



## P.E & Sport Premium Impact Statement 2025-2026

### School Context

There are 148 children on role at St Minver School (Reception – Y6) and 41 children attend our school-based Nursery.

14.2% of children are registered as in receipt of Pupil Premium funding.

12.8% of children are on our Record of Need.

2.0% of children have and Educational Health Care Plan in place.

### 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 your primary school? | Have you used the PE&SP to provide additional provision for swimming, <b>over and above</b> the national curriculum requirements? |
|-----------|--------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 2025-2026 | 22                 | 20                                                     | 91%                                                                                        | 91%                                                                                                                       | Yes                                                                                                                               |
| 2024-2025 | 13                 | 13                                                     | 100%                                                                                       | 100%                                                                                                                      | Yes                                                                                                                               |
| 2023-2024 | 24                 | 21                                                     | 88%                                                                                        | 75%                                                                                                                       | Yes                                                                                                                               |



### Spending Overview

| Code         | Area                     | Details                                                                                                                                                                                                                      | Amount   |
|--------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| A            | Aspire Membership        | Contribution to Aspire Sport Network, including Youth Sport Trust Membership to <i>increase staff confidence, raise the profile of PESSPA, increase participation in competitive sport and broaden experience of sports.</i> | £1000    |
| B            | Other cluster membership | Contribution to area membership to <i>increase staff confidence, broaden experience of sports &amp; increase participation in competitive sport.</i>                                                                         | £2732.50 |
| C            | Staff Training           | Both attending courses and supply costs to <i>increase staff confidence and raise the profile of PESSPA.</i>                                                                                                                 | £3634.30 |
| D            | Resources                | Purchasing new equipment and resources to support the delivery of P.E and School Sport to <i>engage pupils in regular physical activity, broaden the experience of sports &amp; raise the profile of PESSPA.</i>             | £311.94  |
| E            | Staffing                 | Regular staffing costs to <i>increase engagement in physical activity, increase staff confidence and broaden the experience of sports.</i>                                                                                   | £5668.38 |
| F            | Transport                | Transporting children to off-site sports activities to <i>increase participation in competitive sport and broaden the experience of sports.</i>                                                                              | £0       |
| G            | After School Club        | Continuous improvement and enhancement of clubs to <i>increase participation in competitive sport, broaden the experience of sports and increase engagement in regular physical activity</i>                                 | £3802.25 |
| H            | Top up swimming          | The funding of extra sessions across KS1 and KS2 to meet end of KS2 targets to <i>increase engagement in physical activity and broaden experience of sports.</i>                                                             | £0       |
| <b>Total</b> |                          |                                                                                                                                                                                                                              | £17,140  |

### Spending Breakdown

| Key indicators                                                                                                                                                                                                                                                       | Code | Detail                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Impact                                                                                                     | How will this be sustained?                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <i>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.</i> | D,E  | <p>Early identification in EYFS of physical barriers to movement. Interventions to support children with gross and fine motor movement including Early Mark Making programmes – Squiggle Whilst you Wiggle, Drawing Club and Healthy Movers.</p> <p>Active Lunchtime Supervisors engage/lead/model physically active playtime games and challenges. Wraparound member of staff allocated to increase physical activity in breakfast and after-school club (JRI).</p> <p>Physical active activities form part of non-negotiable sessions in the whole school timetable – Wake &amp; Shake, ‘Active Mile’.</p> <p>Consistency of practice in Maths across KS1 and KS2 to include regular physical activity – use of Teach Active Resources to support and online training delivered. External CPD also provided for one staff member.</p> <p>Sensory breaks used throughout the school day – the use of physical activity for self-regulation.</p> | Support and refinement of gross and fine motor movement improves access to learning across the curriculum. | <p>Staff CPD and resources will ensure physical activity remains highly placed within the curriculum for access to learning, regulation, wellbeing and physical health.</p> <p>Engagement of learners in further developmental PE and opportunities for increased participation.</p> |

|                                                                                                                  |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i></p> | <p>A<br/>B<br/>C<br/>E</p> | <p>Consistent implementation of PE Curriculum (Complete PE) across the school has developed cohesive links with School values and children's Personal Development. This is upheld and delivered consistently through weekly Head of School assembly and Achievement Assembly.</p> <p>Maintain standard of kit and equipment. Kit donated by Zen Educate and worn with pride when children represent the school for sports.</p> | <p>Children are knowledgeable about how physical activity positively impacts their wellbeing and their ability to learn. The children also understand the ways in which, through sport, we can live out our school values, develop our characters and become responsible citizens ready for the next stage of their learning.</p> <p>Staff and community are positive role models for children.</p> <p>High expectations in standard of kit provides children with a sense of pride, high levels of engagement from all children and raises the profile of how sport is a priority at our school.</p> | <p>All pupils are aware of the purpose of PE lessons in the context of developing their skills, personal growth, physical health and mental wellbeing. This leads to children being more likely to be active both in and outside of school and leaving St Minver with a love for sport and physical activity.</p> <p>Inclusive PE skills gained will empower staff year to year to develop teaching PE. Children will benefit from the ever-increasing quality of PE.</p> |
|------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                    |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> | <p>A<br/>B<br/>C<br/>E</p> | <p>Aspire and Arena Membership with access to CPD from providers. Staff are signposted to CPD.</p> <p>All teachers have the opportunity to 'Team Teach' with Level 5 Sports Coach and PE Lead.</p> <p>£1000 Aspire includes subscription to YST who provide us with opportunities throughout the year. PE network meetings with Aspire promote PE, Sport and Healthy and Active Lifestyles. Aspire run sports events and competitions throughout the year.</p> | <p>Upskilling of staff.</p> <p>Staff are confident in teaching of PE and embedding activity into daily practice.</p> | <p>Upskilling of staff – teachers and leaders have accessed high-quality support and networking opportunities.</p>                                                                                                                                                                                                                                              |
| <p>4. <i>Broaden experience of a range of sports and activities offered to all pupils.</i></p>     | <p>A<br/>B<br/>C<br/>E</p> | <p>Interactive equipment increases activities, and Physical Activity before, during and after school.</p> <p>Access to offsite activities as part of the curriculum by walking to the beach – surfing, paddle boarding.</p> <p>Engagement of parent body ensures that children access further opportunities including – 3 Tors Challenge (climbing), tennis and Multi-skills events, National dodgeball competition)</p>                                       | <p>Children will have access to opportunities and resources to broaden their experiences.</p>                        | <p>A range of activities and sports in place and commitment to adapting and building on this.</p> <p>Uptake in a variety of clubs/activities. Children who haven't previously accessed a club have joined and will continue to be monitored.</p> <p>This will encourage more children to take part in physical activity throughout school and further life.</p> |

|                                                                |                      |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. <i>Increased participation in competitive sport.</i></p> | <p>A<br/>B<br/>G</p> | <p>Cluster and School Games events – all children have opportunity for intra and inter school sport events.</p> <p>Increased participation in competitive sport with support of parent body for transportation.</p> <p>Children receive high quality coaching and training sessions through afterschool provision to develop skills to complete and succeed in various events.</p> | <p>All children have the opportunity to access and participate in ‘Turn up and play events’, Festivals and competitions.</p> | <p>Links to cluster, Trust and County groups will continue.</p> <p>Improved performances in leagues and competitions.</p> <p>More children have been given the opportunity to represent the school and take part in competitive sport.</p> <p>Children more likely to continue playing sport throughout secondary school and life.</p> |
|----------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|