



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 at Snettisham Primary School (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p>KI 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> Support for PE lead to develop and improve change as part of whole school improvement <p>KI2 2. Engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> Sporting activity is available as an integral and regular part of curriculum Regular CPD for staff from specialist teacher (TB, JD) has improved staff confidence to deliver <p>KI 4. Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> Increase in sports coaches to deliver physical education with diverse range of events during and outside of school day meeting <p>KI5. Increased participation in competitive sport</p> <ul style="list-style-type: none"> Increase in participation to local events with local sports organization WNSSP 	<ul style="list-style-type: none"> Well organised and broad curriculum – achieved Gold Award valid until 2025 Clubs afterschool were popular and pupils reported they enjoyed them; pupils were very enthusiastic around netball, football and team events for example. Girls participation in physical education increased as a result of targeted support Participation in competitive events has increased in 23-24 as we encourage a diverse range of pupils to be enthusiastic and attend all events locally 	<ul style="list-style-type: none"> Local football team is also thriving and our pupils have increased their contribution to local competitive sports in community as they have increased confidence (many participate in Heacham Minors and Magpies) In addition Y6 pupils were keen to develop their leadership skills and organised an after school club weekly for benefit of other pupils OAA increased with mapping of the school grounds to enable spatial sense and mapping with coordinates

Key priorities and Planning

Allocation 23-24 = £16,780

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>Continue to develop resources for activity and organized activity during the school day – including lunchtimes</p> <p>To continue to implement farm school particularly to encourage activity for those avoidant</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>Pupils – as they will take part.</p> <p>Pupils – often with SEND/PP</p>	<p>Key indicator 2 -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>Those who are emotionally school avoidant will have access to school and increase activity</p>	<p>£2000 costs for additional coaches to support sessions both during the day and after school.</p> <p>£5780 costs for resources, broader range of activities and storage of equipment Pupil package includes mini medics, pupil leadership, healthy body healthy mind, game changers</p> <p>£1000 to resource farm school</p>

<p>CPD for teachers that helps them to provide a broad range of lesson content</p> <p>Release for teachers to support and implement the cluster sporting event calendar and school based events</p>	<p>Primary generalist teachers and teaching assistants. One teachers who is an ECT.</p> <p>Teachers, teaching assistants and pupils</p> <p>Families that attend school based events</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3 Sports through Whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> <p>Continue to compete and achieve well with a range of events. Evidence that a wider range of students attend these sporting events.</p>	<p>£5500 for 4 teachers and 4 teaching assistant to undertake CPD with specialist. Includes resources/costs for PE platform.</p> <p>£2500 for PE lead to liaise with PE body and PE leads (TB/JD) in local cluster and develop leadership skills</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
Regular CPD delivered by sports specialist teacher through the year	This action enabled our early career teachers to see a range of skills and activities be organised, resourced and taught well. This in turn has led to successful PE delivery – modelling skills themselves, planning and delivering structured and effective PE lessons with good participation.	We benefit from being able to access a qualified and experienced PE teacher who is passionate about her role. She is an excellent model for enthusiastic and inclusive teaching for our early career teachers.
Participation in a range of physical activities that promote exercise, enjoyment, health and wellbeing	High levels of students were able to participate in engaging and enjoyable activities – some competitive such as cluster sports day where we won some medals. Some activities such as yoga and farm schools supported wellbeing and overall health – these activities were accessible to our hardest to reach students	Farm school is a unique enhanced OAA provision we developed for Snettisham pupils who were hard to reach – this has been recognized by the local authority and has gained a finalist place in the 2024 Flourish Awards.
Creating, resourcing a sports council that facilitates events and support in school, meeting with other school sports councils termly	Special responsibilities for the 8 sports council members add to their personal development. They use their pupil voice to influence local school events and this year the KS1 sports festival was enjoyed by over 200 local children including 25 of our own pupils.	
Increasing access to a range of equipment through the school day that encourages activity – sensory circuits, ball games, OAA, mapping	All pupils at Snettisham are active and enjoy a wide range of games and physical activity throughout each day and during PE lessons. Clubs are popular and accessed by a range of pupil groups including SEND. We collect and monitor data for clubs to ensure participation for all.	

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?	7/10 70%	We are pleased that the vast majority of pupils benefit from our sports swimming curriculum. It is vital our pupils can swim as we are by the sea. The pupils not swimming 25m are able to swim at least 10m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	7/10 70%	Pupils are taught a range of strokes during lessons and these are practiced so they are effective. However, a few pupils are more reliant on breaststroke.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	6/10 60%	Pupils explore and practice safe self-rescue skills of flotation, treading water, shouting and signaling as part of their swimming curriculum. By Y6, the majority of pupils can complete these skills
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	Small cohort affected overall statistics – emphasis will be on self-rescue in 24-25
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>Louise Jackson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Maria Woodget</i>
Governor:	<i>Barbara Herring COG</i>
Date:	30/7/24