



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

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
<i>e.g. Introduce lunchtime sport sessions/activities for pupils.</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity, pupils – as they will take part.</i>	<ol style="list-style-type: none"> 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport 2. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupil. 5. Increased participation in competitive sport. 	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1000 costs for additional coaches to support lunchtime sessions.</i>
<ol style="list-style-type: none"> 1. <u>Introduce group games and team sports in lunchtime clubs running every day 2 x half hour sessions.</u> 	<p>Our SNP who will be running the club. SNP will need to identify groups of children who will access the provision.</p> <p>AHT who will reorganize lunchtime timetable.</p> <p>Pupils who will participate as part of the lunchtime provision.</p>	<u>1 / 2 / 3 / 5</u>	<p>More pupils meet their daily physical activity goal. More pupils encouraged to take part in PE and Sport. Students with SEMH profile will engage with football club and this will support their regulation. Once the timetable is set, lunchtime clubs are sustainable (unless there are staff shortages).</p>	<p><i>Estimated annual cost of £3565,63</i></p> <p><i>Actual cost £1700</i></p>
<ol style="list-style-type: none"> 2. <u>Introduce a PE scheme to the</u> 	<p>AHT to research. Suggestions include Real PE or Get Set 4 PE</p>	<u>1 / 2 / 4</u>	<p>Teachers are supported to deliver high quality, effective lessons and develop their</p>	<p><i>Annual cost of ...</i></p> <p><i>Actual cost £0. Action</i></p>

<p><u>school.</u></p>	<p>Staff who will need training. Pupils who will access high quality PE in school.</p>		<p>skills. Over time they build up experience and adapt lesson planning to fit their class. Once a scheme that suits is found, PE scheme could be paid for annually through curriculum budget.</p>	<p><i>not completed. Staff still exploring schemes</i></p>
<p>3. <u>Top-up swimming lessons for primary pupils outside Years 5 and 6.</u></p>	<p>4 - 6 classes per year plus staff. Minibus driver and first aider who will be needed each week.</p>	<p><u>2 / 3 / 4</u></p>	<p>For many students this will be a new opportunity to experience swimming and build water confidence. Over time top-up swimming will give the pupils extra opportunities to develop their swimming skills. More pupils encouraged to take part in PE and Sport and to experience the enjoyment of physical exercise.</p>	<p><i>Weekly (overall) cost of £60. Total actual cost: £820</i></p>
<p>4. <u>Weekly visits to the local gymnastic club.</u></p>	<p>3 classes per half term plus class staff. Two gym staff to instruct the pupils to use the equipment appropriately and safely.</p>	<p><u>1 / 2 / 3 / 4</u></p>	<p>Teachers observe staff delivering warm up activities and instructing students on the gymnastics equipment. Students love this environment and are physically active throughout the 45-minute session. Students develop their gross motor skills. The sessions can be used to support students to regulate as students are motivated by the opportunities the provision provides.</p>	<p>Weekly cost of £70 Total actual cost: £2660</p>
<p>5. <u>Subscribe to the PE Forum and access PE activities organized by different special schools, in different venues.</u></p>	<p>Dean Harris who will organize trips with AHT. Decisions on which classes and which activities. EVC/AHT who will work with teachers to process the trip on Evolve. Use of minibus driver and first aider for each trip. Classes – all classes who will get at least one opportunity to access PE</p>	<p><u>2 / 3 / 4 / 5</u></p>	<p>Whether subscribed or not, the school has access to a range of competitive sport activities. Students experience competing against other Norfolk schools and develop a sense of identity as they represent The Bridge Easton School. Through participating in a variety of activities, pupils develop sport/PE preferences. Sustainability – even if subscription is not paid, schools can</p>	<p>£500 subscription</p>

<p>6. <u>To implement sensory circuits daily in each class.</u></p>	<p>Forum activities. Dean Harris who will organize a TBES event.</p> <p>Staff training 2 x CPD sessions with Iain Mills Sept/Oct 2023 AHT to buy appropriate resources and ensure materials are available on TEAMS Pupils have daily access. Staff to support.</p>	<p><u>1 / 2 / 3</u></p>	<p>access the PE Forum through one off payments for each activity.</p> <p>More pupils meet their daily physical activity goal. Sensory circuits prepare pupils for learning by supporting regulation. Pupils make better progress than they would without this. Once equipment is in place, this is sustainable as training and resources are free.</p>	<p>Training £0 Actual cost of resources : see below</p>
<p>7. <u>To continue to provide equipment and top-ups where needed to ensure that equipment is readily available.</u></p>	<p>Teachers and AHT who will create order lists for equipment specifically to be stored in the PE cupboard, to be used for PE lessons. Other equipment will be ordered for playtimes such as scooters for older pupils and for sensory circuits.</p>	<p><u>1 / 2 / 3 / 4</u></p>	<p>More pupils meet their daily physical activity goal. Resources support high quality lessons and support teacher confidence in teaching PE. Playground equipment supports behaviour during unstructured times of the day.</p>	<p>Cost of resources: £9000</p>
<p>8. <u>Provide travel for staff and pupils to enable classes to participate in sporting activities off-site. To offer pupils opportunities to compete in sport outside the school.</u></p>	<p>All pupils will access sport activities outside the school. Staff who will support pupils off site.</p>	<p><u>2 / 4 / 5</u></p>	<p>More pupils are encouraged to take part in PE and Sport activities. Pupils can compete against other schools. Links with other complex needs schools are developed and sustained.</p>	<p>Estimated cost £600. Actual cost maintenance + petrol: £1700</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
1. <u>To introduce group games and team sports in lunchtime clubs running every day 2 x half hour sessions.</u>	Dean Harris holds a lunchtime football club twice a week for two cohorts. Students with an interest in football are developing their skills and engaged in regular physical activity. One pupil's behaviour has improved extensively over the year and has made positive relationships with adults and other pupils. They are engaged.	Dean plans to create a football team, and for that team to compete against other schools. Dean is also looking into sponsorship for a school football strip. Next steps: To offer other PE/Sports lunchtime clubs through using MSAs to cover staff delivering PE.
2. <u>To introduce a PE scheme to the school</u>	This has yet to be decided though teachers have been given the opportunity to trial two different PE schemes – Complete PE and Get Set 4 PE. We still require a scheme so that we can ensure a broad and balanced PE scheme across the school.	Next steps: Assign a PE subject leader to complete this action. Use the Primary PE & Sports Premium budget to allow this person to visit schools using specific schemes and observing to see how appropriate for our context.
3. <u>To top up swimming lessons for primary pupils outside Years 5 and 6.</u>	Swimming has developed water confidence and children's self-esteem. This has impacted on behaviour and the development of positive relationships between children and staff. 37 children have participated (of which only one was Year 6) and all have a positive attitude towards swimming.	We were only able to access swimming over four terms and we are hoping to secure six half terms next year. Continue to ensure Years 5 and 6 access swimming and offer to Years 3 and 4 so that over the course of their primary years, children have multiple opportunities to develop their swimming skills.
4. <u>Weekly visits to the local gymnastics club</u>	Children have enjoyed the local weekly visit. The children have experienced participating in a local visit and travelling safely from school to the destination. Children have accessed a large venue with room to move – run, jump, balance, climb and have developed their gross motor skills. Older children have been	Four groups have gone to the gymnastics club every week and this has been used as their PE lesson. This has meant, for those accessing gymnastics for more than one half term, that their PE curriculum has not been as broad as it should. Planning needed for next year. AHT to put together a timetable and reduce

<p>5. <u>Subscribe to the PE Forum and access PE activities organized by different special schools in different venues</u></p> <p>6. <u>To implement sensory circuits daily in each class</u></p> <p>7. <u>To continue to provide equipment and top-ups where needed to ensure that equipment is readily available.</u></p> <p><u>To provide travel for staff and pupils to enable classes to participate in sporting activities off site.</u></p>	<p>taught by members of the club.</p> <p>Three classes have accessed a different activity each and have experienced 'competitive' but friendly sport. One class accessed ten pin bowling, another Athletics and another Kwik Cricket. Dean Harris has also prepared a TBES football event but this has been delayed until the autumn term as there have been a number of football events this academic year.</p> <p>Through staff training and resourcing each individual class, children have regular and daily opportunities to use sensory circuits. Staff understand the importance of sensory circuits, and this has supported their use of Zones of Regulation and individual toolkits within the classroom. This has positively impacted pupil regulation, and children are mostly settled.</p> <p>PE equipment is now available in the cupboards to support with PE lessons. Many of the resources are those that are needed to deliver popular PE schemes. Games sets are also available for use. Presently not all staff feel confident to use a wide range of equipment and are still relying on key pieces of equipment.</p> <p>Four classes have accessed swimming at the Hewett School Norwich over four terms. Three classes have accessed PE events at three different venues in Norwich.</p>	<p>number of classes going each week. Address issue of a broad and balanced PE curriculum with teachers at the start of the new academic year. Look at cost of other instructors for key sports.</p> <p>Unfortunately we had to cancel an event as the minibus was having an MOT and service that day, and these could not be changed. Next steps: Participate in more events next year. Aim for one every half term.</p> <p>Sensory circuit equipment has been given to individual teachers and this equipment is their responsibility. If the teacher moves class, this equipment goes with them. Further equipment has been ordered for the new classes (September 2024). Sensory circuit training needed for new staff next year.</p> <p>Next steps: Further staff training. Work with a PE Lead/external instructors on developing PE skills amongst staff.</p>
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Swimming Data


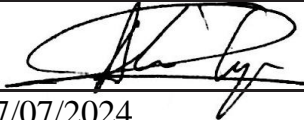
Meeting National Curriculum requirements for swimming and water safety.

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?	0%	<i>Our Year 6 cohort has accessed 6 swimming lessons this year. However, due to the commitments the swimming club has had over the year, they have only been able to offer us provision for 4 out of the 6 half terms. As our pupils have complex needs, they often have a delay in their physical development and do not access private swimming lessons due their communication difficulties.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	<i>See above</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	<i>See above</i>

<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</p>	<p>We have offered swimming lessons to KS2 children across 4 classes. However four of the children are in Year 2 (KS1)</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>No</p>	<p>We have an instructor/life guard at the pool.</p>

Signed off by:

Head Teacher:	 Natalie Does
Subject Leader or the individual responsible for the Primary PE and sport premium:	Claire Greengrass Acting Deputy Headteacher/Assistant Headteacher
Governor:	 Alex Tuya – Chair of Governors
Date:	07/07/2024

Total cost of PE and Sport Premium is £16,210