



Mount Hawke Academy PE & Sport Premium Statement

Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
<p>Whole school physical activity – review periods of sedentary behaviour across the curriculum and provide a toolkit for increasing physical activity throughout the day.</p> <p>Staff CPD</p> <p>Increasing opportunities for the least active</p>	<p>Children have increased stamina and focus within all areas of the curriculum. They have built a secure understanding of the benefits of being physically active. Behaviour across the school day has improved, with those who need an increase in movement to allow better focus, having the opportunity to do so. The increase in physical activity has created a positive and meaningful relationship with physical activity and school sport. Children are able to explain how applies across the whole school day, embedding those healthy habits. Leadership opportunities, particularly peer to peer support have developed life skills such as problem solving, responsibility and wider social skills. This has enhanced the 'one family' approach our school has, as there is mutual respect amongst the children and staff, across all year groups. Children in leadership roles have taken ownership and are proud to represent.</p> <p>1b. We took part in an Aspire wide fundraiser called Connect 40, which saw staff and pupils alike engaging in an academy wide initiative.</p> <p>1c. We conducted Pupil Voice throughout the year, to get pupil feedback about the curriculum and the overwhelming response was that pupils enjoyed the newer sports such as Tchoukball and baseball. As a result we have reviewed our curriculum, particularly for KS2 and have changed a number of our sporting focuses. This will ensure maximum pupil; engagement moving forward and keeps the curriculum fluid and closely matched to pupils' interests.</p> <p>Staff have a clear understanding of the meaning of physical literacy and are now sharing that with their classes. Staff are able to recognize that everyone has a unique and varied approach with physical activity and</p>	<p>Evidence – pupil conferencing, learning walks, staff meetings (TA and teacher), parental feedback, Connect 40 participation and fund raising, Excel spreadsheet documenting pupil participation</p> <p>Evidence – staff meetings, learning walks, lesson observations, pupil conferencing, staff training days with a PE focus – model lesson delivered with full staff participation</p> <p>Evidence – parental feedback, parent consultation, pupil conferencing, PE conferencing</p>

sport and that it is the relationship with have with movement which is crucial. Staff understand why it is important to embed healthy habits and physical activity. Staff knowledge and understanding of physical literacy underpins our whole school ethos of PE and school sport. The development and use of key vocabulary also works alongside My Personal Best which is part of our behaviour policy and as a result children have gained a deeper understanding of the vocabulary and what it means in real life terms. Staff are able to see how to structure their lessons effectively, using the objectives, vocabulary and unit purpose to ensure key understanding from both pupils and staff. Staff use the school's learning pathway, in order to understand where pupils have come from and where they will go to, (for example: Year 2 unit – jumping leads to jumping for distance and triple jump). Staff are becoming more aware of how to adapt lessons for SEND pupils. Evidence provided for PE leads. Assessment – by having a clear and structured assessment format, there are now opportunities to share Complete PE assessments with the children that supports them with their understanding of where they are progressing and what they still need to develop. This includes the use of peer to peer assessment, develops life skills such as responsibility and also allows teachers to see whether the children have a true understanding of the lesson content and 'journey' of the unit.

We have ensured that there is equal access and opportunity for all pupils. We are constantly working to understand the needs of our children and the barriers they may face with regards to physical activity and so by targeting the least active, we have given them the opportunity to change the narrative and create healthy habits that can be transferred between home and school life. Making use of events such as the Cornwall School Games and attending PE conferences where we have a say in the structure and development of these events, has meant that we are accessing the most beneficial and relevant resources for our children. This has benefited families and the wider community. Initiatives such as local links with the skate park had a hugely positive impact and the

	children that attended were engaged, excited and teachers commented that their focus for the rest of the school day was much improved and that their confidence increased and this increase was maintained and replicated across other areas of life.	
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Spending Overview

Code	Area	Details	Amount
A	Aspire Membership	Contribution to Aspire Sport Network, including Youth Sport Trust Membership to increase staff confidence, raise the profile of PESSPA, increase participation in competitive sport and broaden experience of sports.	£3425
B	Other cluster membership	Contribution to area membership to increase staff confidence, broaden experience of sports & increase participation in competitive sport.	£2800
C	Staff Training	Both attending courses and supply costs to increase staff confidence and raise the profile of PESSPA.	£2500
D	Resources	Purchasing new equipment and resources to support the delivery of P.E and School Sport to engage pupils in regular physical activity, broaden the experience of sports & raise the profile of PESSPA.	£2050
E	Staffing	Regular staffing costs to increase engagement in physical activity, increase staff confidence and broaden the experience of sports.	£5625
F	Transport	Transporting children to off-site sports activities to increase participation in competitive sport and broaden the experience of sports.	£1400
G	After School Club	Continuous improvement and enhancement of clubs to increase participation in competitive sport, broaden the experience of sports and increase engagement in regular physical activity.	£1150
H	Top up swimming	The funding of extra sessions across KS1 and KS2 to meet end of KS2 targets to increase engagement in physical activity and broaden experience of sports.	£0
Total			£18950
Total Sports Premium			£18450

Key Indicators

Increased confidence, knowledge and skills of all staff in teaching PE and sport.

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.

The profile of PE and sport is raised across the school as a tool for whole-school improvement.

Broaden experience of a range of sports and activities offered to all pupils.

Increased participation in competitive sport.

Key Priorities and Planning

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?
<ul style="list-style-type: none"> 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. All teaching staff have opportunity to team teach with Sports Coach All support staff are provided with training on how to be an active support 2x staff training day, looking at planning, updates, doing a mock lesson, critiquing. PE scheme regularly updated and learning cards shared with staff - Complete PE with My Personal Best. Healthy Movers for EYFS Network meetings within Aspire YST CatalYST role for subject leads – can then share best practice in staff meetings/training days Disney All Stars Football Training Baseball equipment purchased and training delivered on staff training day Teach Active training – resources then shared with all staff Cornish Pirates Immersion Half Term BM – PE hub lead for Truro Early Years staff refresher training for Healthy Movers 2 x staff on 'Teaching cricket with confidence' delivered by TPAT 	<ul style="list-style-type: none"> Teaching staff 	<ul style="list-style-type: none"> Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and school sport 	<ul style="list-style-type: none"> Teaching staff will be more confident to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school. This includes teaching water safety and swimming and as a result, improved % of pupil's attainment in PE. 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 PE Lead Teacher and PE teacher attend YST and Aspire training throughout the year. Sustainability– all staff (teachers & support staff) to feel more confident in delivering a broad, structured & progressive curriculum. This will be measured by learning walks, lesson observation and staff/pupil conferencing. Staff will be fully aware and understand the progression of knowledge and skills from EYFS to y6. Skills, knowledge and understanding will remain current and relevant as our training is provided on an annual basis, ensuring that those who may be moving key stage, year groups etc are aware of the subject across the

<ul style="list-style-type: none"> • Introduce more outdoor adventure learning opportunities- pupil voice has indicated an interest in more outdoor and adventurous activities (Bodmin Moor and orienteering map for example) • Implementation of My Personal Best, to tie in with PSHE so that children are accessing the holistic element to PE and physical activity – provided YST with a case study on how this has been implemented in our school. • Cornwall school games • Dry triathlons • Year 6 sports leaders and MDS trained in Playground Games (Young Leaders course and Disney Girls Football) • Involvement with National Sports week and resources shared daily with parents. • Ensure that children at Wraparound have equal opportunity for being increasingly active for at least 30 mins per day, following the Chief Medical Officer's guidelines of all children being active for 30mins a day in school. • Local links made with the nearby Skate Park – we are staggering the groups we take, firstly focusing on the least active and Pupil Premium • Baseball training and equipment ordered • Children identified through an audit and conversation with parents – tailored opportunities to increase physical activity (for 	<ul style="list-style-type: none"> • Whole school improvement • Pupils 	<ul style="list-style-type: none"> • Key indicator 2: engagement of all pupils in regular physical activity 	<p>ages. This is for all teaching and non teaching staff.</p> <ul style="list-style-type: none"> • 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 90 minutes of PE each week (averaged across the year) • Teaching and learning will benefit as a result of plentiful, high-quality equipment. • Children will experience a wider range of physical activities- climbing, surfing, orienteering, skating- that they express an interest in through pupil voice. • We predict that 100% of children will be choosing to be physically active across a typical week at lunchtime on the back of new equipment and the playleaders active play activities. • Increase target to 90% of children active in purposeful activity for at least 30 mins / day. • After School Club continues to build on 30 min / day physical activity for children attending, developing use of adventure playground & indoor hall equipment. • Increased range of sporting clubs signposted to appeal to a wider range of children. A wider range of children to take up the opportunities, encouraging access into sports that are not viewed as traditionally sporty, such as table cricket. The increase in children's confidence to carry across into PE sessions.
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<p>example, EHCP Y3 child running a mile a week)</p> <ul style="list-style-type: none"> • Whole school monitoring of access to sporting events • In addition to timetabled PE, all children have active breaks throughout the school day, either making us of new playground equipment such as table tennis and skipping ropes, to dance sessions in the classroom • Sustrans Active Travel 			<ul style="list-style-type: none"> • Apply these skills in an external environment to Mount Hawke. • Evidence from National Child Measurement Programme (NCMP) in Cornwall: • The proportion of Reception children who were overweight or living with obesity (13%) is lower than in most other schools across England (22%). 25% of Reception children were overweight or living with obesity in Cornwall local authority • The proportion of Year 6 children who were overweight or living with obesity (24%) is lower than in most other schools across England (34%). 32% of Year 6 children were overweight or living with obesity in Cornwall local authority.
<ul style="list-style-type: none"> • Training to be delivered to other support staff to ensure FunFit is sustainable. • Go Active – Dance classes • Active Travel – get cycle training • Subsidy of pupil kit to continue raised profile of PE, SS & PA • Active Minds – YST cpd • Use of Sports Coach to deliver FunFit programme to support SEND pupils, tailored to their individual physical needs. • Children to be identified & trained as trainers to roll out through the school to help improve fitness levels further. • Following the success of Girls Active (was TGC Crew), pupil voice told us that there was a demand for Boys Active. Launch Boys Active. • Continue to increase the number of children who have represented the school at a 	<ul style="list-style-type: none"> • All staff • All pupils 	<ul style="list-style-type: none"> • Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement. 	<ul style="list-style-type: none"> • Children with SEMH / sensory needs identified and targeted for Born to Move sessions before beginning lessons each morning-help to regulate / focus / way into school rather than becoming overwhelmed in playground. • Boys/Girls Active launch to target younger boys/girls who lack confidence in PE / sport / have SEMH needs. • Development of school colour teams. All children to take part in intra-school colours competitions / colour captains to be visible presence in sports assemblies. This includes My Personal Best so relationships with PESSPA is positive and meaningful. • Through the addition of the 'champions' book, we predict that by July 2025, 100% of pupils will have been celebrated in our

<p>competition, performance or fixture.</p> <ul style="list-style-type: none"> • Introduce PE and School sport to Celebration assembly every term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies - prize • Success to be seen physical, cognitively, socially, and emotionally. • Sporting stars display - Team Captains/Sports Leaders to write up match reports from fixtures • Whole school Engagement day with Cornwall Cricket – Chance to Shine. • Case study written about My Personal Best and shared with the wider community including schools nationally. Shared at the YST National Conference. • Staff, parents and pupils' own personal achievements recognized in assemblies and the school newsletter/facebook page. • Termly pupil voice – finding out what children enjoy and why they think physical activity is important – curriculum reviewed as a result • Pupil led lunch time clubs – currently Mental Health Ambassadors, rugby and cheerleading • softball cricket sessions For SEND children Sessions will be ran by Cornwall Cricket Disabilities • Whole school rowing challenge John O' Groats to Lands End. Visit from Olympic Rowing Champion. 			<p>assemblies. This will be a celebration of the whole child – physical, cognitive, social or emotional learning</p> <ul style="list-style-type: none"> • The notice boards/newsletter are full of information about matches/clubs/results and pupils are keen to get involved. • 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. • Table Cricket Club to become new sports offer run by children for others, building on success of reaching Lords Taverners Table Cricket Regional Finals in Exeter. • 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.
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<ul style="list-style-type: none"> • Additional Sports on offer – curriculum time to engage all pupils – dance, climbing, and skipping. • Involve external coaches to work with staff in P.E lessons. • Disability cricket • Cornwall cricket • Mike Turnham – Aspire outdoors – orienteering • Bodmin/Dartmoor – orienteering • Surfing • Access to offsite activities as part of the curriculum with use of minibuses – surfing, sailing, bowling and mountain biking. • Local links made with the nearby Skate Park – we are staggering the groups we take, firstly focusing on the least active and Pupil Premium • Whole school Engagement day with Cornwall Cricket – Chance to Shine. • Playground Leaders training with Cornwall Cricket • YST – Mental Health Champions training for Y5 pupils – provided by our current Y6 ambassadors • Cornish Pirates rugby engagement term • Whole school rowing challenge John O' Groats to Lands End. Visit from Olympic Rowing Champion. 	<ul style="list-style-type: none"> • All pupils 	<ul style="list-style-type: none"> • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<ul style="list-style-type: none"> • Climbing wall experience for all pupils across the year. We predict that 100% of pupils will enjoy the experience and this will increase the number of pupils seeking active lifestyles outside of school. • 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. • Continue to liaise with families and pupils to ascertain the clubs and activities that our pupils want to be attending. • Offering a range of sports and activities such as the skatepark and orienteering opens up options to parents
<ul style="list-style-type: none"> • Richard Lander school cluster: organise and arrange inter-school competitions and festivals, some which lead onto county events. • Widen participation further (of children competing & types of sports). Strengthen links within the trust & Peninsula & Cornwall to ensure sustained participation. 	<ul style="list-style-type: none"> • All pupils 	<ul style="list-style-type: none"> • Key indicator 5: increased participation in competitive sport 	<ul style="list-style-type: none"> • Increased numbers of pupils of all levels / need 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

<ul style="list-style-type: none"> • Platinum YST award. Encourage other staff to take an emerging role in organising these so that events are sustained even if personnel change. • This Girl Can Crew to survey: Consider PE kit is not discouraging children from participating • Provision capturing girls' interest & enthusiasm • Inter school competitions and Dry Tri - this will include cross country, dodgeball, a Christmas themed relay sequence for each class. • Sports Day for families provided in person • Whole school monitoring of access to sporting events • Curriculum is regularly reviewed and designed so that pupils can experience sports in lessons, with much variety and taking into account pupil voice. 			<p>of inclusion / school pride / team work in pupils. Development of communication / leadership skills</p> <ul style="list-style-type: none"> • Focus on emotional resilience increasing as a result of learning to cope under pressure, failing etc. • Include within this, the My Personal Best criteria. Celebrate within assemblies and at the end of sessions. • Sense of pride in pupil performance is noticed and pupils actively want to improve so they can represent the school. • Whole School: 100% of pupils participate in Sports Day, team colour sport is at the heart of the school ethos. • All results from sporting competitions are celebrated and effort is noted alongside success using My Personal Best. • Parents are supportive in the provision of transport and attending matches. • Discussion between PE leads and across Aspire trust for future planning and events.
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Key Achievements 2024-2025

Activity/Action	Impact	Comments
<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport, with a focus on Teach Active and CPD for support staff.</p> <p>2. Inclusion - improve the quality of schools' physical education and school sport provision for SEND pupils working with PE leads, teachers, SENDCos and teaching assistants.</p> <p>3. Broader experience of a range of sports and activities offered to all pupils</p>	<p>1. We have lead will 2 x PE training sessions, where all staff observed and then team teach a PE lesson. The purpose of this was to ensure all staff became confident in using the planning, the knowledge organisers and ensuring that they are aware of the 'learning journey' that pupils go on. All staff gained awareness of how to assess within the lesson and use the adaptive learning cards where appropriate. (links to target 2). Following the monitoring 2023-2024, we found that although support staff were involved in the lessons, they were not always confident on using the vocabulary or adapting activities with small groups. By ensuring support staff received the appropriate training and exposing them to the sequence of learning, they became confident in supporting the class teacher in delivering high quality PE lessons.</p> <p>BM became PE hub lead for Truro within Aspire which has meant sharing practice and also networking within the academy.</p> <p>We will also trained up two members of staff with Teach Active (October 2024). This was then shared with staff and gradually implemented as we worked out what fits best for our whole school curriculum. The long term benefits of Teach Active are enormous: (taken from teachactive.org)</p> <p>1. Promote responsibility - Active learning is student-centred. It gives pupils' greater involvement and control and encourages them to take responsibility in their own learning.</p>	<p>We are continuing our mission to ensure every child and family has ready access to quality physical education and resourcing. By implementing the new resources on Complete PE and Youth Sport Trust for SEND children, we will be able to share appropriate resources with families and staff which are manageable and sustainable. In addition to this, we are maintaining local links with places such as the skate park, where we will take our least active and Pupil Premium children. This works alongside our overarching goal to ensure every child has a positive and meaningful relationship with physical activity and school sport.</p> <p>Reference links include:</p> <p>Inclusion 2024 - Youth Sport Trust</p> <p>Inclusive Sports Programme - Youth Sport Trust</p> <p>Complete P.E. Adaptive Cards (completepe.com)</p> <p>Complete P.E. Subject Leaders (completepe.com)</p> <p>https://www.activityalliance.org.uk/how-we-help/research/5658-my-active-future-including-every-child-march-2020</p> <p>www.teachactive.org</p>

2. Collaboration and social skills - Team work and the development of social skills builds confidence and empowers them to believe in themselves.

3. Change attitudes - Making these sessions fun is key to changing pupils' attitudes. Every aspect of the curriculum can be adapted to make it more active and therefore more fun. An active session is much more focused and intellectually exciting.

4. Raise attainment

5. Improve health - Getting more active in class not only raises attitudes and attainment but also creates healthier, happier and more confident children. Encouraging primary school children to stay active and increase levels of physical fitness is part of the government's plan for action to significantly reduce childhood obesity too.

2. This was linked to the Inclusion 2024 initiative "The primary aim of Inclusion 2024 programme is to improve the quality of inclusive PE and school sport provision for SEND pupils. By improving provision, we can increase the opportunity for SEND pupils to achieve the Chief Medical Officer's guidelines to achieve a minimum of 20 active minutes a day." We conducted a review of our 2023-2024 pupil conferencing, lesson observations and extra-curricular offer and found that whilst our SEND pupils had access to a rich and varied curriculum, aspects of the sessions could be better adapted to meets their needs and ensure they are getting full value out of each lesson. A study in March 2020

(<https://www.activityalliance.org.uk/how-we-help/research/5658-my-active-future-including-every-child-march-2020>) found that **90%** of parents of disabled children say their child's level of physical activity is important to them. Yet, less than half of parents with disabled children feel they have enough support to help

their child to be active. Therefore, the long term benefits of this target are that we have built a resource bank of bespoke activities linked to all areas of the PE curriculum. Resources can be adapted for families where needed and this provides the foundations for a strong SEND PE provision.

3. Following the monitoring 2023-2024, we found that children spoke most positively about the more diverse sports and activities we offered. As a result we rewrote our curriculum map (to implement September 2024), including units of which were referred to during pupil conferencing. From pupil conferencing alone, we know that these units engage the least active, the least motivated and reignited a love for PE and school sport across the whole school. Children are able to see the links between different sports and activities and can recognize how many of the skills taught interlink across the units. This has also opened up wider interest in the community, with children showing interest in extra curricular and utilizing clubs on offer in the wider community. Already we have seen the variety of sports and activities children access from climbing, to capoeira and BMX.

Lunch time clubs initiated by children – rugby and cheerleading

Whole school rowing challenge John O' Groats to Lands End. Visit from Olympic Rowing Champion.

Swimming

Meeting National Curriculum requirements for swimming and water safety~

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

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, over and above the national curriculum requirements?	Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?
2020-2021	33	100%	100%	100%	No	Yes
2021-2022	46	93%	93%	88%	Yes	Yes
2022-2023	45	93%	93%	83%	Yes	Yes
2023-2024	43	100%	100%	100%	Yes	Yes
2024-2025	41	95%	95%	95%	No	Yes