



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)

Please see full 2022/2023 document for detailed impact review of last year's PE Premium spend.

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>Provide pupils with access to daily structured physical activity via active lunchtimes</p> <p>Provide a full range of extra-curricular activities that include team games and individual sports</p>	<p>External coach to provide 5 x 45 minutes 'wide game sessions' per week for 38 weeks. This will include a 'come and play' multi-sport approach. All pupils</p> <p>Lunchtime duty staff lead and oversee a range of activities with pupil sports leaders; Basketball, skipping, hoola-hoops, active trim trail, Scooter park, Green space open play All pupils</p> <p>Academy staff (one 10 week club per year) and external coaches (5 clubs per week(to provide after school activities of a sporting nature that are provided free to all pupils All pupils</p>	<p>Key indicator 1: The engagement of <u>all</u> 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>£3195</p> <p>£1500 Scooters</p> <p>(AUT) £1350</p>

<p>Raise the profile of Physical Activity and Healthy Life styles including;</p> <ul style="list-style-type: none"> -healthy lifestyles -healthy eating -accessing to regular physical activity -supporting and embracing good mental health 	<p>Via the use of 'Rock Kidz' deliver a bespoke high profile day dedicated to pupil welfare, inclusion, personal aspiration and good mental health</p> <p>SENCO leads programme of brain gym and regular brain breaks for learners during academic lessons</p> <p>Friday celebration assemblies invite pupils to celebrate external sporting success for those competing in activities outside of the Academy, including a display celebrating these awards</p> <p>Pupils encouraged to wear PE kit to school to ensure maximum 'take-up' of PE lessons</p> <p>Re-brand a high profile sports day that encourages 100% pupil engagement and invites parents to attend and stay for picnic lunch, celebrating the importance of inclusion and healthy competition</p> <p>Purchase of 15 scooters and safety kit for use at lunch time to further promote healthy active</p> <p>Host 'glow in the dark' dodgeball day to provide pupils with access to a new physical activity</p> <p>Operate a forest schools programme that is delivered by an external specialist leading to sustainable delivery by member of Academy staff. Creation and implementation of new active wildlife zone to immerse the children in accessing green spaces for improving mental health and well-being</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>		<p>£1200</p> <p>£200</p> <p>£500</p> <p>£885</p>
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<p>All teachers are confident in delivering PE lessons across the Key Stage</p> <p>The majority of PE lessons are of high quality with pupils being able to make progress across the PE curriculum</p>	<p>The purchase of 'Get Set for PE' online resource provides teachers with access to high quality planning documents, lesson ideas, demo videos and assessment ideas</p> <p>Internal PE qualified staff are timetabled to teach across the Key Stage, and is available to model lessons for less experienced staff</p> <p>Well qualified external sports coaches will support teachers across the key stage through modelling and team teaching sessions</p> <p>The new Academy PE lead ensures that the curriculum is well resourced and that teachers have access to the resources they require to deliver high quality lessons</p> <p>The new Academy PE lead has termly access to the West Suffolk School Sports Partnership lead to quality assure the Admirals PE offer and to bench mark progress against achieving the Silver School Games Mark</p> <p>A well-qualified Forest Schools leader will model, manage and lead practical Forest School sessions for identified children which will be shadowed by Academy staff who will then lead and manage a sustainable high quality internal Forest School program</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>		<p><i>£436 (Both)</i></p> <p><i>£7125 (both)</i></p> <p><i>£1000</i></p> <p><i>£1250</i></p>
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<p>Ensure that the Admirals PE curriculum and long term provision map meets the needs of current cohorts</p> <p>Ensure that the physical activity offer outside of the curriculum offer includes a wide range of 'other' non-curricular activities</p>	<p>PE lead to continually revisit the subject long term plan to ensure that it is well sequenced and coherent offering the full range of National Curriculum activities</p> <p>The Academy PE lead ensures that the curriculum is well resourced and that teachers have access to the resources they require to deliver high quality lessons</p> <p>Ensure that purchases of age appropriate equipment are timely, and that where new activities are introduced, adults have appropriate knowledge and understanding to be able to deliver quality inputs and lessons</p> <p>PE lead monitors and tracks the Physical activity offer within the extra-curricular program ensuring that it offers a range non-curricular activities</p> <p>Particularly at Upper KS2, our pupils engage in events/taster sessions with Thetford Academy staff and sports leaders to experience new and different sports activities and events</p> <p>The Academy will host a PE Wow day to raise the profile of PE & Sport by hosting a WOW Basketball day led by the international player Paul Sturgess</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>		
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<p>Children enjoy a sense of inclusion in physical activity and become well equipped to engage as team players through participation in competitive sports.</p>	<p>The Academies fully engage and host local cluster sports competitions; Football, Swimming and Cricket</p> <p>Re-brand a high profile sports day that encourages 100% pupil engagement and invites parents to attend and stay for picnic lunch, celebrating the importance of inclusion and healthy competition</p> <p>Children take part in the school games events, offering competitions and participation events against schools across the county. Offering events for engagement and healthy competition in a range of sport.</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p><i>£500</i></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

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?	87.5%	<i>Year 6 completed swimming in the previous academic year for one term, as well as another term this academic year. Any children who were identified as incompetent went for extra catch-up sessions. This has allowed our swimming percentage to increase significantly, with the hope that this will only increase with our new swimming structure.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87.5%	<i>Children attend the swimming lessons for a term each in year 5 and 6 to ensure there are plenty of lessons to build competence. Children are taught a variety of strokes as well as water safety skills.</i> <i>In a 25m assessment, children can choose the stroke they feel most confident to swim in. This is often seen as front crawl or backstroke</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>60-70%</p>	<p><i>Children are provided with water safety lessons embedded into swimming practice. This has also been scheduled in more regularly into next year's swimming lessons to ensure children are competent in self-rescue.</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/No</p>	<p>Embed our own top up style lessons within swimming structure.</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 pay for external swimming teachers to teach this and therefore staff are not required to assess or teach lessons.</p>

Signed off by:

Head Teacher:	<i>Greg Sadler</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Melissa Bolton</i>
Governor:	<i>Wayne Thompson</i>
Date:	<i>20th May 2024</i>