.99 , 169.00 , 282, 9 , 36.00 , 21.00 , 23.00 , 23.00 , 108. 42.37 79.99</p>	<p>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 allow reliability of assessment of physical literacy and enable each pupil to be engaged and active for longer. <i>Further evidence on Padlet for all year groups 1 -6 .</i></p> <p>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 Padlet for all year groups 1 -6 .</i></p>	<p>3) Sustainability Investment in equipment is vital to develop physical literacy across the school. As well as keeping continuity in our assessment approach.</p> <p>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 .</p>

	<p>the size of the equipment and problem solve. Equipment : new hockey sticks, netball balls and bibs , hurdles , gymnastics equipment , bean bags , hula hoops , tennis balls,</p>		<p>2) Attainment Evidence via Padlet.</p>	
<p>Physical Activity, Health & Wellbeing</p> <p><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></p> <p>(Key Indicator 1)</p>	<p>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.</p>	<p>853.20</p>	<p>1)Participation All years groups from reception to year 6 have undertaken an hour a week using likewise.. This year we have focus on the assessment of children through healthy mind on our padlets. Clear lesson plans were given and training to all staff. 1) Attainment When the PSHE lead conduct verbal monitoring – the feedback from teachers were very positive and when talking to the children they were able to verbalise their learning whilst using the class floor book.</p>	<p>1) Sustainability The programme can be followed consistently and TAs and teachers find it an easy programme to follow. 1) Next steps For the PE lead to lead a staff meeting on floor books to make sure each year group matches with each other and part of the lesson to have a clear link in with our school ethos</p> <p>For more in-depth details please request our governor meeting PSHE monitoring and personal development review.</p> <p>2)Sustainability:</p>

	<p>2)Swimming Year 6 + water safety.</p>	<p>£1350</p>	<p>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. 22/23 of Year 6 met the national curriculum requirements for The teachers will work together with three pool based coaches to ensure all staff involved are confident and secure in teaching swimming ,improve confidence in teaching swimming. swimming and water safety</p> <p>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. 22/23 met the standards for KS2 swimming.</p>	<p>By Year 6 engaging in this intensive week course, the children now have the confidence to swim and participate in swimming activities over the summer holidays. This was of paramount as they went on an adventure camp and most of the time was in the sea.</p> <p>2)Next Steps: The children performed and learnt more going daily for 10 days. The results were 22/23 children for meeting the swimming criteria. Book the same sessions for next year.</p>
	<p>3) Healthy Movers Breakfast club.</p>	<p>£2000</p>	<p>3) Participation We have had 1032 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 learnt.</p> <p>3) Attainment 4 teachers commented on the how they noticed they children who attened breakfast club vs the ones the struggle to get up in the morning.</p>	<p>3) Sustainability.</p>

<p>Diverse & Inclusive</p> <p><i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i></p> <p>(Key Indicator 4)</p>	<p>1) Subsidised transport for transport so all children can be involve in sporting activities.</p> <p>2) Sensory equipment</p> <p>3) Ipad accessories</p>	<p>£882.13</p> <p>129.00 + 136.00</p> <p>599.40 +166.50 +179.85+113.94</p>	<p>1) Participation 23 Year 6 for water safety experience. 16 children football tournament 10 children cricket tournament</p> <p>1) Attainment – 22/24 children can swim 25m 20/24 children can swim a variety of strokes 24 children experienced lifesaving activities 22 children tested their skills lifesaving skills in the sea.</p> <p>2) Participation – Sensory equipment was bought so all children including 24 SEN children can take part in PE. Sensory balls , scarves , ribbons , balance aids were purchased so that children with sensory needs can take part in the curriculum according to their APDR.</p> <p>3) Participation 20 Year 6 25 year 5 To use iPad accessories to help with the evaluation of healthy mind and healthy body with PE Lessons.</p> <p>Attainment 55 children were able to progress through the year with their evaluation and state how PE and sport lessons impact their body including what they would have to do to replenish it , how to do with winning and losing and how the athlete in the sport (see inspiring document) deal with different aspects.</p>	<p>1) Sustainability Children will remember these opportunities and were able to access them and not miss out.</p> <p>3) Sustainability Stock check to be taken by PE Lead and Pupil conferencing to see how it has helped them.</p>

<p style="text-align: center;">Competitions</p> <p style="text-align: center;"><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p style="text-align: center;">(Key Indicator 5)</p>	<p>1) Whole school Sports day stickers</p> <p style="text-align: right;">£6.54</p> <p>00</p> <p>2) Cricket tournament</p> <p style="text-align: right;">00</p> <p>3) Football</p>		<p>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 this year.</p> <p>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 and certificates. Stickers were given for 1st , 2nd and 3rd. We made sure everyone got a sticker for the day.</p> <p>2) Participation Our school cricket team 10 children went to Roche cricket club to play and inner school competition</p> <p>2) Attainment – Lanivet school was awarded for their sportsmanship ship and 1 of our players ‘ cricketer of the tournament with 2 selected to play for roche.</p> <p>3) Participation 16 year 5/6 pupils took part in to inner school competitions in Lanivet.</p> <p>2) Attainment Every child was given the opportunity to participate. They saw a reggie from the premiere league too and got to ask questions.</p>	<p>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.</p> <p>1) Next Steps: Year 6 to lead some of the races.</p> <p>23) Next steps: Arrange more inter school competition in the autumn term.</p>
<p style="text-align: center;">Leadership, Coaching & Volunteering</p> <p style="text-align: center;"><i>provide pathways to introduce and develop leadership skills</i></p>	<p>1) Sports Leaders/ Play safe mentors – Working with TPAT to provide Year 4 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.</p>	<p>Planned Spend £00</p>	<p>1) Participation: 24 number of pupils have been trained in leadership this year and given these pupils a great insight into leadership.</p> <p>1) Attainment: Pupils who have be 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 4/5 children</p> <p>1) Whole School Improvement:</p>	<p>1) Sustainability: the new year 5s pupils will continue to work through the next academic year as they have another year at the school.</p> <p>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.</p>

			<p>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.</p>	
<p>Community Collaboration</p> <p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p>Local primary school competitions run through brannel school. £300</p> <p>Dragon open day £00</p> <p>Plymouth argyle £00</p> <p>Use of the one for all centre. £00</p>		<p>1) Participation In Autumn 24 – the programme will be sent out and the PE will decide which fixtures to sign up too. Further reporting will be given in December 2024 via Padlet.</p> <p>1) Attainment + Whole School Approach. Further reporting will be given in December 2024 via Padlet commenting on fine and gross motor skills and linking to our school values. Also sportsmanship and respect.</p> <p>2) Whole school : Children had equally opportunities to visit the ground at the all for one centre to boost their healthy body and healthy mind. Sometimes it was used for running and other time used for walking to relax and look at nature a form of relaxation for the healthy mind.</p> <p>3) Whole school Children had equally opportunities to be coached by Plymouth argyle these year as well as attending the free sessions at the dragon session : swimming , pickle ball , squash , badminton. All the sports that we don't offer.</p>	<p>4) Sustainability Reported on 24/25 statement.</p> <p>4) Next steps To explore how how these festivals will boost behaviour and the pe profile in school.</p>
<p>Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<p>1)TPAT - Truro and Penwith Academy Trust Health and Wellbeing and Sport department has supported the school with self-review, statement compliance, tailored CPD opportunities, and monitoring and evaluation.</p>	<p>£1000</p>	<p>1)Participation: All Teachers' confidence and ability has increased by the introduction of REAL PE and the support given by TPAT through regular updates, resources and online training.</p> <p>Attainment: Teachers were able to access more online resources this year due to COVID, which in a new way of working for all.</p> <p>1)Whole School:</p>	<p>1)Sustainability: Teachers more confident to lead sessions and deliver REAL PE to a high standard.</p> <p>1)Next steps: Continue work with teachers to develop them within PE and Physical Activity through CPD from TPAT HSW team and other organisations.</p>

	<p>2) PE lead attended/ give subject leader training.</p> <p>3) Purchased Padlet for PE assessment and evidence</p>	<p>£00</p> <p>£900</p>	<p>All staff have had 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</p> <p>2) Participation PE lead has an excellent knowledge of the curriculum , the sequence of lesson , and what other classes are doing which was highlighted by the lead OFSTED inspector in 22 which has carried on. Other schools have now adopted our curriculum. .</p> <p>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.</p> <p>2) Whole school Due to the PE lead giving all teachers training in Autumn 22, children received the same high quality lessons to ensure progress.</p> <p>3) Participation : All teachers have an account.</p> <p>3) Attainment :</p> <p>3) Whole School : All the children will have access to the same style of curriculum and the same format. Further comments can be seen on Padlet – please enquire.</p>	<p>2) Sustainability: The 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 a deep dive.</p> <p>2) Next step: PE is continuing to support other schools and carry on the rigour of Lanivet’s PE equipment.</p> <p>Sustainability : As it 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.</p> <p>Next Steps: PE LEAD to deep dive assessment in other school.</p>
	<p>Total Planned Spend</p>	<p>17,390</p>		
	<p>Total Actual Spend</p>	<p>16.842.28 the 3rd September will be 17,390</p>		

	Total Underspend	00
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The rest of the money will be spent on the school council designing the playground – 547.72 which will be in 3rd September 2024 and the PE lead will assess the participation , attainment , sustainability and next steps in the 24/25 report.