

Somersham Primary School

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 (2023/2024)

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

Activity/Action	Impact	Comments
Our aim was for our children to have an activity break and walk/jog/run 1K a day. Our classes were trying to travel (collectively) to Australia for the Women's World Cup 2023. Class teachers were recording their distances weekly so that we could share our progress visually in whole school assemblies.	Class teachers planned in time to regularly take their children out to complete a set out circuit. As a result, our children were more active throughout the week, contributing towards the 60minutes of moderate/vigorous physical activity that is recommended every day (30mins in school).	We aim to extend this into the classroom so that children have active breaks from sitting in the classroom. We have received additional training through our School Sports Partnership (SSP) and 'Living Sport' to offer short, targeted activity to support with focus, concentration and physical activity.
We intended to update and refresh our PE curriculum offer for the 2023-24 academic year (and beyond). We signed up to 'Complete PE' and received additional CPD to support in the implementation, delivery, and assessment of PE units of work. This is on-going as we aim to have this curriculum embedded by the third year of implementation.	Our curriculum now assesses qualities beyond the physical. Staff have become familiar with assessing physical skills and qualities, but we now also consider cognitive, social, and emotional skills, qualities and attributes, which are vital to being well-rounded, active, considerate, competent, and confident individuals who	This is an on-going process within our individual school and across the wider 'Meridian Trust'. Our trust works collaboratively to offer support, CPD, and advice on the use and application of planning, delivery/pedagogy, and assessment.

<p>We aimed to offer additional physical activity/sports provision beyond the school. This was offered by our school's PE specialist teacher, and external providers.</p> <p>We aimed to attend more school sports events than in previous years. As a school we targeted children who have previously never represented the school in events, as well as those who are still eager to participate/compete.</p>	<p>participate/compete in physical activity and sport.</p> <p>Our school has been able to increase our offer beyond the curriculum with a KS1 multi-skills club, football, netball, cricket, multi-sports, and acro clubs throughout the school year.</p> <p>We have increased our participation numbers by attending two additional events based on last year – QuadKids Athletics and a mixed Dynamo Cricket event.</p>	<p>This provision with PE and the additional physical activity, including our drive to achieve the 'healthy school award,' has enabled us to achieve the Gold School Games Mark Award.</p> <p>Additional children have attended events outside of school who were previously disengaged. This is very positive and they gave positive feedback about their experiences.</p>
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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? And how?	Key indicator to meet	How sustainability will be achieved?	Cost linked to the action
Continue to develop high quality PE across the school, and upskill the teaching staff, through access to a specialist PE teacher within our school (2 days a week).	This will impact our staff and children. By working as a wider trust, we have access to expertise in PE and sport. Additionally, a specialist PE teacher will be available to offer on-going support and guidance within the school setting. As a result of this, not only will children access high quality PE from the specialist teacher, but also from their class teachers who are skilled to teach increasingly effective lessons.	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	Our specialist PE teacher has been working at the school for 3 years so far, as well as supporting the wider trust. This shall continue into 2024-25. He has worked closely with an ECT going into her second year, so that when he is not in the school, there is still someone who can monitor provision and check in with staff.	£15,000
Continue to implement our new PE curriculum, which is in-line with up to date research and our children's needs (first year of delivery was 2023-24). We hope to improve and embed the curriculum over the next two years.	We have invested in 'Complete PE' to make use of their planning, resources, videos, documents, and assessment. The specialist PE teacher shall continue to support teachers in the delivery of this curriculum, which looks at wider learning with some connections across the curriculum e.g., cognitive, social, and emotional learning.		We work closely with 'Complete PE' and give feedback, but also receive support and training to improve our offer to all children. This shall continue as we embed our updated curriculum offer (which has extra materials to use beyond the curriculum).	£175

<p>Class teachers will use their recent training and CPD to offer children short active breaks during lessons as and when needed.</p>	<p>This action impacts class teachers who will be mindful that children benefit from moving (exercise), as opposed to extended periods of sitting. Children will be continually active and will benefit from being able to concentrate for longer as a result of active brain breaks.</p>	<p><i>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.</i></p>	<p>Additional reminders and resources will be made available for class teachers to use during lessons to encourage some form of movement and learning.</p>	<p>No cost</p>
<p>The 1k a day will continue to support physical activity throughout the school week. With each class aiming to travel to Paris (initially) after the Olympic Games (Summer 2024). Who will win?</p>	<p>The children will also benefit as they will be more physically active, which will also improve their focus and concentration.</p>		<p>Sustainability will be achieved through regular updates in assemblies to highlight progress in each classes journey to Paris.</p>	

<p>The use of a specialist PE teacher for the whole PE curriculum and wider school improvement.</p> <p>Through the use of a specialist teacher and the upskilling of staff, pupils will have a greater knowledge of the disciplines and vocabulary of the subject.</p> <p>They will further develop their skills and their understanding of how these progress and link to different aspects of PE and skills that can be used in wider contexts e.g., communication and social skills.</p> <p>Continue to implement our new PE curriculum, which is in-line with up to date research and our children's needs (first year of delivery was 2023-24). We hope to improve and embed the curriculum over the next two years.</p>	<p>This action will impact the children, staff, and the wider school community.</p> <p>Our specialist PE teacher will support teachers and teaching assistants in planning, supporting, and delivering high quality PE teaching.</p> <p>Set high expectations for PE across the school and motivate and engage all children, particularly those who are in key groups (where participation is generally lower nationally).</p> <p>To engage in the wide variety of sport competitions, SEND events, and in-house initiatives offered by the School Sports Partnership/specialist PE teacher.</p> <p>Upgrading/new PE and Sports Equipment.</p> <p>We have invested in 'Complete PE' to make use of their planning, resources, videos, documents, and assessment. The specialist PE teacher shall continue to support teachers in the delivery of this curriculum, which looks at wider learning with some connections across the curriculum e.g., cognitive, social, and emotional learning.</p>	<p><i>Key indicator 3: Raising the profile of PE and Sport across the school, to support whole school improvement.</i></p>	<p>Our specialist PE teacher has been driving change within the school for the past 3 years, and this shall continue into its fourth year. Additionally, to expand capacity, we will now have a class teacher to jointly lead PE, school sport, and physical activity across the school. This will enable oversight throughout the school week, and collaboration.</p> <p>We work closely with 'Complete PE' and give feedback, but also receive support and training to improve our offer to all children. This shall continue as we embed our updated curriculum offer (which has extra materials to use beyond the curriculum).</p>	<p>£500 – upgrading new equipment</p>
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<p>As a school and wider trust, we aim for our Physical Education curriculum and additional provision to be broad and balanced so that children can develop a range of skills and positively connect with/enjoy movement and physical activity. This will be further improved as we extend and develop our new PE curriculum for 2024-25 and beyond (2-year cycle).</p>	<p>Our curriculum runs on a two-year cycle and activities/learning outcomes vary to ensure that children develop a range of physical skills, as well as understanding about rules, strategies, techniques, and the body. We aim to continue our curriculum into the next academic year (Year 2).</p> <p>This will continue to benefit our children and staff by offering a range of activities/sports, as well as units that focus on cognitive, social, and emotional skills, which are fully transferable to the classroom. This can certainly support with the improvement of skills that are used in many sports and activities. Therefore, we hope that our children will find greater enjoyment in each new experience, as they will already have some of the skills to use and apply.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Our specialist PE teacher has been driving change within the school for the past 3 years, and this shall continue into its fourth year. Additionally, to expand capacity, we will now have a class teacher to jointly lead PE, school sport, and physical activity across the school. This will enable oversight throughout the school week, and collaboration.</p>	<p>£3,800</p>
<p>Sensory Circuits - To continue to support the development of listening, cooperation and gross motor skills for a group of identified children. We aim to increase the capacity for this.</p>	<p>This has and will continue to benefit targeted children who can achieve with additional support and practice. By offering a daily program that supports the development of fundamental motor skills, it goes beyond our two hours of PE each week. Ratios are also smaller, so more support and feedback are available.</p>		<p>Our SENDCo oversees our sensory circuit offer and supports two members of staff to deliver the sessions.</p>	
<p>More after-school clubs and extra-curricular provision.</p>	<p>We work collaboratively with external providers to offer a variety of active clubs.</p>		<p>On-going collaboration.</p>	

<p>We have signed up with our local School Sports Partnership who offer sports events and competitions throughout the school year.</p> <p>We aim to continue to regularly attend sports competitions that are offered by the Hunts School Sports Partnership. This includes more inclusive sports events.</p>	<p>This will impact on a number of our children who will benefit from extended experiences outside of school. Furthermore, some of our children thrive through competition and the challenge that this brings.</p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Our specialist PE teacher has been driving change within the school for the past 3 years, and this shall continue into its fourth year. Additionally, to expand capacity, we will now have a class teacher to jointly lead PE, school sport, and physical activity across the school. This will enable oversight throughout the school week/term, and collaboration.</p> <p>This year, we intend for many of our staff to contribute towards the school sports calendar (at least once), taking a group/team of children outside of school to participate in an event.</p>	<p>£950</p>
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Key achievements 2024-2025

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. **To be complete in July 2025.**

Activity/Action	Impact	Comments

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?	80%	Costs to transport to a large pool are incredibly high, so we have focused just on those children who couldn't swim confidently, taking them to a local pool where child:staff ratios were much higher.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75%	
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	This academic year we have used 3 swimming specialists to teach our swimming lessons. This took place at a local private pool.

Signed off by:

Head Teacher:	<i>Mr Jonathan Clarke</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Andrew Douglass</i>
Governor:	<i>Mrs Sophie Everest</i>
Date:	16/07/2024