



# 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)

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

Activity/Action	Impact	Comments
<p>Tennis and Golf was lead by professional coaches for all children from Year 1-4 for 6 weeks per class as additional PE in school time over the year.</p> <p>Sports Partnership provided an extra coach in the Summer term for additional experiences for the children such as orienteering activities, mini tournaments in each year group – such as cricket tournament Yr 4, Rounders tournament in Yr 3 and multiskills in Year 2</p>	<p>Children really enjoyed these sessions and have had the benefit of having a male role model in sport. Children that are PE refusers engaged in the sessions and this has then transferred to their other PE sessions where they now take part willingly.</p> <p>Children accessed sports that they would never have experience otherwise from a qualified coach and also had the experience of a competitive environment.</p>	<p>It is fantastic CPD for the teachers. The children really enjoyed the competitions at the end of the year.</p>
<p>Year 4 School trip where they learn to do a few of the Olympic sports – cycling, climbing, sailing and archery.</p>	<p>Children that would not be able to afford to go were subsidized partially. The impact it had on their self confidence, behaviour and maturity in school afterwards was amazing.</p>	<p>These children are often used as sports leaders in clubs that are free to other children afterwards.</p>

<p>School sport competitions, tournaments and festivals. Year 1-4. Took part in all of them and attained The School Games Platinum award.</p>	<p>These are good for children to learn skills in a different setting. Competing against other schools and developing the competitive side to sport.</p>	<p>Extra staff members were paid to take the children to support the teachers and PE lead.</p>
<p>Lunchtime clubs and afterschool clubs that were free to the children to access sport and activities. They were well attended.</p>	<p>Children that would otherwise not get any access to extra sport beyond their PE lessons now have access to clubs and extra sport.</p>	<p>Some of the least active children get opportunity to do sport and be active. Behaviour also improved on the playground.</p>
<p>Resources were updated and replaced by PE Lead. New equipment bought for children with disabilities, neurologically and physically.</p>	<p>Teachers and children have access to all the equipment and resources that they need for their lessons. Complete PE was utilized by PE teachers and Sports coach. Some of the children with special needs could access equipment and sports suitable to them if they were tired or the lesson was not suitable for them.</p>	<p>Lessons and music are provided by complete PE which shows good progression over the years in sport, gymnastics and dance.  Greater participation in PE.</p>
<p>CPD for teachers and staff members.</p>	<p>Teachers have been to CPD for a variety of sports such as, dance, gymnastics and foundation stage PE. This has impacted the confidence of the teachers.</p>	<p>Gymnastics CPD for all the teachers from Year 1 -4 was had in gymnastics.</p>
<p>Swimming continued for Year 3 and 4 children. 6 weeks for Year 3 and 16 weeks for Year 4 children.</p>	<p>Children learn a life saving skill and become more competent due to more weeks.</p>	<p>Water safety was incorporated in these sessions. And we revisited it just before the Summer holidays. How to be safe in pools, the seaside or at lakes and rivers.</p>

## Key priorities and Planning

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
<p><i>Introduce more lunchtime activities for the children to do and play. Sports coaches brought in to do this to assist staff and extra TAs when needed. These will change half termly so children get to experience and practise a variety of sports and skills.</i></p> <p><i>Continue with the Tennis and Golf professional coaches. Orienteering professional to come in and sports coaches to do orienteering.</i></p>	<p><i>PE LEAD, Coaches and TAs - as they need to lead or support the activities.</i></p> <p><i>Pupils – as they will take part. All children from Year 1-4 need to benefit from these sessions over the year. Groups will be small (10-15) for lunchtime activities so that children all get enough chance to do the activity.</i></p> <p><i>Children. Every child from Yr 1-4 get 6 weeks of Golf and 6 weeks of tennis on top of their regular PE sessions. Staff. Gaining experience in these sports.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>CPD for teachers too as they learn from the coaches and have been able to confidently take the sessions if the professional coaches have been unable to attend.</i></p>	<p><i>£3000 costs for additional coaches to support lunchtime and afterschool clubs and sessions.</i></p> <p><i>£4000 for the professional coaching and the equipment used.</i></p>

<p><i>Attend all the sports festivals and competitions and tournaments offered.</i></p> <p><i>Attend the Year 4 trip which is activity based.</i></p> <p><i>Pay sports partnership annual fee.</i></p> <p><i>All children from Year 1 – 4 to continue to have 2 hours of PE a week.</i></p> <p><i>Use PE vocabulary in lessons and the proper terminology.</i></p> <p><i>To replace and buy new and different equipment and resources.</i></p> <p><i>Active breaks between lessons – daily. Daily mile.</i></p>	<p><i>Children. All children across the year groups 1-4 get the opportunity to take part and experience a festival or competition and mix with other schools often at another school. This is particularly good for the children in Year 4 to do at their next school as it is good transition.</i></p> <p><i>To use Complete PE and Suffolk scheme of work for these lessons.</i></p> <p><i>To have enough adults to support pupils with SEND.</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p><i>Key indicator 1: The engagement of pupils in regular physical activity.</i></p> <p><i>Key indicator 2: To raise the profile of PESSPA.</i></p>	<p><i>Teachers learn from coaches.</i></p> <p><i>Some of our older children are sports leaders for the younger children’s festivals and learning leadership skills.</i></p> <p><i>Pupils achieving their daily activity goal.</i></p>	<p><i>£3500 for extra staffing to support this.</i></p> <p><i>Also to enable all children to attend.</i></p> <p><i>£3500</i></p>
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<p>CPD for teachers. Time to organize sports events, tournaments and sports days. Pay people to come in and do CPD.</p> <p>Pitch markings and lines for sports day to be regularly marked and maintained.</p>	<p>Teachers and Sports Lead. Children. More sport organized for them. Therefore they are more active and will be engaged as it is well planned and delivered.</p> <p>All the children so that they are able to play games and do athletics on the correctly marked pitch.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all teaching staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> <p>Impacts the flow of the games and helps sports coaches play the sports that they need the children to take part in.</p>	<p>£3150 for teachers to undertake CPD and plan sports days and events</p> <p>£1200 for markings.</p>
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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
<p>Tennis and Golf lead by professional coaches for all children from Year 1-4 for 6 weeks per class as additional PE in school time over the year.</p> <p>Sports Partnership to provide a coach once again to add value to children's sporting experience in the Summer 2<sup>nd</sup> Half. Mini tournaments will be held with all year groups from 1-4. Rounders, Rapid Fire cricket, Orienteering and scatterball.</p>	<p>Children continue to benefit from having male role models in sport as most of their teachers are female and their PE Coach is female. Children that are PE refusers have engaged in the sessions and this has then transferred to their other PE sessions where they now take part willingly.</p> <p>Many now do it as an afterschool sport due to the enjoyment of it in school.</p> <p>More children also play tennis at playtime and they can be visibly seen playing the games taught to them by the coaches.</p>	<p>It is fantastic CPD for the teachers. I have been watching these coaches over the years and every year they come back with new games and knowledge to inspire and motivate the children. The teachers learn from them and use the games and warm up activities in their other PE lessons.</p> <p>We have a golf competition for all Year groups and a tennis tournament for the Year 4 children every year. The year 4 children also get the opportunity to go to the actual golf club and do a putting competition using real clubs and score cards.</p>
<p>Year 4 School trip where they learn to do a few of the Olympic sports – cycling, climbing, sailing and archery.</p>	<p>Children that would not be able to afford to go are subsidized partially. The impact it has on their self confidence, behaviour and maturity in school afterwards is amazing.</p>	<p>These children are often used as sports leaders in clubs that are free to other children afterwards. It's a subtle way of them being able to pay it forward.</p>
<p>School sport competitions, tournaments and festivals. Year 1-4.</p>	<p>These are good for children to learn skills in a different setting. Competing against other schools and developing the competitive side to sport.</p>	<p>Extra staff members are paid to take the children to support the teachers and PE lead.</p>



<p>Lunchtime clubs and afterschool clubs that are free to the children to access sport and activities. These Clubs also train children to be Sports Leaders. Some Year 3 and 4 children have been trained as Sports Leaders this year.</p>	<p>Children that would otherwise not get any access to extra sport beyond their PE lessons now have access to clubs and extra sport. Also, children that need help at lunchtimes as they struggle with friendships and playing. They can attend and be supported. Children get to experience being a leader and enjoy the responsibility.</p>	<p>Some of the least active children have been asking recently to attend festivals and clubs that are open to all or some children. This is what we have been aiming for. (Encouraging them to go to these clubs and festivals) Now it is their wish to go. Behaviour is also improving on the playground.</p>
<p>Resources have been updated and replaced by PE Lead. New equipment bought for children with disabilities, neurologically and physically.</p>	<p>Teachers and children have access to all the equipment and resources that they need for their lessons. Complete PE utilized by PE teachers and Sports coach. Some of the children with special needs can access equipment and sports suitable to them if they are tired or the lesson is not suitable for them.</p>	<p>Lessons and music are provided by complete PE which shows good progression over the years in sport, gymnastics and dance. Greater participation in PE.</p>
<p>CPD for teachers and staff members.</p>	<p>Some teachers have been to CPD for dance, gymnastics and foundation stage PE. This has impacted the confidence of the teachers.</p>	<p>Gymnastics CPD for all the teachers is coming in the Summer Term. Dance CPD for all the teachers as a lady is coming in to do a workshop with the children.</p>
<p>Swimming is continuing for Year 3 and 4 children. 6 weeks for Year 3 and 16 weeks for Year 4 children.</p>	<p>Children learn a life saving skill and become more competent due to more weeks.</p>	<p>Water safety is incorporated in these sessions.</p>

## 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>
<p>What percentage of your current <b>Year 4</b> cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>We are a First School</b></p>	68%	<p><i>Our Year 4 children have had 16 weeks each and a fun gala where they swam 3 events each. Year 3 children have 6 weeks each. So usually 22 weeks over Lower KS2.</i></p>
<p>What percentage of your current <b>Year 4</b> cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	40%	<p><i>Breaststroke is not that good over the year group but front crawl and backstroke the percentage would be higher.</i></p>

<p>What percentage of your current <b>Year 4</b> cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>68% would be able to self rescue at the moment.</p>	<p><i>All do a water safety session over 2 weeks. Learning how to float, enter a pool safely, get to the side of a pool, swim in clothes, tread water. We also do a lesson in PSHE about water safety on beaches, rivers, lakes when on holiday in uk or abroad.</i></p>
<p>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?</p>	<p>Yes/<b>No</b></p>	<p>Not this year as it has not been available to us at our Leisure center.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p><b>Yes</b>/No</p>	<p>The school has an up to date swimming teacher and coach that works for us and the PE lead is a qualified swimming coach. The leisure centre provides 2 other swimming teachers to teach the children in the lessons. So the children have high quality swimming lessons every week that they swim. Our swimming teacher in school and the PE subject leader regularly look at new information from Swim England like the new Primary school support materials and Swimming and water safety in the National curriculum.</p>

Signed off by:

Head Teacher:	<i>Jane Sherwood</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Vanessa Stubbs PE Subject Lead and Year 4 Teacher</i>
Governor:	<i>Kate Hackwell</i>
Date:	July 2024