

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:

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| The total funding carried forward from academic year 2024/2025 | 0 |
| The total funding for the academic year 2024/25 | 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 |

Deadlines – Schools should publish on their website all spend from the academic year 2024/25 including underspend by **31 July 2025**

| <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> |
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| <p>Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i></p> | <p>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.</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. 147 Children had access to one real pe session a week including 27 pupils of the record of need, 5 of which 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: 19/20 Coordination: 19/20 and Agility: 19/20 more data on school assessment 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 verbalise 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 ensure 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. Pupils who successfully demonstrate these skills are used as role models for others during lessons. Praise hoop has been introduced and being used consistently across classes. 1) Next Steps: Pe lead to assess summer 2 data 2025 and provide year group targets that focus on either ability, balance or coordination to narrow the gap. This will take part from September 2025 and this will guide the sports TA and sports leader activities at lunchtimes.</p> |

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| | <p>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 lunch time. The top part of the playground is used primarily for calmer activities and the lower play ground is used for more team game skills.</i></p> | <p>£6547.13</p> | <p>2)Participation : <i>24 year 5 pupils</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 allows pupils to practice agility, balance or coordination skills depending on the day. <i>KS1/KS2 have enjoyed skipping independently and group skipping. We have seen an increase engagement of children. They have been learning songs , being patient , great determination and perseverance/resilience to improve their scores in the skipping games.</i></p> <p>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, 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 childrens 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 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.</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. More balancing and agility equipment has been added to the PE shed.</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>£865.83 ypo £159.84 Hope Education</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> |

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| | <p>the size of the equipment and problem solve. Equipment restocked: Hope: Sensory Shapes and balls Tactile ball pack Big hula hoops Small hula hoops Bean nags</p> <p>YPO: Netballs Netball bibs Tennis Balls Hockey Balls Junior Hockey Coaching Kit Hurdles Plain team bibs</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>£850 Lifewise £425 Natterhub</p> | <p>1)Participation All years groups from reception to year 6 have undertaken an hour a week using lifewise.. 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 padlet. Staff have used Natterhub online safety to support the lifewise program to ensure it is relevant to current culture.</p> <p>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 padlet. All lessons are now recorded electronically on padlet not in a floorbook.</p> | <p>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.</p> <p>For more in-depth details please request our governor meeting PSHE monitoring document which is planned to be completed in Autumn 1 2025.</p> <p>2)Sustainability:</p> |

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| | <p>2)Swimming Year 6 + water safety.</p> | <p>£2050</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. 19/20 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. 19/20 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 19/20 children for meeting the swimming criteria. Book the same sessions for next year.</p> |
| | <p>3) Healthy Movers Breakfast club.</p> | <p>£1929+£925.78 =£2854.78</p> | <p>3) Participation We have had 1907 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.</p> <p>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.</p> | <p>3) Sustainability.</p> |

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| <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>£960.15</p> <p>£384.29</p> | <p>1) Participation 20 Year 6 for water safety experience. 14 Children Netball tournament 14 children Girls football tournament 10 children golf tournament</p> <p>1)Attainment – 19/20children can swim 25m 19/20 children can swim a variety of strokes 20 children experienced lifesaving activities</p> <p>2) Participation – Sensory equipment was bought so all children including 27 SEN children can take part in PE. Sensory balls , scarves , ribbons , balance aids and sensory boxes for each classroom were purchased so that children with sensory needs can take part in the curriculum according to their APDR needs.</p> | <p>1)Sustainability Children will remember these opportunities and were able to access them and not miss out.</p> |

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| <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, £20</p> <p>2) SEN sports day equipment £50</p> <p>3) Netball tournament x14 pupils £00</p> <p>4) Girl's football tournament x14 pupils plus SEN pupils and equipment £48</p> <p>5) Golf tournament x10 pupils plus SEN pupils £48</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 again this year. SEN pupils needs were met to enable them all to take part in sports day with their peers.</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 netball team and girls football team were able to compete with other primary schools.</p> <p>2) Attainment – Lanivet school netball team came second and the girls football team came third.</p> <p>3) Participation 38 pupils attended an inter school competition event this year.</p> <p>2)Attainment 10 Pupils were able to access a new sport (Golf) that is not currently available at Lanivet. Pupils were very excited about the event and staff wee motivated to attend again next year.</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: To continue to ensure all SEN pupils are able to join in with sports day again next year.</p> <p>23)Next steps: Arrange more inter school competition Pupils to attend more inter school competition events.</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 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.</p> | <p>Planned Spend £00</p> | <p>1) Participation: 25 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 5 children</p> <p>1)Whole School Improvement:</p> | <p>1)Sustainability: The new year 5 Sports leader 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> |

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| | | | <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 style="text-align: center;">Community Collaboration</p> <p style="text-align: center;"><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 center. £00</p> | | <p>1) Participation In Autumn 24 – the program was sent out and Lanivet primary decided which fixtures to attend.</p> <p>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. Teachers recorded events on padlet and events were shared with parents via the schools facebook account.</p> <p>2) Whole school : Y6 pupils visited the ground at the all for one center to boost their healthy body and healthy mind. Sometimes it was used for running and other times used for walking to relax and look at nature a form of relaxation for the healthy mind. Pupils were also able to use the facility for team football games.</p> <p>3) 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. The Dragon center provided free tennis sessions for each class and offered additional free taster tennis lessons at the Leisure center.</p> | <p>4) Sustainability 38 pupils attended this year with the aim to be higher again next year. The new cost is 2000 with added benefits which will need to be considered if this is viable next year.</p> <p>The schools pe profile particularly on Facebook has increased.</p> <p>4) Next steps Discussions about the new membership fee increase and the added benefits it may offer Lanivet school if it is agreed to.</p> |

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| <p style="text-align: center;">Workforce</p> <p style="text-align: center;"><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p style="text-align: center;">(Key Indicator 3)</p> | <p>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. Staff have also received training on how to use Padlet to assess each PE lesson effectively.</p> | <p style="text-align: center;">00</p> | <p>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.</p> <p>Attainment: Teachers are able to record and assess each PE lesson and match the achievements to the PE skills through the use of Padlet.</p> | <p>1)Sustainability: Teachers more consistently leading sessions and delivering REAL PE to a high standard.</p> <p>1)Next steps: Continue work with new teachers to the school to develop them within PE and Physical Activity through CPD.</p> |
| <p>1)Whole School:</p> | | | | |

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| | <p>2) PE lead attended/ give subject leader training.</p> <p>3) Purchased Padlet for PE assessment and evidence</p> | <p>£191.98</p> <p>£900</p> | <p>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</p> <p>2) Participation New PE lead has an good knowledge of the curriculum , the sequence of lesson , and what other classes are doing by accessing each teachers padlet lessons. Sports premium Document training attended for new PE leads and to address the new online system. PE leads online meeting to discuss a new intefgrated PE assessment tool being rolled out in September 2025.</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 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.</p> <p>3) Participation : All teachers have a Real pe account and access to a Padlet account for recording.</p> <p>4)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 the new reporting format and the potential new assessment tool</p> <p>2) Next step: Role out the new PE assessment tool and provide CPD for all staff on the new system.</p> <p>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. Teachers provide digital assessment date each term on the one drive shared assessment document.</p> <p>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.</p> |
| | <p>Total Planned Spend</p> | <p>17,350</p> | | |
| | <p>Total Actual Spend</p> | <p>17,350</p> | | |

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| | Total Underspend | 00 | |
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