





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.

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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
1. Employ a dance instructor to: a) deliver CPD for teachers on how to sequence dance lessons b) work alongside class teachers to improve confidence in teaching dance	The dance instructor was employed for two terms. They worked with the class teachers to plan a sequence of dance lessons and then took a leading role in teaching dance to pupils. The impact of this was seen in the following ways: ● the quality of teaching and learning of curriculum dance improved ● pupils were able to create their own dance routines ● pupils felt confident to perform their dance to an audience of other pupils and/or parent/carers ● teachers became more enthusiastic to teaching dance	After two terms of support the teachers felt they had learnt everything they could from the dance instructor and they did not want to continue with the support. The CPD and support they had received had reinvigorated their enthusiasm for teaching dance.

2. Ensure that all pupils are given the opportunity and resources to exercise every day.	CPD on movement breaks, stretching activities and relaxation techniques led to class teachers incorporating these elements into the lessons. This led to pupils having regular short bursts of activity throughout the day. Some improvements to focus and concentration in other lessons was noticed. A review of outside play equipment and resources led to improvements in our outside provision. As a result, pupils had a greater choice of resources and playtimes were active.	Teachers often used Go Noodle to support movement breaks. Videos were liked by pupils. Children, especially the younger pupils, also like following activities. For example, when the teacher lead the class around the playground hopping on one leg or walking on tiptoes. The playground equipment is well used and as a result often gets damaged. Brocken equipment needs to be taken out of use and therefore a regular replenishment of stock is required.
3. Develop pupil wellbeing through more systematic teaching of well-being and how to lead a healthy lifestyle.	Weekly assemblies on Wellbeing created a whole school, systematic approach to teaching the importance of leading a healthy, active lifestyle. Older pupils within the school lead active lunchtime clubs. The impact of this was to develop sporting leadership skills and ensure that all pupils were encouraged to led active playtimes.	The approach enabled the school to use a shared vocabulary around the importance of eating a healthy diet, being active, staying safe whilst playing outside together with the importance of building positive relationships with others. Sustaining pupil leadership roles throughout the whole academic year was challenging. Often pupils lost interest after one term. Therefore, in future years pupil leadership programmes need to last no longer than one term, so that pupils have a clear starting and endpoint. An external scheme to support our pupil sport leaders would also be advantageous.

4. All pupils to have an opportunity to engage in different sporting activities.	The school worked alongside other cluster schools and the Norwich East School Sports Partnership. They also invited outside providers into the school to deliver taster sporting sessions. This enabled all pupils to participate in a wide variety of events. Parent surveys and pupil voice evidence that these opportunities are important and valued by school stakeholders.	The Sports Premium enables the school to participate in enrichment sporting activities. The school budget alone would not be able to sustain this.

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
1. Promote girls' football across the school by: *A) Training staff on coaching methods* *B) Introducing lunch time Girls Football club in KS 2 (lead by TA)* *C) Attending girls football events for both KS1 and KS2 organised by the Norwich East School Sport Partnership* *D) Participate in Norwich City Football Club outreach service for primary schools*	*Female pupils across the school - as they will take part* *Teaching Assistant – as they will lead the activities*	*Key indicator 1: Increase confidence, knowledge and skills of staff in teaching PE and sport* *Key indicator 2 – Increased engagement for female pupils in physical activity and sport*	*A member of staff will be employed in a specialised role to develop a culture of inclusive football within the school. This will become the norm for pupils coming through the school.*	*£600 for lunchtime coaching* *£440 for afterschool coaching* *£450 to cover the cost of coaches to and from football events*

2. Provide a broad range of sports and equal opportunities for pupils to experience *Enrich pupils' sporting experiences by providing enrichment sporting activities, additional to the core PE offer:* *A) Orienteering (KS2)* *B) Quidditch (All)* *C) Cricket (KS1)* *D) Canoeing (UKS2)* *E) Sailing (UKS2)* *F) Indian Dance (EYFS/KS1/LKS2)* *G) Stretching and Breathing - Calm Cats (All)* *H) After School Clubs: football, hockey, netball, cricket, multi-skills*	*All pupils – as they will take part in enrichment sporting activities*	*Key Indicator 4 – Broader and more equal opportunities of a range of sports and physical activities offered to all pupils*	*A broad range of activities builds inclusivity* *Pupils of all abilities are given exposure to sports outside of the core PE offer.* *The impact of this is to promote the idea that there is a sport for everyone to enjoy.*	*Combined Cost of enrichment activities £9,360* *Combined cost of transport to and from events £600*

3. To ensure pupils can participate in competitive sport *During the academic year the school participated in the following competitive events:* ● *Netball* ● *Cross Country* ● *Football Skills (KS1)* ● *Athletics (indoor and outdoor)* ● *Rugby* ● *Football* ● *Cricket*	*Headteacher and PE subject lead – they will be responsible for coordinating with other school leaders / school providers to arrange competitive sporting events* *Headteacher and PE subject lead will also be preparing pupils for competitions and making necessary arrangements* *Class teachers as they will attend events.*	*Key Indicator 5 – Increased participation in competitive sport*	*Success at competitions is celebrated within school. This aligns with our school value of helping pupils to find their talents.* *Pupils feel proud of their achievements and therefore have a good level of self-esteem.* *Other pupils are inspired by the success of their peers and want to compete in future years.*	*Cost of transport to events – £1,000* *Subject leader release time - £940*
4. To embed the use of the school's wildlife garden – encouraging pupils to be active outside *EYFS & Key Stage 1 Fortnightly Forest School Lessons* *Years 3 and 4 – participation in Norfolk wildlife Trust (NWT) Wilder Schools Project*	*Lower Key Stage 2 teacher and teaching assistant as they will engage on a regular basis with NWT project manager* *All staff as they will engage in CPD* *Year 3 & 4 pupils as they will participate in the Wilder School Project*	*Key Indicator 1 – increase the confidence, knowledge and skills of staff in teaching* *Work alongside the Norfolk Wildlife Trust on Wilder Schools Project*	*Regular support from Forest School Lead and NWT supported teacher confidence in providing outdoor non-sporting physical activity e.g. digging, climbing, crafting. Teachers are able to embed outdoor activities into teaching and learning in future years.* *The impact of this provision has been developing pupil resilience, collaborative working and creativity.* *It has also provided pupils with opportunities to be active in a natural woodland environment.*	*Resources: £160*

5. To develop pupil leadership roles in sport	*Midday supervisors and teaching assistants as they will be responsible for overseeing pupil-led groups.* *Pupil leaders – they will act as leaders / role models for other pupils*	*Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement*	*The impact of this provision has been to support pupils' personal development:-* ● *Pupil leaders have taken on responsibilities* ● *Younger pupils are motivated to take on pupil leadership role in future years* ● *Playtimes have been purposeful / leading to less behaviour incidents*	*Staff lunch time support - £2,000*
6. To support the wellbeing of pupils	*All staff and pupils*	*Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement*	*The impact of this provision has been to create a shared language around wellbeing and for pupils to use physical activity to support a positive mental mindset.*	*Combined Costs £2,985*

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
1. Promote girls' football across the school	The impact of this has been to increase the understanding and enjoyment of football by girls across the school. Girls have been more physically active at lunchtimes. As a result of the structured football activities, many girls (especially those in Upper Key Stage 2) have played football daily during unstructured times of the day. This has led to them being more active at break times. Their after-school session was led by a member of the Norwich City Women's Football Team (Freya Symonds). She was a positive role model and motivated the girls to play football outside of school. As a result of Beth's involvement, the girls were invited to attend a Norwich City Women's match at Carrow Road.	This was a successful initiative and has led to greater enthusiasm for girls football. Girls have been more physically active at lunchtimes. It has helped to develop an inclusive ethos towards football in our school.
2. Provide a broad range of sports and equal opportunities for pupils to experience.	The impact of this has been to introduce pupils to a greater range of sporting activities. As a result, some pupils asked their parents if they could join a club outside of school to continue with the sport. Some pupils who find competing competitively in traditional school sports such as athletics difficult found they were more successful in other sports. This improved their self-esteem and increased their level of physical activity.	The school feels it is important to continue to provide a wide range of sporting activities for all pupils.

3. To ensure pupils can participate in competitive sport	The school has a commitment to ensuring all KS2 pupils represent the school in a sporting event that involves other schools. Most pupils participate in two or more. The impact of this is to enhance pupil enjoyment of school, Being chosen to represent the school has a positive impact of pupils' self-esteem. As a result of the school's commitment sport / leading a healthy lifestyle is seen as a important by pupils. Our parent community value the school's sporting	The school has been awarded the School Games Silver Award for 23/24. 
4. To embed the use of the school's wildlife garden – encouraging pupils to be active outside	The school wildlife garden has been used regularly throughout the year to support the schools ethos of promoting an active, healthy lifestyle. Pupils have worked collaboratively to dig a school pond, plant bulbs and seeds and make bat and owl boxes. The impact has been to give the pupils a common purpose and sense of achievement.	Children benefit from learning in a variety of spaces – both inside and outside.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	94%	*Many of our pupils receive swimming lessons outside of school. Two pupils swim competitively for local swimming clubs.* *School lessons have been led by an external provider.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88%	*All strokes are taught by external provider.*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	88%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Staff do accompany pupils and observe qualified swimming instructors but do not teach pupils themselves, due to the nature of the commercial setup at the pool.

Signed off by:

Head Teacher:	*Mrs Stephanie Lake*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Mr James Branch (Subject Leader)* *Mrs Stephanie Lake (Headteacher)*
Governor:	*Mrs Rachel Whiles – Chair of Governors*
Date:	*19th July 2024*