

PORT ISAAC ACADEMY PE & SPORTS PREMIUM STATEMENT

Background – The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport. In 2019/20 the amount schools receive each year has doubled.

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:

- 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
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Funding – Individual schools will receive circa £16,000–20,000 per annum (depending on the number of pupils) which they can use to support these outcomes through various options including; staff CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

Time 2 Move – ‘Time2Move’ is the Cornwall Framework for PE and School Sport. It has been produced by a range of key stakeholders here in Cornwall including Head Teachers and subject specialists taking into account the outcomes of the primary sport premium and Ofsted recommendations. For those schools seeking a comprehensive school sport offer it provides a blueprint to develop excellent delivery both within and outside the school gates. As part of this initiative schools are provided with advice and guidance including a self-assessment audit and action planning template (for further information go to www.cornwallsportpartnership.co.uk/pe-and-school-sport). The following table outlines plans for the deployment of the sport premium funding this year set against the ambitions of the framework.

The total funding for the academic year 2024/2025	£17,300.00
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	No

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Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	<p>External coaching staff delivering PE sessions and extra-curricular sports clubs across the school, supporting curriculum delivery and broadening the range of activities available to all pupils.</p> <p>School-based extra-curricular clubs offered across KS1 and KS2, free of charge to all pupils including those eligible for Pupil Premium.</p> <p>Use of the Get SET PE educational platform to</p>	<p>Planned: £10,589.00</p> <p>Actual: £5,692.00 (external coaching £4,240.00 + platforms £800.00 + clubs £652.00)</p>	<p>Participation: More children actively involved, supported and challenged in PE lessons. All KS1 and KS2 pupils had the opportunity to take part in after-school activities across a range of sports, offered free of charge to Pupil Premium children.</p> <p>Attainment: External coaching has raised the standard of PE delivery, with pupils demonstrating improved physical literacy and confidence across games, gymnastics and dance units.</p>	<p>Sustainability: After-school clubs and PE lessons to continue under external coaching arrangements. Staff will continue to monitor and support children during all sporting opportunities.</p> <p>Next Steps: Continue to develop external coaching relationships for 2025–26. Explore CELT trust-wide opportunities for shared coaching provision to extend the offer for this small school.</p>

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	support lesson planning, progression and staff development.		<p>Whole School Impact: Teacher and TA confidence in PE delivery has increased as a result of observing and co-delivering alongside the external coach. Staff have a greater understanding of lesson structure and how to challenge and support pupils effectively.</p> <p>Participation: Children's attitudes towards PE have become increasingly positive, with pupils reporting that they feel able to achieve in lessons. The Get SET PE platform has been used effectively to support less confident staff.</p>	<p>Sustainability: PE curriculum to continue and embed further across the school. The Get SET PE platform to be used for ongoing CPD and support for any new staff.</p> <p>Next Steps: PE lead to research and develop an assessment approach for PE to better track pupil progress across the school.</p>
<p>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></p> <p>(Key Indicator 1)</p>	<p>Purchase of additional equipment and resources to enable a wider range of physical activities at break times and lunchtimes, and to support the Get SET PE scheme of work.</p> <p>Wake and Shake sessions established three times per week to promote daily physical activity across the school.</p>	<p>Planned: £1,475.59 (including SOW) Actual: £8,620.50</p>	<p>Participation: Increased number of children participating in physical activity at break times and lunchtimes. Equipment investment has had a particular positive impact on KS1 children, giving them structured ideas for collaborative play.</p> <p>Attainment: More children are able to achieve learning objectives in PE through support provided during whole-class lessons. The range of equipment available has enabled a broader selection of activities to be taught effectively.</p> <p>Whole School Impact: KS2 children have demonstrated improved teamwork and sportsmanship, observed during football and games sessions. Behaviour during break times and lunchtimes has improved as a result of structured sporting opportunities.</p>	<p>Sustainability: Lunchtime activities to continue to promote physical activity. Staff and TAs will monitor and support children during these opportunities.</p> <p>Next Steps: Re-introduce sports clubs after school and begin to use sports leaders at break and lunch to lead structured activities. Pupil conferencing to be used to discuss use of new equipment and identify any further needs.</p> <p>Sustainability: Closely monitor and care for new equipment to ensure it remains in good condition for adult and child-led activities.</p>
<p>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></p> <p>(Key Indicator 4)</p>	<p>Extra-curricular sport provision provided and subsidised by external agencies for FS–KS2. Delivering sporting CPD for staff.</p> <p>Sports Days for FS–KS2. After-school clubs open to all pupils.</p>	<p>Included within external coaching allocation (£4,240.00)</p>	<p>Participation: Increase in the number of SEND pupils joining in all aspects of lessons, as a result of the levels of skills activities and differentiated approaches available through external coaching and Get SET PE.</p> <p>Participation: Lesson and staff feedback has noted an increase in the number of disengaged or SEND children participating in lessons and after-school clubs. Children speak more positively about their experiences, noting a</p>	<p>Sustainability: All current staff have been trained in the new curriculum and scheme of work.</p> <p>Next Steps: Look at SEND provision specifically across year groups – identify aspects of the PE curriculum that may need adapting and consider whether coaching staff or equipment need to be further adjusted to ensure full access.</p>

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			<p>focus on personal development rather than purely competitive outcomes.</p> <p>Whole School Impact: Self-esteem of SEND and disengaged pupils has improved. An all-inclusive 'everyone can achieve' ethos around PE has been established across the school.</p> <p>Participation: Uptake of Pupil Premium targeted places at after-school clubs has remained high. All SEND pupils were able to access Sports Day with appropriate adaptations and equipment in place.</p>	<p>Next Steps: Autumn term focus on disengaged pupils – review how engagement and participation is maintained for PP and SEND children through the year.</p>
<p>Competitions <i>provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p>(Key Indicator 5)</p>	<p>Participation in School Games network events and cluster competitions, including cross country, football and swimming. Inter-school and intra-school sports day competitions.</p>	<p>Planned: £200.00 Actual: £1,337.50 (School Games network)</p>	<p>Participation: All children were able to demonstrate the values of the school whilst competing at School Games events. SEND and disability pupils were able to access alternative provision including adapted activities at sports day.</p> <p>Participation: KS2 pupils attended events including swimming, football and cross country. Due to the small staffing structure of the school, some competitive opportunities were not accessible to all year groups – this has been identified as a priority for 2025–26.</p> <p>Whole School Impact: Competitive experiences raised the morale of the children and gave them the opportunity to demonstrate core school values outside of the classroom.</p>	<p>Next Steps: Look at provision within CELT trust and the opportunity to attend sporting fixtures across the primary schools in the trust, reducing transport barriers for this small, remote school.</p> <p>Next Steps: Ensure training opportunities and competitions are being accessed for KS2 with a focus on netball and football. Use staffing arrangements more effectively to ensure no year group misses competitive opportunities.</p>
<p>Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<p>Use of Get SET PE platform to develop staff confidence and subject knowledge in PE planning, delivery and assessment.</p> <p>No dedicated CPD budget allocated this year. Staff professional development in PE supported through CELT trust-funded routes including the InSync curriculum programme.</p>	<p>CPD: Nil Platform: £800.00 (included above)</p>	<p>Participation: Teachers' enthusiasm and confidence to deliver PE sessions has increased. Feedback from staff has highlighted the positive impact Get SET PE has had on their delivery, through training resources, video demonstrations and lesson planning support.</p> <p>Whole School Impact: Increased positive attitudes from staff towards PE. Teachers speak positively about lessons and the support provided through the platform. Co-delivery</p>	<p>Sustainability: All current staff have been trained in the scheme of work. The Get SET PE platform to remain in use for CPD seminars and support for any new staff joining the school.</p> <p>Next Steps: Continue to monitor the impact the scheme of work is having on the school. Look at working collaboratively to observe 'best practice.' Ensure any teachers still</p>

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			with external coaching staff has been particularly valuable in developing less confident colleagues.	lacking confidence receive targeted support. Explore CELT-funded CPD opportunities for 2025–26.
Total Expenditure 2024–25		£16,450.00		