



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023): See Sports' Premium Review 2023

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
See Sports' Premium Review 2023		

Key priorities and Planning: 2023- 2024 Total allocation £17 970

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<u>Pupil Leadership:</u> To train a new cohort of Sports Leaders- pupils who are trained to run activities at lunch times (train Year 5 to take over from last years' year 6). Resource team of sports leaders. Lead teacher to oversee. To continue to implement 'Lunchtime Friends' – Year 6 leaders to lead and support physical activity in reception and Year 1- time to train, meet, organise so lunchtime friends rotate across year R and Yr 1 at lunchtime across the year- eat with the children and then lead play. AHT to oversee. <u>Staff Leadership and Professional</u>	Lunchtime supervisors / teaching staff- PE Leader pupils – as they will take part-leading the activities for other pupils across the school and pupils across the school participating. EYFS/KS1 teaching staff/MSAs SAFs Lead – release time to develop and support team of children/ monitor. Staff delivering PE	Key indicator 1 -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 per day, of which 30 minutes should be in school. Key indicator 2: The profile of PESSPA being raised across the	Children take more responsibility and growth in pupil leadership skills across the school. Raised profile of pupil leadership and play/ sports/ mental health. More pupils are involved in regular physical activity as a result. Lunch and breaktimes are calm and purposeful. Continued increased confidence and better subject leadership skills	£5000

(non- capital) Membership of PE Hub <u>Supporting all pupils:</u> Ensure that Sensory Circuit development with SEND cohort gives opportunity for physical exercise and staff PD. Increase opportunities for physical/ outdoor activities for pupils in our bespoke SEND provision- staff support and training/ site development. Increased opportunities for physical/ outdoor activities for pupils in Breakfast club <u>Provide additional healthy, physical activity opportunities outside of curriculum time – after school clubs/ lunchtime:</u> athletics, football, gardening, art. Look at less traditional activities that could build upon the PE provision- in particular the dance units in Dimensions.			activities/ problem solving including pupils with significant SEND. Increased inclusion and staff confidence. Fewer incidents of behaviour at break/ lunchtime. Pupils able to increasingly self-regulate using strategies through thrive and Norfolk Steps which are linked to outside and physical activity- parachute, resistance bands, soft play, outdoor learning area. Increased opportunities for healthy activity available. Additional activity opportunities available. Increased engagement in exercise. Increased understanding of the benefits of exercise for health. Improvement in sense of health and wellbeing. Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs. Children develop greater	£1000 £500 £500
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<u>Raising profile of physical activity:</u> Start Bikeability Line markings for athletics and sports day events. PE cupboard to be well resourced, well organised and resources accessible to MSAs and teachers to ease the delivery of PE/ activities at lunchtime. Membership of Swaffham Cluster Sports and release time for staff to attend. Active involvement in other community events: e/g Pancake Race.		Key indicator 5: Increased participation in competitive sport	understanding of the health benefits of exercise. Children are confident when discussing a healthy lifestyle. Increased confidence and road safety for pupils attending. Whole school events are well attended by families- profile of PE and sport is raised. Staff workload improved. Cross section of pupils attend competitive sporting events.	£300 £250 £500 TOTAL: £18 350
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<u>Pupil Leadership:</u>	Sports Leaders not launched as planned. Lunchtime Friends continued and very successful. Team of 12 Year 6 pupils supported Reception and Year 1 at lunchtime in the hall and leading play activities. Pupils highly valued this experience-grown in confidence. Reception and Year 1 lunchtimes – calm and purposeful. Year 6 team led activities inside and outside and supported development of this area with ideas including building a stage. Year 6 pupils then went on to support Reception children to move to the whole school field. SAFS Lead and AHT oversaw this with support of EYFS teacher and KS1 Lead.	PE Lead absence. Contingency needed to avoid this in future. Look at newly trained HLTA taking on an aspect of this. Continue this year on year.
<u>Staff Leadership and Professional Development</u>	PE Lead release time- assessment strategy updated. PE curriculum work continued this year to review full year as last year was first year of teaching it. Decision made to invest in further staff training- dance in particular. One HLTA trained in NPECTS. Release time to work alongside ICS/ PE Lead to develop skills further. Forest Schools Training- not started yet	Continue release time. Curriculum is still very new as first full year as primary was 2023- 2024. Assessment strategy needs further refinement as now all home -grown children when previously Year 3 came from feeder primary. So years 4,5 and 6 of 2023- 2024 have only had our curriculum from year 3 and not from Reception. Continue with this next year and consider further NPECTs courses- 2 more HLTAs could be trained up. Further work on site needed before Forest Schools ready to be launched. Look at Outdoor learning first.

<u>Supporting all pupils:</u>	All staff had Thrive and Steps training and have better understanding of the value and importance of physical activity/ the role of PE in protecting and promoting mental health. Greater consistency across the school. Bespoke provision in Bumble Bees- staff confidence in utilizing the outdoors- use of parachutes, resistance bands, moving and shifting heavy blocks, soft play – in supporting pupils to self-regulate: improved attendance of this cohort of pupils. Unable to launch Forest Schools as planned as too much to do this year alongside setting up provision. Outdoor area prepared and some investment here but extreme weather meant area flooded/ wind damage- so tricky to use. Bespoke provision in Red Foxes- slower to see impact as took longer to get this going- April 2024. Sensory Circuit fully established and a wider number of staff are confident in this approach. Parents of children gave really positive feedback.	SEND funding changes means that our bespoke provision will run differently next year. We will need to consider how children in Bumble Bees intervention are able to access outdoors- staffing and clear area (de-marked) may need to be considered. Consider Forest Schools training and launch plan moving forward. Bell tent had to be removed- need to consider more sheltered area.
<u>Provide additional healthy, physical activity opportunities outside of curriculum time. Raising profile of physical activity:</u>	Clubs very popular and well-attended: 2 x football- Year 1 and 2, Years 4.5 and 6. Good mix of girls and boys and SEND- including with EHCP attended. Gardening club, Art club, Karaoke/ Dance club. Breakfast Club- well attended- more activities provided: table football, speed cups and access to playing field. School took part in Cluster Sporting events including: Kwik Cricket, Cross Country, Netball, Football, Fun Sports. School took part in Swaffham Lions Pancake Race- fun activity. A number of parents came to watch.	Additional staffing were provided to support EHCP pupils to attend. Staffing ratios need to be considered if numbers increase. Continue this and look for events outside of cluster. Continue this.

	Bikeability- had to be postponed due to a date clash. Very successful well- attended Sports Days- Reception/ Yr 1/ Yr 2/ Yr 3- day one and Yrs ,4,5,6- day 2.	Try to book this 2024/ 2025.
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Swimming Data

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? July 2024 Year 6 Cohort	62%	Our pupils in year 6 had their swimming provision when they were in year 5 ,Year 4 and Year 3. Some of this was interrupted due to COVID restrictions when they were in Year 4 and Year 3
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	62%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	However, provision was disrupted in Years 3 and 4 due to COVID restrictions.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Poolside

Signed off by:

Head Teacher:	<i>Nicola Kaye</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>William Honeybone</i> <i>Nicola Kaye</i>
Governor:	<i>Bill Muir</i>
Date:	July 2024