

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated July 2024

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£17660
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24?	£17760

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. Please see note above	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: ~30%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Children to run The Daily Mile at least three times a week to improve their fitness, help to promote a healthy mindset, improve stamina, and allow for a brain break 	<ul style="list-style-type: none"> - The Daily Mile is timetabled in and carried out three times a week by all year groups 		£0	<ul style="list-style-type: none"> - All children, in all year groups, have consistently been running the Daily Mile three times a week. All children participate and are encouraged to run/walk. Many children have counted their laps and have enjoyed seeing how they have progressed over the year. The sports coaches, during their PE lessons have recognised an increase in the children’s stamina and fitness. This has also been apparent during preparation for Sport’s Day where many children chose to 	<ul style="list-style-type: none"> - For the next academic year, all teachers/PE lead needs to ensure that all classes timetable this into their weekly timetable. For further impact, classes could calculate their weekly laps and compete against other classes as an in house, ongoing competition. - Class teachers could keep individual records to monitor fitness improvement over the year.

<ul style="list-style-type: none"> - Sporting activities delivered for the full 1hr of lunch 5 x per week by professional coaches - Continued to run three football games every break and lunch to increase the number of players that take part. - Climbing wall has continued to be a great addition to the playing field to increase physical activity. 	<ul style="list-style-type: none"> - Hire sports companies to provide a full 1 hour of physical activities at lunchtime to increase physical activity levels for pupils. - Field arranged with three sets of football goals to allow games according to age: KS1, Y3/5, Y5/6 - All children are allowed to use the climbing wall every break and lunch. 	<p>£1500</p> <p>£500</p> <p>£0</p>	<p>compete in the long – distance running event.</p> <ul style="list-style-type: none"> - Each activity has very high participation levels. Staff have noticed far fewer pupils not being active at lunchtimes. - By splitting the games by age has increased the enjoyment for pupils and has therefore increased physical participation rates in football. - Football has extremely high participation rates with some classes having up to 50% of their class participate. - Allowing continuous access to the climbing wall has been particularly popular with our KS1 and LKS2 children which has really supported many of their fine motor development increasing the strength in their fingers. 	<ul style="list-style-type: none"> - We aim to provide a physical activity for 1hr each day delivered by professional coaches. - To continue to provide three separate football games each lunchtime. - To also have a basketball game take place during the winter months. - To continue to allow open access from all classes to use the climbing wall.
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<ul style="list-style-type: none"> - The playframe has continued to be available to all year groups 1-6 for a full lunchtime each week. 	<ul style="list-style-type: none"> - A schedule is in place to ensure each class has the opportunity to use the play frame for a full lunch and play time each week. 	£0	<ul style="list-style-type: none"> - Access to the playframe increases physical participation levels by engaging children in a playful form of exercise. 	<ul style="list-style-type: none"> - Playframe will continue to be utilised and access to be rotated between classes through the week.
<ul style="list-style-type: none"> - Variety of play equipment available at play times to increase physical activity at playtimes. 	<ul style="list-style-type: none"> - Play equipment monitors have been selected from Y6 to ensure a variety of equipment is accessible each day for children to use. They also have responsibility of ensuring the equipment is used correctly and looked after. Making sure it is put away safely each day. 	£1000	<ul style="list-style-type: none"> - Having a variety of play equipment available continues to increase physical participation at lunchtimes for all classes. It is a non-structured form of exercise which appeals to our children who are more reluctant to take part in any form of exercise. 	<ul style="list-style-type: none"> - To set mini challenges for the equipment to increase children's enthusiasm to join in. E.g Skipping competition, who can do the most skips in a row?
<ul style="list-style-type: none"> - Play equipment designed to support EY and KS1 children. 	<ul style="list-style-type: none"> - To help continue to help our younger children catch up on their fine-motor development. 	£2000	<ul style="list-style-type: none"> - Having a variety of equipment to support has helped the children make progress with throwing/ kicking, hand-eye co-ordination, teamwork, pedaling action etc. 	<ul style="list-style-type: none"> - This equipment will continue to be used next year to support our next cohort with these skills. Continue to monitor the physical ability of our EY cohort to ensure we action any support early.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
15%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> - Pupil perception survey has been completed by Active Suffolk to identify next steps for whole school improvement 	<ul style="list-style-type: none"> - Arrange a date for Active Suffolk to deliver questionnaire again in September 23. 	<p>£0</p>	<ul style="list-style-type: none"> - We have continued to work with Active Suffolk across the year to discuss out next steps to grow our PE offer. We plan to release the next survey in September 23 to identify the next steps for whole school improvement for the following academic year. 	<ul style="list-style-type: none"> - To complete a post/pre questionnaire in September 23 to monitor impact of any changes made and identify what the next steps are.
<ul style="list-style-type: none"> - TCS London Mini Marathon 	<ul style="list-style-type: none"> - To encourage all children to run/ jog 2.6miles as part of the celebration of the London Marathon. 	<p>£0</p>	<ul style="list-style-type: none"> - Many children were inspired to take up running as part of their weekly physical activity and enjoyed receiving their badge as a reward. 	<ul style="list-style-type: none"> - To organize another Mini Marathon next year in line with the London Marathon and to possibly invite an athlete from another sport in to inspire the children and demonstrate skills whilst involving their participation across the school.
<ul style="list-style-type: none"> - Bikeability 	<ul style="list-style-type: none"> - Year 6 pupils take part in Level 1 of Bikeability to build their understanding of safety whilst riding a bike. 	<p>£100</p>	<ul style="list-style-type: none"> - The children’s confidence increased with how to ride safely and are now more motivated to go on bike rides outside of school. 	<ul style="list-style-type: none"> - To book Bikeability for the Y6 cohort again for July 2024.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Buy into another yearly subscription of the GetSet4PE scheme to ensure clear progression through years, to secure subject knowledge and coverage. 	<ul style="list-style-type: none"> - Teachers who are teaching their class PE to use the GetSet4PE lesson plans, videos, sequence of learning to deliver a high – quality PE lesson. - All sports coaches to also use the GetSet4PE plans, but adapt these to again ensure coverage, progression and consistency. - Ensure consistent assessments are made using the system linked to the scheme we follow to provide a clearer understanding of which children are ‘working towards’, ‘expected’ and ‘exceeding’. 	£700	<ul style="list-style-type: none"> - Teachers that have taught PE this year have been able to deliver a good PE lesson through the use of a well – planned/sequenced lesson that has provided them with the subject knowledge required. The children have had a variety of different skills/games taught this year with key vocabulary and were able to progress through each lesson, building on previously taught skills. 	<ul style="list-style-type: none"> - Continue to buy into GetSet4PE to ensure consistency, progression and provide teachers with subject knowledge. - To allocate some of the spending for CPD for our teachers with our sports coaches so that the teachers that will be teaching PE next year have some allocated time to spend with our sports coaches to help upskill them with subject knowledge and skill progression. - Assessments to be continually shared between coaches and

				cohorts so that class teachers are aware of the children's PE ability. To be shared with PE lead too, to monitor progress.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 50%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: - A range of afterschool clubs available at least 3 days per week.	- Weekly after-school clubs provided for all pupils KS1/2. Our sports coaches provide 3 afterschool clubs each week, changing the sporting activity termly to allow exposure to a range of sports.	£1600	- Each term, all classes had the opportunity to attend the afterschool clubs. We asked for a £1 contribution weekly to ensure we didn't overspend but also felt that this was a very minimal price and it also allowed for us to still have high participation. Each term, the clubs changed to allow a variety of different sports activities which meant there were different children joining each term. Not only did this promote	- To continue with weekly afterschool clubs, using Prestige coaches. Possible pupil perception to help decide on what clubs to run so that we are getting a range of children attend and not just the regular children.

<ul style="list-style-type: none"> - Arrange enrichment days to expose children to new sports/skills with the aim for children to be inspired to take up the sport at a local club. - Let Girls Play initiative to increase interest in football among girls. - Book an enrichment day for the whole school to experience a wide range of sporting and outdoor activities - 100% Sports day participation 	<ul style="list-style-type: none"> - Book a Bollywood dance day for children to learn cultural dances and work and partake as part of a team. - Arrange a training session for KS2 girls - To provide diverse opportunities for our children and allow them to experience activities that many have never experienced before, hopefully sparking further interest. - Share sports day events 	<p>£800</p> <p>£0</p> <p>£9000</p> <p>£0</p>	<p>extra fitness time but also the ability to develop skills taught in school and work as part of a team</p> <ul style="list-style-type: none"> - All pupils were able to take part in the Bollywood Dance day, learning 2 dances from a different culture. They also learnt to follow instructions and work as part of a team. - All girls in KS2 took part in the #LetGirlsPlay training session and received information about pathways to local clubs. - The whole school took part in a carousel of activities including climbing and archery. They learnt new skills and to work as part of a team safely on each of the activity stations. - All children (EY-Y6) participated in physical activities for an entire 	<ul style="list-style-type: none"> - These activities were fantastic and the children learnt and experienced so much from these. This should continue next year and if the budget will allow, it would be ideal if the enrichment days were slightly different to this years', to again expose the children to a variety of different activities. - To use a carousel approach of activities
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	with coaches and teachers prior to the event so that the children can practice building the children's confidence and skills		school day with much enjoyment. Y6 children also got to lead the events to practice their leadership skills.	again next year to expose children to more activities.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Participate in outer school sports competitions to encourage competitiveness, teamwork and sportsmanship 	<ul style="list-style-type: none"> - Work alongside SGO to enter and participate in a range of different sports 	£0	<ul style="list-style-type: none"> - Majority of tournaments continue to be inaccessible - at venues out of school's catchment area or pulling staff during school time. 	<ul style="list-style-type: none"> - Sports lead to continue to work alongside SGO to plan and take part in outer school competitions closer to school.
	<ul style="list-style-type: none"> - Interschool cross-country competition. 	£0	<ul style="list-style-type: none"> - Children from across KS2 classes took part in a running competition experiencing competing against other schools. This was very successful with children enjoying the experience as well as 	<ul style="list-style-type: none"> - Continued Mini-Marathons to help children develop fitness and experience running over a longer distance.
	<ul style="list-style-type: none"> - Enter the local Prestige Football league 	£150		

			<p>placing well.</p> <ul style="list-style-type: none"> - The Y6 Football Team were very successful and all participants thoroughly enjoyed being part of the team and competing on behalf of our school. 	<ul style="list-style-type: none"> - To continue to offer a lunchtime club with a focus to train our football team. - To subscribe to the Prestige Football League and Meadowlark Football League next academic year.
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Signed off by	
Head Teacher:	V Doherty
Date:	21.07.23
Subject Leader:	A. Proffitt
Date:	21.07.23
Governor:	TBC at first LGB 2023-24
Date:	19.09.24