



Evidencing the impact of the Primary PE and sport premium

Commissioned by



Department
for Education

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YOUTH
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2024. To see an example of how to complete the table please click [HERE](#).



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Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p> | 82% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 82% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 82% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p> | No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today

| Academic Year: 2023/24 | | Total fund allocated: £16689.32 | | Date Updated:17.7.24 | |
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| 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 | | | | | Percentage of total allocation: 7.4% |
| Intent | | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | |
| Evidence of impact: what do pupils now know and what can they now do? What has changed?: | | Sustainability and suggested next steps: | | | |
| To promote activity in Key Stage 2. To monitor daily percentage of activity and when the activity is taking place. To encourage pupils to be more active throughout their school day. To encourage pupils to be more active throughout their school day and reach their 60 active minutes. | | Ensure KS2 classes have working moki bands and batteries throughout the year | | £72.00 | |
| Pupils are really keen to use the Moki bands each day. They are more active and look forward to seeing how many steps they have completed each day. We can monitor our activity and periods of the day when we have been more or less active. Teachers are more aware of when the children need to become more active throughout the day. | | There is the opportunity to complete house weekly leaderboards. We can have weekly leaderboards and targets. | | | |
| Continue to promote the Daily Mile in every class. | | Ensure every class is completing the Daily Mile. | | Free | |
| Children from every class complete the Daily Mile each day providing them with a further opportunity to increase their daily activity and support their mental wellbeing. | | To continue with Daily Mile in 2024/2025 to promote activity. Teachers have the flexibility to complete this at the best time of the day for their class. | | | |

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| Sports Day - This will be divided into two separate sessions. | In July, we held a sports day, where KS2 took part in races in the afternoon and KS1 and Reception had theirs in the morning. | Free | In July we held a sports day, where KS2 took part in races in the afternoon and KS1 and Reception had theirs in the morning. | Revise for next year where appropriate. It was a very successful day. |
| Ensure school is fully resourced ready for lessons. Order resources for play leaders to use with the younger children. Each class to have their own set of resources to access at lunchtimes and break times | Equipment ordered for lessons and break times. | £641.02 | Pupils are now more active at lunchtimes and break times as they are playing with the equipment offered. | Year 5 pupils to take over as play leaders for the younger children in the school next year. Equal opportunities for girls and boys. |
| Ensure all children have the ability to engage in the broader curriculum. (OAA) | Bus service (BACT) booked to transport children to off site lessons. | £516.05 | Children are able to participate in a range of activities that extend their motor skills using intrinsic motivation while supporting their wellbeing. | Continue to book the bus in advance to ensure continuation. |
| Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 4.2% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| Sports Leaders and play leaders to promote activity around the school and develop good leadership skills. | Class 4 pupils lead certain events and run groups every lunch time for the younger pupils. | Free | Year 6 pupils are running groups effectively at lunchtimes, leading to increased activity, and improved behaviour management on the field. | To consider using the Real Leaders training resources and decide which sports we will offer next year. Current play leaders to train new Year 5 pupils ready for next year. |
| Use the holistic Real PE cogs to allow children to develop skills which will help them across lessons. | Ensure cogs are clearly referred to and discussed whenever they are used. Teachers to explain how they relate to their development as a whole in their life at school. | Free | Pupils will have an awareness of each cog and why it's important for their development as a person. | To potentially display the cogs in the classroom and refer to them in different lessons. |
| Use WOW active assessment so children have an understanding of their own skill and endurance levels and build on these. | Children have access to their own score levels. | £705.00 | Children understand the importance of exercise and develop an awareness of this by reflecting on prior lessons. | Ensure all staff have knowledge of their children's attainment and provide certificates that will be distributed in celebration assembly. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 14.1% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To continue to use our Real PE Project coordinator where appropriate to: train new staff, support the subject leader and provide demonstration lessons for all to learn from. | Membership of the Real PE Legacy Programme | £695.00 | New and less experienced teachers are more confident to teach the REAL PE programme. | To continue to train new staff effectively and provide ongoing subject leader support where required. |

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| <p>Get Set 4 PE resources to ensure the staff have full planning for all units to be taught.</p> <p>Subject Leader to access CPD and support staff to develop PE across the school.</p> <p>Staff have a clear knowledge of assessment and how the learning builds throughout the years.</p> | <p>Complete subscription for this year.</p> <p>Lead to attend professional development that can be shared with colleagues to improve staff's own skills, knowledge and confidence to deliver PE lessons to a higher standard.</p> <p>Hand over for New PE Lead</p> <p>Ensure all staff can access the cogs on Real PE and can use them to show attainment.</p> | £1650.00 | <p>All teachers will have accurate, clear, up to date planning for all lessons.</p> <p>All staff have a clear knowledge and understanding of how to deliver lessons ensuring quality teaching first.</p> <p>New PE Lead has a clear idea of the Leadership role.</p> | <p>Continue subscription</p> <p>New PE lead to ensure all staff are confident to deliver a PE lesson and have access to resources, support and training.</p> |
| <p>Subject leader to have access to the latest PE updates and recommendations.</p> | <p>Purchase Professional Membership to Afpe</p> | <p>Funded by St. Benet's grant.</p> | <p>Subject lead has access to the latest advice and recommendations from a professional body.</p> | <p>Continue with this membership next year.</p> |

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| Apply for school to be part of the Chance to Shine Programme, which will provide cricket lessons and CPD for all classes. | The school was registered and accepted. Each class receives 6 sessions with a trained coach across the summer term focusing on a different element of the game. | Free | Each class received lessons with a specialist coach. Enthusiasm has improved throughout the school for cricket. Our female coach was a great role model for the girls. Our teachers are more confident in delivering this sport and have lots of ideas for warm ups and starters. | This is the fourth year we have used the Chance to Shine programme. All pupils across the school are now being taught by a specialist. We hope to continue to be part of this programme next year. Application submitted. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 68.4%

| Intent | Implementation | | Impact | |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Allow children to have increased physical activity in an outdoor learning environment. To broaden their range of physical activity. | Forest School | £4052.75 | Pupils have increased confidence and enjoyment in physical activity. They are working more successfully in collaboration with one another. They are enjoying physical activity in these sessions which also support their mental health. | To provide CPD to staff in Forest School and consider how we can move this forward into our own grounds. To provide orienteering opportunities and develop our outdoor environment. |
| To fund Bikeability places for all Year 6 pupils. | Year 6 pupils took part in Bikeability lessons in the summer term. | £180.00 | Year 6 children took part in a two day programme and are now able to ride with more confidence and experience when cycling on the road. | To book for the following summer term. To consider Balanceability bikes for KS1. |

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| After school clubs offered to each year group throughout the year through Premier Education | Arrange with Premier Education - After School Clubs. Two clubs to be offered each half term. One for KS1/EYFS pupils and one for KS2. | £3795.00 | All pupils were offered the opportunity to take part in after school clubs throughout the year. These included: tennis, basketball and multi-sports. | The clubs will continue next year for KS1 and KS2. |
| Enrichment opportunities offered to pupils to broaden their experience. | Children were provided with a variety of skills to practise. | £762.50 | All children enjoyed partaking in a range of activities in a fun and engaging way. | Look for further opportunities next year for children to partake in workshops. |
| After school football club with a local coach. | Arrange with Darell Sibbons. Football Club for Key Stage 2 - Soccer in the Community | £1800.00 | KS2 children had the opportunity to work with an experienced football coach . | The club will continue next year. |
| Children will have the opportunity to learn dance from a specialist teacher | Arrange a dance sessions for the whole school with a Bollywood Dance Teacher | £320.00 | All pupils took part in a session of Bollywood dancing | Look for further opportunities next year for children to partake in workshops for different dances. |

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| <p>Children will have the opportunity to work with specialists.</p> | <p>Enrichment Opportunities provided by</p> <p>Skipping Ninja</p> | <p>£500</p> | <p>Children were able to partake in new sports and work with a specialist.</p> | <p>Consider which other local providers could run sessions for us.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 5.9% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they do now? What has changed?: | Sustainability and suggested next steps: |
| Asset Education Membership - Bungay Primary | Membership renewed | £1000 | Subject leader has received advice and support from the partnership, particularly around use of the premium money. Tournaments have been provided. | Ensure teachers have a tournament schedule for the coming year and are ready and prepared for the different kinds of events on offer. Consider how we can staff events to ensure we attend the maximum amount we can. Consider transport required for the coming year of fixtures. |

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| Signed off by | |
| Head Teacher: |  |
| Date: | |
| Subject Leader: | Julie Huxtable |
| Date: | 17.7.24 |
| Governor: | |
| Date: | |