



St Mawes Primary School P.E & Sport Premium Impact Statement 2025-2026

School Context

- ☐ We value P.E and sports as part of a healthy lifestyle which continues into adulthood.
- ☐ We endeavour to value commitment, confidence and teamwork within sports as well as ability
- ☐ We are committed to providing a PE curriculum that shares a wealth of experiences.
- ☐ We are committed to offering high quality PE and sport across both key stages.
- ☐ We aim to offer a wealth of active experiences both in school and through our programme of residential trips and cluster events.
- ☐ We are committed to building on our links with our local community and environment to provide PE and sporting opportunities to enhance our curriculum.
- ☐ We are committed to finding a sport for every child.
- ☐ We endeavour to offer a variety of diverse school clubs.
- ☐ We have strong links and work closely with our cluster schools to promote events and have an annual awards evening to recognise this.

Swimming

Cohort	No. of Y6 children	Number of children achieving end of year expectations.	% of Y6 pupils who could use a range of strokes effectively when they left primary school?	% of Y6 pupils who could perform safe self-rescue in different water-based situations when they left school	Have you used the PE&SP to provide additional provision for swimming, over and above the national curriculum requirements?
2021-2022	7	7	100%	100%	Yes
2022-2023	7	7	100%	100%	Yes
2023-2024	7	7	100%	100%	Yes
2024-2025	8	8	100%	100%	Yes
2025-2026	3	3	100%	100%	Yes



Spending Breakdown

Key indicators	Code	Detail	Impact	How will this be sustained?
1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.	A D E G H	The curriculum is delivered according to Physical literacy (Get Set 4 P.E). This has been successfully implemented with teaching staff and moving forward into next academic year with training support staff to deliver the same high quality sessions. Teaching staff are confidently delivering the PE curriculum based on lessons they have observed and taught alongside the PE coach from Go Active. Lunch time supervisors have been trained in how to deliver physical activity at lunch times. They continue to initiate and support playground games using new resources. Year 6 sports leaders and adults trained in Playground Games. Equipment was purchased and used confidently. Continue to maintain standards as a Healthy School, encourage healthy snacks, ensure health and exercise are addressed across the curriculum.	All pupils participate confidently in PE lessons and are challenged appropriately in a balanced range of activities based upon curriculum guidelines. All pupils participate in at least 2x 60 minute sessions of PE each week. Teaching and learning will benefit as a result of plentiful, high-quality equipment. We aim for 100% of children to be choosing to be physically active across a typical week at lunchtime on the back of new equipment and the playleaders active play activities. Children aware of healthy eating choices & are able to make these with increasing independence. Increase target to 95% of children active in purposeful activity for at least 30 mins / day.	With clear plans in place to access and deliver lessons and well-trained staff we can continue to make the most of all aspects of the school day and increase School teaching staff to work alongside support staff (TAs) observing lessons taught by coaches and work alongside to 'team teach'. This will ensure improved confidence and quality of delivery when TAs cover PE sessions during staff absence. Lunchtime activity facilitated by year 6 leaders with support from supervisors. When they are trained, year 6 to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability. EYFS outdoor equipment was removed and new equipment and resources purchased. Observation of physical skills has shown pupils are spending more time accessing outdoor provision and this in turn is having an impact on physical skills. Nursery children in particular are becoming more confident in gross motor skills.



2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.	ACDEGH	Use of outside agencies (Go Active) to deliver a programme to support ALL children in accessing high quality P.E, particularly in individual sports. Continue to increase the number of children who have represented the school at a competition, performance, or fixture. Sporting achievements to be displayed.	The notice boards/newsletter are full of information about matches/clubs/results and pupils are keen to get involved. Drop in roll has made it difficult to maintain full teams at events. However, all events have been attended with pupils showing teamwork and sportsmanship in attending.	Monitor impact through increased participation in in - school and out of school sports events. • Opportunities provided for children to lead children to enjoying physical activity which in turn influences future choices. Continuing to report and celebrate pupil success in assembly has no long-term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.
	CDEF	Use of outside agencies and link with TRLC festival events. Employment of Teaching Assistants/ use of local transport to ensure that as many children as possible can attend sporting events Staff will be given the opportunity to attend CPD courses through the Aspire Academy Trust, Mid Cornwall Sports Network, the Youth Sport Trust and also in - house training where appropriate.	Staff will attend CPD to further their skillset. Cascading of training continues – time given in staff meetings following training for staff to share good practice / new skills to ensure that excellence in PE continues after funding ceases. PE Lead attend YST and Aspire training throughout the year. All staff (teachers & support staff) to feel more confident in delivering a broad, structured & progressive curriculum.	Enhance further the confidence of the adults in school who lead PE lessons and clubs. Continue to develop inclusivity – regular audits to ensure that we are catering for as wide a range of abilities & interests. Ensure that all staff have opportunity to receive CPD Staff continue to be aware that pupils joining the school are those who will have been part of the initial lockdowns due to Covid pandemic.



4. Broaden experience of a range of sports and activities offered to all pupils.	ABDEFG H	Arrange a pupil survey to ascertain what pupils would like- previous survey feedback about access to different sports, particularly individual sports. Explore range of sports on offer to link in with skillsets of staff- change of staffing this year offers a chance to revisit.	All staff involved in extra - curricular activities. They continue to promote the importance of movement and the impact it has on health.	Continue to liaise with families and pupils to ascertain the clubs and activities that our pupils want to be attending. Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.
5. Increased participation in competitive sport.	ABDEFG H	Raise the profile of inter school competitions. Continue links with the Roseland school for the opportunity to take part in festivals and competitions. Widen participation further (of children competing & types of sports). Strengthen links within the trust.	Increased numbers of pupils of all abilities participating in competitive opportunities within school Increased numbers of pupils participating in competitive opportunities against other schools Increased competitive sporting opportunity to develop a sense of inclusion / school pride / teamwork in pupils. Development of communication / leadership skills Focus on emotional resilience increasing as a result of learning to cope under pressure, failing etc. • Sense of pride in pupil performance is noticed and pupils actively want to improve so they can represent the school. Team colour sport is at the heart of the school ethos	Regular reviews & pupil voice to ensure any changing needs / themes are captured & acted upon. Discussion between PE leads and across Aspire trust for future planning and events. Discussions with Roseland regarding festivals and competitions.