



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 |
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| Investing/purchasing active outdoor equipment to maximise social time | We have seen an increase in a broad range of physical activity during break and lunchtimes that includes climbing, jumping, balancing, hopping and travelling in different ways. | Keep equipment in good use, and train MSA/TA in how to promote active play. |
| Purchase full class sets of class equipment to increase participation | We have removed waiting time for equipment during PE lessons, which has increased the amount of time children are active for during a lesson. All children have had to opportunity to experience different sporting equipment for a sustained amount of time to support gross and fine motor skills | Ensure equipment is replenished if it is broken. Regular audits of PE equipment to take place. |
| GS4PE programme | Get set for PE has provided progressive and well detailed lesson plans for staff to follow. Additional STEP training has provided staff with the confidence to adapt these plans to provide more inclusive lessons, and to ensure all children are challenge. | More training on adapting these lessons plans. Dance CPD planned for the next upcoming year |
| Outdoor adventurous activities | Children in Y3/4 got to experience rock climbing, caving, ziplining and high ropes. All children from Y2-Y6 got the opportunity to take part in a climbing wall event which was run by qualified instructors. | Book again for next year. |

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| | Children were able to experience managing risk. | |
| CPD for teachers | <p>CPD on using the STEP principle to adapt planning from the scheme to meet the needs of all pupils. Actions from pupil voice in the Autumn term were implemented immediately to promote safer practice.</p> <p>Smaller teacher: child ratio during swimming lessons lead to quicker progress.</p> <p>P.E leader has increased confident and impact on the subject development across the school. P.E leader has strong subject knowledge and skills to lead the school team to improve P.E and sports in the school. Wider selection of sports opportunities planned.</p> | <p>New(er) staff to have intense support from a PE specialist to support with progression and adaptation within lessons.</p> <p>Continue with swimming as current, but provide catch up lessons for Y5/6.</p> <p>Andrew Walker to work with teachers to develop P.E teaching through coaching.</p> |
| Continuation of after school club provision | Over the academic year have had multi-skills, yoga, dance, girls sport, netball, cricket clubs which PP children are prioritised for. | Keep increasing the range (look at external companies), and look at maintain engagement, and getting children who aren't normally involved taking part. |
| Participation in cluster event | <p>A broad range of children have taken part in the activities at TNHA not just the children who are good at sport or like it. Children across the school have experienced competition and a marked increase in confidence has been seen.</p> <p>Children have taken part in a football tournament with cluster schools led through ICS.</p> <p>Intra-house competitions have created a sense of community and team, and has encouraged good sportsmanship. House trophies have increased the competition profiles in the school.</p> | <p>Continue working with the cluster, and increase opportunities by becoming a West Norfolk School Sport Partnership member.</p> <p>Look at offering more "individual" competitions where children can achieve personal best.</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 |
|---|------------------------------------|--|--|---------------------------|
| Further strengthen adaptative teaching in the subject to ensure that all can access the learning independently with challenge | All teachers delivering PE lessons | Indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport Indicator 2: Engagement of all pupils in regular physical activity | Staff have been provided with an INSET day on using the STEP principle in PE. This also included how to modify the GS4PE scheme. More CPD needed to really embed this knowledge. | £350 |
| To improve staff confidence and competence in planning, delivering and assessing PE | All teachers delivering PE lessons | Indicator 1: Increased confidence, knowledge and skills of all staff teaching PE and sport Indicator 2: Engagement of all pupils in regular physical activity | Teachers have increased their confidence to teach different areas of PE, manage behaviour in PE lessons, increase participation, and adapt their lessons. Continue to train new staff, and provide regular refreshers. | £6370 |
| Children will have access to more sporting opportunities | | Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement Indicator 4: Broader range of sports and activities offered to all pupils | <i>Compared to last year, we have taken part in over 10 events across the school. All children on roll have been given the opportunity to take part in these events. In addition, new equipment and a new sports court have raised the profile of PE and children are visibly more active during break and lunch play times.</i> | £8490 |

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| | | Indicator 5: Increased participation in competitive sports | <i>Continue with events into the next year.</i> | |
| Increase the amount of children being able to swim 25m. | Year 5, Year 6 | Indicator 4: Broader range of sports and activities offered to all pupils | Swimming data has increased from 25% being able to swim 25m to 61.5% Continue with catch-up lessons. | £2500 |
| Total | | | | £17,710 |

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 |
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| Sports lines | New court lines created to develop teaching and engagement in tennis, hockey and netball. | This space is also used for active lunch and break play. |
| Cluster sports subscription | This has enabled every child in the school to be invited to a competitive sporting event. | |
| Transport cost for competitive events at Ashill/Necton | This year we have created a partnership with two other primary schools to provide more opportunities for competitive events. | This will hopefully be continued in the next academic year. |
| Breaktime equipment | More equipment purchased to increase our active play offer | |
| Sports clothing for staff | All staff wear their t-shirts on PE days to raise the profile of PE across the school | |
| Trophies | Children have experienced receiving extrinsic rewards for sport events, including intra-house and sports days. | |
| Get Set 4 PE Subscription | We have improved the quality of PE curriculum delivery by upskilling teachers and building confidence to teach PE. | |
| Muddy Puddle membership | This has provided teachers with pre-made outdoor learning lessons, which promote more opportunities for movement. | Whole-school project will continue into 2024-2025 |
| CPD (<i>External coaching support, Inset on adaptive teaching for all teaching staff, EYFS training for 2x teachers, Invasion games for 2 x teachers</i>) | Teachers have increased their confidence to teach different areas of PE, manage behaviour in PE lessons, increase participation, and adapt their lessons. | More CPD is needed on adaptive teaching in PE |
| Cover for PE lead role to monitor and support the implementation of PE | This time has allowed the PE leader to develop the quality of PE and then implementation of it. It has also allowed them to organize over 10 events across the year, as well as attend a PE conference and network with other professionals. | |
| Sports club overtime | Paying TA's overtime to run a club means we have been able to run three sports clubs consistently across the year (Yoga, circuits and ball skills) | |

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| School sports partnership membership | This has allowed us to take part in 3 x EYFS multi-skills events with schools in the SSP. They have also provided us with dance teaching CPD for 2x teachers over six weeks, meaning teachers are more confident in teaching these areas. Finally, they have run a 'young leaders' course for 12 children in year 5/6 which empowered the children to support in other school events and support play at break and lunchtimes. | Will not be continuing next year, due to the events been quite far away and we are now doing more closer to home. |
| Swimming catch-up | At the start of the year, only 25% of children could swim 25m competently. Now, 62% can swim 25m independently and competently. | |
| Outdoor adventurous activities | <p>All children in the school (except Nursery) had the opportunity to experience taking part in archery, and climbing a climbing wall. Many children overcame fears, and developed their resilience skills.</p> <p>26 year six children were given the opportunity to go either kayaking or do raft building. Many of them said they wouldn't have done this otherwise. Children needed to work in teams and be resilient. They were also able to apply their swimming skills.</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> |
|---|---------------|--|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 61.5% | <i>The nearest 25m swimming pool is 12 miles away. Many of the children's parents do not drive, so access to a pool is a huge barrier.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 38.5% | <i>Due to the above barrier, time was focused on swimming front crawl and back stroke competently.</i> |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 38.5% | <i>Due to the above barrier, time was focused on swimming front crawl and back stroke competently.</i> |
| 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? | <u>Yes</u> | Year 6 were all provided with 6 further lessons of swimming teaching in the summer 2 term. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | No CPD needed as 3x members of staff already trained to teach swimming, and one instructor comes with our swimming venue. |

Signed off by:

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| Head Teacher: | <i>Emily McMillen</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Katie Collins</i> |
| Governor: | <i>Andrew Walker – Co-opted Governor</i> |
| Date: | <i>1/7/24</i> |