



PE & Sport Premium policy

This policy needs to be read in conjunction with our Pupil Premium policy and PE policy

Rationale

At Curnow School we use the PE and sport premium grant funding towards the following aims:

- To support all children and young people to live healthy active lives.
- To establish the foundations of positive and enjoyable participation in regular physical activity within the primary setting

Crucial to achieving this is ensuring that pupils have access to:

- at least 60 minutes of physical activity during the school day alongside high-quality PE provision (at least 20 minutes for disabled pupils and young people)
- taught by confident and knowledgeable teachers
- opportunities to experience and participate in a wide range of sports and physical activities.

The Government has released additional funding for schools with primary aged pupils, for PE and school sports enhancing the usual allocation of £8130.

Curnow School has been allocated £16,000 and will receive an additional payment of £10 per pupil; the school will determine the total amount in relation to the number of pupils on role from Years 1 – 6 identified via the school census.

At Curnow School we will use the funding to make additional and sustainable improvements to the quality of the PE, sport and physical activity by:

- making additional and sustainable improvements to the PE, sport and physical activity the school provides
- providing and improving equal access to sport for boys and girls
- ensuring teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising continued professional development (CPD) and training where needed

Key indicators

We will use the PE and sport premium to secure improvements in the following 5 key indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

The approach Curnow School has taken is based on the desire to ensure all children benefit from the funding regardless of their sporting ability and is therefore spending the premium with the aim of giving all children extra opportunities and experiences in a range of 'sporting' activities outside of the curriculum we already offer or provide enhancement opportunities within existing plans to further pupil engagement (enhancing resources of the school).

The school expenditure will additionally consider the physical well-being of pupils particularly in relation to any recommendations received from multi-agency teams (e.g. – physiotherapist); aspects of this additional funding will be used to support the physical needs of pupils through the enhanced provision of bespoke equipment aimed at improving/maintaining posture, coordination (motor function) leading to improved pupil engagement within teaching/learning.

INTENT

At Curnow our provision ensures all pupils study Physical Education and can make progress within it as part of their basic entitlement; therefore, it is of vital importance to our curriculum and our learners. In recognition of the above PD at Curnow takes many different forms;

Pupils within EYFS and Yr1 study PE to:

- Develop and increase physical competency, ability and understanding
- Ensure inclusion and provide opportunities that can be adapted to suit the spectrum of needs
- Develop the components of efficient motor function, symmetrical activity, basic body movement, large muscle development, eye/hand co-ordination, eye/foot co-ordination, body image, balance, rhythm, space and direction
- Begin to develop/further develop confidence in less familiar environments, generalising skills accordingly

Key Stage 1 and 2 study PE to:

- Develop an awareness of, and interest in, themselves and their immediate surroundings and environment
- Join in practical activities that link to ideas, for example, invasion games
- Use their senses to explore and investigate
- Develop an understanding of cause and effect
- To start to work co-operatively together
- Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Engagement pupils working within the Engagement steps study PE to:

- Experience that personal actions have consequences, leading to the seeking of explanations and understanding
- Increase the breadth and depth of their experience, knowledge and understanding
- Link and apply physical education knowledge and understanding to everyday life
- Develop an understanding of the more aesthetic as well as the concrete and practical

- Develop skills to work as part of a team

This is achieved through the EHCP outcomes, especially within the Physical and/or sensory outcomes of the plan with the guidance and support of the therapy team (Physio and OT) to support meaningful and appropriate targets within this vital area of physical development, therapy and maintenance of movement and posture.

In response, Engagement pupils can make progress in Physical Education through:

- provision of bespoke equipment recommended to assist pupil's physical development, addressing well-being needs aimed at improving/maintaining posture, coordination (motor function) leading to improved engagement within teaching/learning
- highly responsive environments which treats all behaviour as communicative to help pupils develop appropriate and effective means of communication
- practical, relevant activities which enable pupils to access concepts of health awareness and safety
- further development of self-confidence and positive relationships with others and to encounter life changes and challenges
- an increasing emphasis on autonomy and interdependence with age, including learning how to access and direct support appropriately when needed

IMPLEMENTATION

The PE curriculum is implemented from EYFS and through the identified pathways of learning (Engagement, Explore and Discovery) from Yr2. The breadth of the curriculum is identified through the long term planning document and the delivery of the key skills:

- Physical activity
- Physical competence
- Competition
- Healthy and active lifestyles

Our current PE provision has been examined by the SLT, PE co-ordinator and the Governors of the school. This has ensured we are certain our provision continues to strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of PE can offer. This curriculum continues to enable all learners to become healthier, understand and experience the benefits of physical activity and be able to develop interests in physical activities that can play an important part in their lives within school and as they move into adult life.

PE & Sport Premium

The SLT, PD co-ordinator and Governors of the school have determined how best to use the additional PE and Sports Premium money awarded to all primary schools by examining the rationale and intended impact outlined by the Government. On reflecting these, the Governors of the school have agreed to use the PE and Sports Premium may be used to:

1. Increase the breadth of our PE provision to ensure pupils are prepared for a wider statutory curriculum at Key Stage 2 (e.g. – swimming)
2. Ensure there is robust assessment of Physical Education (Physical development) within KS1/2 to baseline pupil levels to determine appropriate curriculum/personalised learning

pathways (Engagement, Explore and Discovery) by purchasing suitable resources/enhancement of provision

3. Increased accuracy within key targets (progress over time) identified for Physical Development for each pupil by using purchased/bespoke assessment packages particularly in relation to swimming, dance and any additional physical activity identified
4. Secure the purchase of enhanced resources recommended by multi-agency teams (e.g. – physiotherapists) which further promote physical well-being leading to further engagement (Engagement pupils)
5. Identify a Healthy Living outcome/target/‘PD target’ within all EYFS and KS1/2 EHC plans; measuring the impact of these within pupils EHCP reviews
6. Provide additional PPA to the PE co-ordinator to ensure effective monitoring/development of PE across Lower school monitoring the expenditure/impact of the funding received
7. Ensure all off site visits related to our enhanced PD offer (swimming – KS1/Engagement) reflect the staffing ratios agreed with parents/carers identified via individual safety plans
8. Secure enhanced Physical Development opportunities to underpin inclusive learning via the hiring of a qualified Dance Tutor and the hiring of the community swimming pool/leisure centre (including lifeguard)
9. Increase provision of Outdoor Activities (Horse Riding)
10. Hire of specific Physical Educational facilities to allow for generalisation of core skills leading to a greater functionality of skills learned – e.g. – bowling
11. Contribute towards the refurbishment/replenishment of the resources to support the development of pupil’s well-being needs particularly in relation to TiS action plans - engagement profiles/sensory passports in the sensory integration room/TiS room
12. To purchase and maintain the physical environment at Lower school through the bespoke design of the playground ensuring the equipment purchased provides an equality of opportunity in regards to access
13. To contribute to the upkeep/resources of the water skills pool to ensure this remains fit for purpose and conducive to support pupils therapy needs as identified via multi-agency discussion/therapy plans received

The Governors of the school have recognised the impact this additional money will have within Key Stages 1 and 2 helping pupils develop a healthier lifestyle particularly in relation to the personalised Physical Development offer for each learner.

The PE co-ordinator will monitor the impact of this expenditure and report to the Local Governing Body (LGB) on the impact of this; the enhanced provision map identifies where this additional funding will be allocated and the enhanced opportunities this provides all learners.

IMPACT:

Through the delivery of the PE curriculum pupils will:

- Make progress from their differing starting points & over time progress well within the key skills of PE & Swimming/Water Safety.
- Enjoy their learning and engage well.
- Make informed choices about healthier foods and the importance of regular exercise.
- Further shape their own ideas about a healthy and active lifestyle and how this will benefit them mentally, physically and socially.
- Access a wide range of physical activities/sports and sporting experiences.
- Access and attendance to events and sporting experiences beyond the school setting.

Through this offer we will ensure that:

- Learning remains sequential & builds on long term memory and experience (prior knowledge & understanding – their current skills and abilities).
- Pupils are prepared well for the next stage; next steps secure challenge, promote resilience within all learning.

Monitoring/Review Arrangements

The PE co-ordinator and Head Teacher monitor the PE provision at Curnow; they additionally monitor the expenditure of this additional funding allocation and the opportunities (impact) this aims to bring to each needs type/learner. There has been further examination of the intended impact of the enhanced provision within this document to ensure there is an equality of opportunity for all learners. Curnow School will therefore monitor the expenditure of this money through:

- **Local Governing Body meetings** - scrutinise the enhanced provision map and monitor the progress the pupils are making over time via a report made each year from the PE coordinator of the school; monitor all expenditure of the PE and Sports premium grant to ensure there is best value for money and all expenditure supports the aims of the money received
- **The SLT** - monitor the outcomes of the sensory and/or physical targets identified at each pupils EHC meeting
- **The HT** (alongside the PE co-ordinator) - monitor the breadth, depth and content of the PE curriculum outlined in the long term planning document (including the enhanced provision opportunities) to ensure these continue to support the needs of all learners within the school
- **The School Business Manager** – will provide detailed reports on the expenditure of the PE and Sports Grant allocation, presenting all outcomes to the Local Governing Body to ensure value for money has been obtained
- **Annual return to the Department for Education** - Schools must report on how they have spent this funding, detailing the impact on pupils' participation and attainment. This should be published on the schools website

The PE co-ordinator and Head Teacher will identify how the PE and Sports Grant will be allocated/spent each year. This information will be relayed to the LGB as outlined within the Schools self-evaluation cycle to ensure rigour in reporting and recording and allow opportunities for challenge where necessary during the Autumn Term.

This policy will be updated in accordance with any new recommendations made by the Government in the expenditure of the PE and Sports Premium allocation to schools.

Policy approved by the Local Governing Body	September 2025
Policy to be reviewed	Every 2 years
Responsibility	PE coordinator Head Teacher