



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.

Key priorities and Planning

Total spend available to Sculthorpe: £16,410

| 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 |
|--|--|---|--|--|
| To ensure every pupil engages in outdoor and adventurous activities that require problem solving, team work and physical challenge. Including trips to Sheringham Park, orienteering, Federation 'Learning Together' Days | Children will develop confidence, progression of gross motor skills over time, listening skills, collaborative play. Children will develop team building skills, problem solving skills and challenge themselves physically and mentally to grow in confidence to achieve personal goals. | 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 | Build this offer into future educational visits and learning so pupils return to accessing outdoor and adventurous activities on a regular and timely basis. | £1000 assigned for these trips and coaches. Funding from National Trust available. |
| Holistic whole school approach to achieving 30 active minutes during the school day with the aim that all pupils would increase their physical activity levels, with the support of sports leaders and young ambassadors. | Active Curriculum delivery includes the use of through approaches such as active maths and English lessons, outdoor learning, daily mile. Information provided for parents and carers on healthy lifestyles, including choices of snack at playtime. | 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 | Build on this offer each year and provide further opportunities around sports leaders. | £500 |
| Outdoor wildlife and wellbeing learning throughout the year. Have focus on improving outdoor learning provision and environment for all pupils. | All children accessed outdoor learning provision. Children who have undertook the Forest School learning have increased awareness of different physical activities and developed wellbeing and health. | 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 | Build on this offer each year and provide further opportunities. | £3000 – Forest Schools provider through Hawk and Owl Trust |

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|---|--|---|--|--|
| To provide a range of different sports and physical activities specifically targeted at pupils who are either unwilling to, or do not have opportunities to, take part in physical activity. Provide 5 after school clubs and co-ordinated lunchtime clubs. | We will see a development of skills evidenced by assessments. Lunchtime / after school uptake increases. | Key indicator 2: To fund activities to encourage and support the least active children | Maintain provision within own school budget if PESSPA stopped. | £4000 coaching through various companies including LB coaching, yoga, dance. |
| To provide a PE legacy by upskilling support staff in accessing coaching and teaching qualifications to support curriculum and extra-curricular activities. | Level of staff engaging in training. Offer of clubs and extra-curricular activities. | Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Identify future training needs and include in main CPD budget. | £6,840 coaching costs for the year. |
| Provide collaborative sporting opportunities across the federation linked to healthy lifestyles. Provide healthy lifestyle workshops, dietary ideas (cooking workshops) | Increase pupil collaboration across Federation. Better lifestyle choices with activity plans and diet. | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Develop links to science, RSHE in future years. | £500 assigned |
| Sensory circuits – to provide early morning sessions for pupils who struggle with focus/behaviour in class. | Monitor with pupil questionnaires/class teacher feedback to check positive impact on their learning and other learners | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Sensory circuits available to KS1 and KS2. Improved behaviour in class by pupils attending therefore sensory circuits will have an impact on whole class learning. | Staff training and TA time £500 |

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|--|--|---|--|----------------|
| Develop an annual competitive sport event for KS1 / LKS2 /UKS2 each year, in addition to school specific events. | Termly programme of competitive sports that reflect the curriculum provision or after school provision / lunchtime provision on offer. | Key indicator 5: Increased participation in competitive sport | Continue this with parental support to reduce transport costs. | £1000 assigned |
|--|--|---|--|----------------|

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 |
|---|--|---|
| Federation 'Learning Together' Day – Mental Health and wellbeing including performance by Professor Pancake, Federation sporting events. | Amazing to see friendships developing across the Federation. Real focus on mental health and wellbeing. Very positive feedback from pupils. | Ensure we plan a range of Federation 'Learning Together' Days for next year. Widening the opportunities for our small schools. |
| Forest Schools | Increased awareness of different physical activities and developed wellbeing and health. The importance of children being in the fresh air and outside is important. | These sessions continue to be really powerful and teaching a range of skills. Going to the Hawk and Owl Trust is a really wonderful experience. Space is limited on the school site so this is really important. |
| After School Clubs - all logged through school office. Range of clubs on offer with lots of children participating throughout the year. Specific children encouraged to attend. | Well regarded during Ofsted inspection. | |
| Sports Coach sessions | Positive improvement to PE sessions – carefully monitored. | Sports Coach sessions will continue tomorrow with a clear focus on providing CPD for teachers. |
| Encourage the children to be active during break and lunchtime. | | New equipment has been planned out to improve the outdoor environment and replace broken equipment. This is being fitted during the summer holiday for use from September. Children have been involved in this process. |

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? | 56% | 9 pupils in total - Couple of new children to the year group have made progress but not quite got there with this. Booster sessions have been completed. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 56% | |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 56% | |
| 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? | Yes/No | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | Sessions are completed through employing swimming teachers. Our staff are also provided with CPD to support these sessions. |

