

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£18,960
Total amount allocated for 2023/24	£20,484
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ To be confirmed
Total amount of funding for 2024/25 to be reported on by 31st July 2024	£ To be confirmed

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	80% 36/45
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	36% 16/45
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33% 15/45
<p>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?</p>	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: 2022/23		Total fund allocated:	Date Updated:
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation		Impact
<p>Staff training to build confidence in delivering effective PE lessons, to ultimately raise enjoyment and attainment of PE across the school.</p> <p>Continued sharing of new, beneficial PE knowledge and resources for all relevant staff members, from those who attend courses.</p>	<p>Another staff perceptions questionnaire to assess attitudes and confidence towards different areas of the PE curriculum, and gain a better understanding of where staff would like their skills developing.</p> <p>PE Lead to identify courses/resources that would benefit teaching staff to improve confidence, knowledge and skills in certain areas.</p> <p>All teaching staff or staff delivering dance lessons to attend a course/staff meeting about delivering dance across the school.</p> <p>Staff meetings dedicated to PE and sharing new resources and knowledge.</p> <p>PE Lead to create a better area on the staff shared drive to access new knowledge and content from courses.</p> <p>Continue to share to support confidence in teaching PE, and attainment for children.</p>	£	<ul style="list-style-type: none"> Teachers will continue to feel more confident to deliver effective and high-quality PE lessons across the school, and the approach will be consistent. This should subsequently lead to improved attainment in PE overall. Staff will feel better equipped to deliver exciting and effective dance lessons across the school. New equipment will be implemented regularly into PE lessons to support improving standards in PE. Good practice shared and used to support staff. Improved knowledge and range of activities that teachers implement into PE lessons to improve variety within PE lessons and standards in PE. Improved confidence within teaching staff. Up-to-date knowledge of the curriculum requirements and expectations.

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<p>Implementation of a new PE scheme in KS1 and KS2 (Get Set for PE), already used by EYFS.</p>	<p>School to purchase a year's trial of Get Set for PE for KS1 and KS2, alongside EYFS current use. PE Lead to print off and share lesson plans and relevant resources with staff. Staff and pupil feedback on new lessons to support with moving forward.</p>		<ul style="list-style-type: none"> Staff will feel more confident to teach games/activities with more detailed and varied lesson plans and resources. PE Lead will have an improved understanding and mapping of the PE curriculum, as resources provided within the scheme. Children will engage with new and varied activities, encouraging a greater enjoyment of PE. Improved attainment in PE. 	
<p>Key indicator 2: The engagement of all 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</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Y6 Sports Leaders to run regular lunchtime activities for all children across the school. The purchase of additional</p>	<p>Y6 leaders who were trained last year to have a refresher meeting in the Autumn term about leadership skills and qualities, ready to implement. Y6 leaders to engage in meetings with PE Lead about activities they will run for children at lunchtimes, including children with SEND and SEMH needs. Relevant resources for these activities to be purchased when necessary. Implement a rota for the sports leader to run the activities efficiently throughout the week. Celebrate achievements of these activities for children who took part across the school in celebration assemblies. Check through the new PE scheme to ensure all necessary equipment is</p>	<p>£</p>	<ul style="list-style-type: none"> Y6 Sports Leaders will have improved confidence and leadership ability from running the activities. All children across the school will be able to practice and develop key physical literacy skills of throwing and catching, dribbling, coordination, agility, speed, stamina, perseverance, commitment etc. These will support with building PE attainment. Children across school will have more positive attitudes towards PE and sport. Increased active minutes towards the government goal of 60 daily. Improved behaviour and minimised difficulties at lunchtimes for those individuals who benefit from having something active to do. Teaching staff will have a wider 	

<p>equipment and resources for children to use in PE lessons and for physical activity around school.</p>	<p>available to staff and children for effective PE lesson teaching. Regular risk assessment of equipment to ensure safety and longevity. Continued conversation between staff, children and the PE Lead and SENDCo regarding new equipment which would be beneficial. Continue running sensory circuits for those with SEND and SEMH needs, using current and updated equipment.</p>		<p>range of resources to choose from when planning and running PE lessons.</p> <ul style="list-style-type: none"> • Children have access to new opportunities and games/sports due to having new equipment such as target games and bochia, therefore allowing them to develop new interests and enthusiasm. • Children with SEND and SEMH needs have a variety of appropriate equipment and resources for use in sensory circuits and 1-to-1 sessions, supporting their development and furthermore, their management of the school day. Potential for this equipment to be used at home in cases? • Children with SEND and SEMH have a more positive attitude towards PE lessons. 	
<p>Implementation of Moxi fitness trackers across the school to increase active daily minutes towards the target of 60 minutes daily.</p>	<p>PE Lead to complete set-up of the 30x devices and download software onto relevant computer systems for use by staff. PE Lead to deliver staff training/information about how to use these devices, and the importance of active minutes. Monitor the batteries and order replacements when needed. Set up a 'signing in/out' sheet for classes to take it in turns to use them. Find a way to celebrate use/active minutes in assemblies, to promote engagement and ultimately healthier lifestyles.</p>		<ul style="list-style-type: none"> • All staff will be more confident with how to best use these devices effectively, and will promote positivity towards active lifestyles. • Children will be more aware of the importance of physical activity and active minutes, and develop a greater awareness that physical activity is not constrained to PE lessons at school. • Increased active minutes across the school. 	

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>Replace competitive school sports kit for the children, to have sizes that are suitable for all children from EYFS to Y6.</p> <p>New goalposts for use in football PE sessions, as well as breaktimes, lunchtimes and after school.</p> <p>Look into the possible purchase of an outdoor long jump pit.</p>	<p>PE Lead to look into sourcing a new sports kit. This will be stored and maintained appropriately.</p> <p>PE Lead to look into purchasing new and additional wheelable goalposts that could enhance PE lessons, and also be used to support physical activity engagement at breaktimes.</p> <p>PE Lead to discuss the possibility of this with senior leadership. Look into implementing this in the new academic year, with a cover for protection, and completing relevant risk assessments.</p>	<p>£</p> <ul style="list-style-type: none"> Children will be able to wear the school kit for competitions more frequently and more comfortably. Children will take greater pride in representing the school. Children to benefit from up-to-date equipment that will help to enhance PE lessons and develop attainment. More opportunities for Sports Leaders to deliver fun activities at breaktimes to minimize difficulties and disruptions at these times. Staff and children have more resources and equipment to use during Athletics sessions and Sports Day. Children benefit from learning new skills, and again, further supporting active breaktimes too. 	
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils			Percentage of total allocation:
			%
Intent	Implementation	Impact	

<p>All children across all year groups to be given opportunities throughout the school year to take part in sports clubs and physical activities before and after school. These clubs to include: Karate, Tennis, Dance, Badminton, Performing Arts, Basketball/Netball, Football and Multi-Skills.</p>	<p>PE Lead to meeting with the Teach Sport coordinator to discuss opportunities for clubs this academic year, and timetable them in from Autumn Term 1. Continued pupil perceptions on attitudes towards the clubs they have would like and have attended. PE Lead to assess attainment data from academic year 22-23, and target some clubs towards those WTS in PE.</p>	<p>£</p>	<ul style="list-style-type: none"> • All children will feel included (inclusive of all children). • Uptake of clubs will continue to be high, following on from last year. • New opportunities offered to children, enabling them to develop skills in sports and activities they may not have been able to try before, and building a positive attitude towards sport/PE. • Improved attainment in PE for children benefiting from clubs. • Continue to support family life/day due to early/after school timings of the clubs, and the clubs having no cost to parents. • Children to have opportunities to further develop their skillset (eg. Coordination, throwing and catching, speed etc.) as well as teamwork within team games and fair play. <p><u>Tennis:</u> improved physical strength (upper body), flexibility, balance, fine motor skills. <u>Karate:</u> improved discipline and mental strength. <u>Badminton:</u> hand-eye coordination, agility, strength (upper-body). <u>Dance/Performing Arts:</u> balance, strength, coordination, timing, fine motor skills, flexibility, sequencing, memory. <u>Basketball/Netball:</u> hand-eye coordination, strength, agility, aim, power, teamwork, tactical play, balance, throwing, catching. <u>Football:</u> agility, balance, teamwork,</p>	
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<p>Opportunity to participate in Bikeability training in the Summer term for Year 6 pupils.</p> <p>Financial support to allow Y6 children to participate in the Kingswood residential.</p> <p>Physical activity trips outside of school for all year groups to Waveney Gymnastics Centre, as well as other providers potentially.</p>	<p>All children to have the opportunity to participate in Bikeability, as led by a qualified, highly-skilled instructor. Pupil perceptions to be taken before and after training to assess attitudes and confidence. Travelling to school questionnaire before and after to assess input into healthy lifestyle choices/active minutes.</p> <p>Money assigned to each Y6 child to support them to be able to visit Kingswood for a residential trip. Trip to include a wide variety of physical activities, both indoor and outdoor.</p> <p>PE lead to book sessions in with external agencies about visits and availability.</p>		<p>tactical and fair play, passing, power, speed.</p> <p><u>Multi-skills:</u> agility, strength and power, balance, speed, spatial awareness, coordination, flexibility, hand-eye coordination.</p> <ul style="list-style-type: none"> • Y6 children will have a greater understanding of road safety and the potential risks and dangers whilst travelling on a road. • High attainment/pass rate aim within the cohort. • Children will feel more confident to ride a bike on a public highway. • Children will enjoy cycling and may choose this method of transport to come to school, leading to more active minutes. • All Y6 children engaged with Kingswood trip and attended, allowing children to develop physical activity skills, as well as teamwork, bravery and overcoming challenges. • Children are able to develop their teamwork and physical activity skills, and also have access to sports that many may have never tried before. • Some children may choose to 	
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			<p>visit again or take up a new sport.</p> <ul style="list-style-type: none"> Increased positive attitude towards physical activity and support, which should come across in PE lessons too. 	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>All children to have the opportunity to participate in competitive sport through external tournaments organised by the North Suffolk Sport and Health Partnership membership. This will help develop children's sense of community, teamwork and sense of fair play.</p>	<p>Staff have access to the external tournaments fixture lists to support planning into timetable and PE lesson practice.</p> <p>PE Lead to book onto external tournaments available to children across all genders, abilities and year groups, making a list of those who have attended across the school, and beginning with those who didn't attend an event last academic year.</p> <p>Key skills relevant to the tournaments will be incorporated into PE lessons.</p> <p>Children will be recognised for effective and honourable team work and fair play, as well as achievements through certificates, sports reports and celebrations in Celebration Assemblies, developing a sense of achievement and improved attitude towards sport.</p> <p>Links with high school sport will continue to be strengthened, due to them running the tournaments.</p>	<p>£</p> <ul style="list-style-type: none"> All children to have taken part in a tournament or festival at least once every two years. Continued push for 100% of children who have SEND or SEMH needs to have participated in an external tournament/experience each year. Continued focus on all PP children attending at least one event a year. Positive change for our children's physical, mental and emotional health and wellbeing. Aim for more children joining both internal and external sports clubs following a positive attitude and sense of achievement in tournaments. Greater ability to be able to manage competitiveness and teamwork. 	

<p>Increased participation of intra-school competition across the whole school.</p>	<p>Based on positive feedback from UKS2 classes from the past academic year, more internal tournaments between classes to be run by teaching staff.</p>		<ul style="list-style-type: none"> • Increased motivation to engage with competitive sport, and be able to better manage competition. • Sense of belonging and teamwork developed. • Improved positive attitude towards PE and improved attainment. 	
<p>Host a cross country inter-school tournament on our school grounds.</p>	<p>PE Lead to organize with SGO when to timetable this into the academic year. Y6 Sports Leaders to support with the running of this.</p>		<ul style="list-style-type: none"> • Improved relationship with other schools. • More opportunities for Sports Leaders to develop skills. 	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	