



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.

Bildeston Primary School - 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
Employ PE lead to develop the subject.	Staff continue to teach PE and are becoming more confident in areas of the curriculum due to staff training, support and planning specific to their class.	
Promote healthy lifestyles.	Children often choose to be active in free time, especially when given prompts. Still aim for more children to participate in positive play. Bikeability well attended as are after school clubs.	
Maintain competitive opportunities for all children.	All KS2 students represent Bildeston at least once in the year. SEND students attended panathlon events and virtual events gave extra competitive opportunities.	

Key priorities and Planning – Bildeston Primary School

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
To promote healthy lifestyles and regular exercise within pupil's daily lives.	Sports leader applications in Autumn term, ready to start in Spring term.	Key indicator 2 -The engagement of all pupils in regular physical activity - 60 active minutes.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Pin badges for leaders.
To increase ability to play during free time.	Year 5/6 children to become leaders, working with younger children at lunchtime.	Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement.	New leaders can apply each term. Greater learning of how to play as modelled by leaders.	Lunchtime equipment. Markings on playground to facilitate play.
Bikeability course for KS2.	Support from mid-day supervisors and staff on duty.	Also being used as a case study for platinum School games application. Aiming for less conflict situations at lunchtime and more play.	One competitive element each term (based around participation not ability.) Assemblies used to share changes to the activities, results of competitions etc.	Photocopying resource cards.

<p>To facilitate high quality National Curriculum lessons.</p> <p>Confidence of staff teaching PE to increase through professional development opportunities</p>	<p>All children, teaching staff and those who support PE lessons.</p>	<p>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 - The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>PE lead continues to develop new schemes of work that meet the demands of class size/mix/equipment and space available for lessons.</i></p> <p><i>Work with external coaches when opportunities fit our cohort</i></p> <p><i>Implement the motor skills programme developed in Switzerland in phases. At least 2 units of motor skills for each KS1 class and support via videos online and PE lead for staff delivery.</i></p>	<p><i>Course and/or supply cover.</i></p> <p><i>Physical literacy course with follow up time to implement strategies into school.</i></p> <p><i>Registration with Motor skills programme for at least 3 months. Budget for equipment such as swim noodles to assist with the delivery of motor skills.</i></p> <p><i>PE lead time to work alongside class teacher.</i></p> <p><i>PE lead time to observe PE lessons and/or have time to discuss PE with staff.</i></p>
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<p>School grounds and equipment maintained and improved as part of an ongoing development.</p> <p>Maintain means of transport to and from festivals and tournaments.</p> <p>A high standard and range of PE and Sports equipment to be available for use in school to deliver a challenging and varied PE curriculum</p>	<p>All children and staff benefit from the use of safe equipment.</p> <p>Continuous development of the site helps to inspire the children to play in an active way.</p>	<p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 - Increased participation in competitive sport.</p>	<p><i>School council involved in the ongoing development of the school grounds. This ensures that the process continues as it is part of the normal discussions.</i></p> <p><i>Being able to attend School games and HHS pyramid fixtures allows students to participate and compete at variety of sports.</i></p>	<p><i>Equipment serviced annually.</i></p> <p><i>Minibus serviced annually.</i></p> <p><i>New equipment ordered to meet the demands of the ever-evolving curriculum.</i></p>
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<p>Participation by all pupils, including those who are less active, girls, SEND students and pupil premium.</p> <p>Maintain competitive opportunities for pupils both inter and intra school.</p> <p>Offer opportunities for gifted and talented pupils to participate in competitions.</p> <p>Increase attendance at extracurricular clubs.</p>	<p>All students</p>	<p>Key indicator 2 - The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 - Increased participation in competitive sport.</p>	<p>Panathlon events entered via school games. Sailing opportunities to be taken up.</p> <p>Focused swimming catch up group set up to increase overall percentage of swimmers.</p> <p>Build intra school events into the Autumn and Spring terms. Increase the profile of the house system with more events and celebrations.</p> <p>Tag rugby is strong in LKS2, look for more events for these children.</p>	<p><i>Cost for some extra panathlon events.</i></p> <p><i>Staff swimming teaching update courses.</i></p> <p><i>Extra swimming lessons for catch up group.</i></p> <p><i>Coaches for after school clubs.</i></p>
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<p>To provide outdoor learning opportunities and adventurous activities.</p> <p>KS1 to continue with forest schools.</p> <p>KS2 residential and unit of work to be taught during PE time.</p>	<p><i>All children</i></p>	<p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</p>	<p><i>Units of work increasing with the aim for 2 at LKS2 and 2 at UKS2. Orienteering resources continue to be developed and looking to put permanent markings around school to ease the set up for teaching this.</i></p> <p><i>Funding available for pupil premium children enabling them to take part in residential. PE or not?</i></p>	<p><i>Oreinteering resources.</i></p> <p><i>Staff to lead forest schools</i></p> <p><i>Financial support for residential</i></p>
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Bildesdton Primary School - 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
To increase play options at break times.	More children at KS1 had a focus for lunchtime play. Play leaders enjoyed trying different activities out. Easier in better weather.	Continue to have problems tidying up and with PE equipment being used for play, then being lost over the fence.
Increasing staff confidence.	CPD in September on gymnastics was well received by all staff across both schools. KS1 staff member – worked well with supported lessons and followed on with own lesson using demonstrated approach.	Need to build in some observations/learning walks in PE next year.
Improved outdoor learning.	Orienteering schemes developed further to include activities aimed at younger children.	Need to continue developing the site with permanent markings to make delivery of outdoor education easier and less time consuming.

Swimming Data – Bildeston Primary School 2023/2024

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?	73% 8/11	We continue to look at what pupils to send each year to ensure they meet the National Curriculum requirements whilst ensuring we get best value for swimming lessons as the transport can be costly for small primary schools so we consider teaming up with our federated school for the same session but this means we have to look at pupils numbers attending.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73% 8/11	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	73% 8/11	Personal rescue is part of the annual training at Stowmarket pool
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	This cohort had lessons for a whole term in year 4. We continue to use our PE our sport premium to provide children with the ability to meet National Curriculum requirements before leaving our school. Our data suggests that lessons should be increased for specific children to make the improvements needed.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Staff have been booked on the next available course ready for the new term.

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	