



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
<ol style="list-style-type: none"> 1. All key stage 2 (KS2) pupils have three PE sessions a week as well as daily structured adult led team games during lunch break. The sessions focus on sports skills, such as throwing and kicking balls and social skills, such as teamwork and how to win and lose 2. Staff training linked to the Scheme of Learning (Scheme of Learning has been developed by a Sports Coach and SLT) 3. Staff supporting sports and non-structured time know how to facilitate group games as well as developing pupils' skills in the games. For example, during a lunch game of football, supporting pupils to develop accuracy of kicking or 	<ul style="list-style-type: none"> • PE and Sport are an integral part of the curriculum and skills are embedded in non-structured time • All KS2 pupils are physically active during breaktimes • Greater staff confidence in supporting pupil engagement • All pupils engage in physical activity during non-structured times • Pupils develop skills in losing and celebrating other pupils success • Pupils have had experiences they would not have had • Extended time in outside, developing self-efficacy through positive risk taking 	<p>Staff and pupils have an increase in confidence in being involved and celebrating the shared successes in sport. An example of this has been two Year 10 pupils completing their BTEC Level 1 in Sport by planning and delivering a sport session to the KS2 group.</p>

<p>continuing to develop teamwork.</p> <p>4. External Sports Coach means the pupils can access sports the Academy does not have the resources for. This includes archery and hockey.</p> <p>5. Forest School Programme for KS2 broadened the pupil's experiences, increased their knowledge and confidence and lead them to enjoy a healthier more active lifestyle</p> <p>6. Participation in Suffolk Wildlife Programme which enhanced Key Stage 2s knowledge of the environment and increased their daily physical activity</p>	<ul style="list-style-type: none">• Improvement in wellbeing and learning to self-regulate• Linked learning with Zones of Regulation sessions	
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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>A weekly Forest School session for KS2 – full day session led by qualified Forest School Leaders. OA-Sf also send a Level 2 qualified Forest Schools leader to increase their confidence in preparation for them to undertake their Level 3</p>	<ul style="list-style-type: none"> • Pupils are being active • Pupils have had experiences they would not have had • Extended time in outside, developing self-efficacy through positive risk taking • Improvement in wellbeing and learning to self-regulate 	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Pupils are developing self-efficacy, increased awareness of their wellbeing and self-regulation</p>	<p>£4000 cost (as a part of the full costing) for the Forest School site and Forest Schools Leaders</p>

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>A weekly Forest School session for KS2 – full day session led by qualified Forest School Leaders. OA-Sf also send a Level 2 qualified Forest Schools leader to increase their confidence in preparation for them to undertake their Level 3</p>	<ul style="list-style-type: none">• Pupils were more active and learnt new team games which they continued in their un-structed time back at the Academy• Pupils had experiences they would not have had, including learning about healthy eating choices through campfire cooking• Extended time in outside, developing self-efficacy through positive risk taking• Improvement in wellbeing and learning to self-regulate	<p>Next year the focus continues to be on pupils' engagement with physical activities, especially when that activity links with learning about their own self-regulation.</p> <p>The Academy is also exploring adding swimming into the curriculum.</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?	50%	1 out of 2 of our KS2 pupils are able to swim 25 metres. This information was collected from conversations with the families. OA-Sf were not able to access a pool to meet the needs of our pupils while dual rolled with us.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Not known – no appropriate space for swimming lessons

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>Not known – no appropriate space for swimming lessons</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/No</p>	<p>We have trained up the KS2 tutor to be able to provide swimming lessons to our KS2 cohort and are exploring this for 2024-25</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>Yes/No</p>	<p>We have trained up the KS2 tutor to be able to provide swimming lessons to our KS2 cohort and are exploring this for 2024-25</p>

Signed off by: Ellen Watson

Head Teacher:	Ellen Watson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Robert Lewis – AHT Quality of Education
Governor:	
Date:	28.07.24