

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
Teaching Assistants are employed across the federation to facilitate the physical activity and physical education of pupils with SEND.	SEND pupils whose involvement in PE lessons would otherwise have been minimal, unproductive and unengaging were able to enjoy a range of activities. These supported their involvement in the school community, benefitted their attendance, supported their mental as well as physical well-being and allowed them to achieve personal success.	Review of which pupils will benefit from this type of support in future.
Equipment purchased for RCP and GE including balls, netball and basketball posts, sand for pit.	Basketball hoops had a design flaw, belatedly identified by manufacturer. As a result, the impact of these at GE has been delayed. Pupils have used other equipment, especially the sandpit extensively. This has obviously supported their physical activity, but also fostered social skills and pupil-organised competitive and non-competitive activities.	Review available equipment as appropriate.
New playground markings to replace and enhance previous markings to provide an attractive environment which encourages a range of physical activity.	These have had a hugely positive impact. Children use the full range of playground markings during breaks, and also in PE lessons. Whilst some markings have a clear purpose (i.e., netball court) they can and are all used in various different ways. New markings on <i>KS1</i> playground have been especially important.	New markings are lasting significantly better than previous markings.

Investment in new teaching resources for teaching staff to foster better confidence, knowledge and skills. (RealPE and Complete PE)	Teaching staff are considering a much wider range of activities and how to extend pupils' skills. Use of two schemes is clearly beneficial. Frequent discussions between staff as to how to maximise effectiveness of use of resources.	Review effectiveness and consider for how long these schemes should be renewed.
New and refurbished trim trail equipment.	Has provided a safe environment for children to challenge themselves. The full range of apparatus is used almost every breaktime. It is also used for some lessons.	
Transport between Rocklands and Great Ellingham schools. New provision and equipment	Rocklands Class 1 and GE Class 1 pupils have benefitted from a wide range of activities beyond the usual curriculum.	
Federation Activity Day (requiring transport for RCP pupils). Wide range of activities for children to participate in. School Sports Days with parents in attendance. Supported by PTA	Pupils enjoyed a range of activities, working well with other children from across the federation.	Review sports day to see how they can be more efficiently organised for next year.

We have adapted the template to include information included on previous versions of this document. We felt this provided a more complete picture of how we use our PE and Sport Grant. Nothing has been removed from the 23-24 template.

Details of Funding

Total amount carried over from 2022/23	£ 0
Total amount allocated for 2023/24	£ 34210.00
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2024/25	£ 34150.00
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 34150.00

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Key indicator 1: The engagement of all 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.			Indicator 1 Allocation: £ 25200 73.6% of Total Allocation	
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
<ul style="list-style-type: none"> Teaching Assistants are employed across the federation to facilitate the physical activity and physical education of pupils with SEND. Equipment purchased for RCP and GE including balls, netball and basketball posts, sand for pit. 	Pupils with SEND All pupils	Whilst this chiefly impacts KI1, it also benefits KI 2.	<ul style="list-style-type: none"> Identified pupils in both schools, and across the federation, participate in PE lessons, and are physically active throughout the school day. Most children, including Year R engage in active play frequently and regularly at playtimes. Pupil voice shows that most have a positive attitude towards physical activity. Renewed play equipment is very much appreciated and used by children across the schools. 	£ 25000 + 200
			<ul style="list-style-type: none"> Continue to monitor equipment condition and variety. Replace and add new equipment as necessary/identified. Link equipment purchases to experience day Review curriculum/schemes of work and identify where further investment will enhance children’s engagement. 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.	Indicator 2 Allocation: £ 1300
	3.8% of Total Allocation

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
<ul style="list-style-type: none"> • Tree surgery to enhance the <i>Forest School</i> area to make-safe, facilitate and enhance all teaching and activity in this area. • <i>Nature garden</i> area is enhanced to better support pupil activity. • Forest school provisions and equipment to support this teaching. 		Whilst these actions chiefly impacts KI2, it also benefits KI 1 and 4.	<ul style="list-style-type: none"> • Physical activity is threaded through the school day through active play times, PE lessons and physical activity across the curriculum. • Environment encourages and facilitates participation of children in a wide variety of physical activity during both break times and PE lessons. • Both participation and achievement in PE is celebrated through weekly assemblies, end-of-year certificates, team competitions and informal praise. • Children’s activity is supported and encouraged by staff during play times. 	£ 800
			<ul style="list-style-type: none"> • Develop cross-curricular opportunities especially in KS2 • Look for further opportunities to recognize and celebrate sporting achievement. Especially for pupils to recognize achievement of peers. • Consider how early year 6 residential could facilitate more OAA activities for those pupils. 	+ 120 + 180
Transport costs to facilitate the Teddy Bears Picnic event.			<ul style="list-style-type: none"> • Annual Federation and School sports days are a celebration of PE. 	£ 200
			<ul style="list-style-type: none"> • Review, including pupil voice, of Teddy Bears Picnic event to consider how it can be developed. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Indicator 3 Allocation: £ 800
	2.3% of Total Allocation

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
<ul style="list-style-type: none"> Investment in teaching resources for teaching staff to foster better confidence, knowledge and skills. (RealPE and Complete PE) 	<p>Directly, this impacts staff. Indirectly, it benefits all pupils who receive teaching from the staff who use these resources. It especially benefits SEND</p>	3	<ul style="list-style-type: none"> Develop staff knowledge of skills and teaching approaches through broader range of resources Staff working with SEND have received training to improve their confidence and skills in this area. <hr/> <ul style="list-style-type: none"> PE subject leader to use subject leadership time to developing monitoring of teaching and learning, especially at RCP. Staff and pupil survey to identify areas for further work. SLT and PE subject leader to review teaching resources and schemes of work in use and consider replacing. Work with local sports clubs to develop coaching in school, and opportunities for more able pupils away from school. 	£695 + 105

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Indicator 4 Allocation: £ 6175 18% of Total Allocation	
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
Experience - Highline adventure, which included skateboarding, climbing tower, bouldering, archery, forest school, OOA, gymnastics and netball activities.	All KS2	4	<ul style="list-style-type: none"> Children across the age range are developing agility, balance and coordination skills and confidence. Children are supporting and encouraging other children in these activities. Forest school activities and swimming lessons used to support engagement and learning of KS2 SEND children. Four classes at GE and 2 classes at RCP participate in <i>Chance to Shine</i> cricket lessons.	£3675
			<ul style="list-style-type: none"> Experience days supplemented with supporting equipment to ensure sustained engagement. 	
Transport between Rocklands and Great Ellingham for Forest schools activities. New provision and equipment for Forest School activities	Rocklands Class 1 Pupils	4	<ul style="list-style-type: none"> Children regularly engage in a variety of physical activities and learning opportunities outdoors. 	£ 2500
	Rocklands Class1, GE Class 1, SEND		<ul style="list-style-type: none"> Invest in forest school equipment as necessary (draw from EYFS and PE budgets as necessary/ appropriate) 	

Key indicator 5: Increased participation in competitive sport				Indicator 5 Allocation: £ 735
				2.1% of Total Allocation
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
Cross country event transport	More able cross country runners	Chiefly KI5, but also KI2 and 4.	<ul style="list-style-type: none"> Children who had shown potential and aptitude competed against children from other schools. Bolstered confidence and interest. Encourage some pupils to develop interest through outside clubs. Liaise with local sports clubs to develop out-of-school-hours learning opportunities both on and off school site. 	£600
Field maintenance to facilitate: <ul style="list-style-type: none"> Federation Activity Day (requiring transport for RCP pupils). Wide range of activities for children to participate in. School Sports Days with parents in attendance. Supported by PTA 	All pupils	Chiefly KI5, but also KI2	<ul style="list-style-type: none"> Children engaged with “new” activities. Skills and knowledge passed from older to younger pupils. Celebrated success and achievement. Review format of sports days to optimize competition, engagement of all pupils and support of parent community. Look to broaden range of activities in school sports days. Pupil survey to identify current participation away from school and what opportunities pupils would like. 	£135

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
Teaching Assistants are employed across the federation to facilitate the physical activity and physical education of pupils with SEND.	SEND pupils whose involvement in PE lessons would otherwise have been minimal, unproductive and unengaging were able to enjoy a range of activities. These supported their involvement in the school community, benefitted their attendance, supported their mental as well as physical well-being and allowed them to achieve personal success.	Review of which pupils will benefit from this type of support in future.
Refurbished Forest School Area.	Significant impact on whole school community, partly funded through PE grant. Used for Highline activity day for OAA activities.	Confident that pupils from across the federation will benefit from this in coming years.
Experience - Highline adventure, which included skateboarding, climbing tower, bouldering, archery, forest school, OOA, gymnastics and netball activities.	KS2 pupils from across the federation enjoyed this greatly. Different children enjoyed and succeeded at different activities. Activities facilitated personal challenges.	Look to repeat in future, with review of which activities to include.
Transport between Rocklands and Great Ellingham for Forest schools activities.	Rocklands Class 1 and GE Class 1 pupils have benefitted from a wide range of activities beyond the usual curriculum.	
Cross country competitions	Area and county cross country events allowed more able pupils to compete at appropriate level.	Transport costs were prohibitive, making it difficult to facilitate similar events.

Swimming Data

<p><u>Meeting National Curriculum requirements for swimming and water safety.</u> 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</p>	Great Ellingham Primary	
	Rocklands Primary	

<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?	$\frac{17}{18} = 94\%$	The school took the decision several years ago to invest in our swimming by moving lessons to a different location. Whilst more expensive directly, and indirectly through travel costs, this allows us to take more children swimming for more lessons. We feel the quality of lessons has been further improved through the training of school staff who support the lessons.
	$\frac{10}{10} = 100\%$	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	$\frac{16}{18} = 89\%$	
	$\frac{9}{10} = 90\%$	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	$\frac{18}{18} = 100\%$	
	$\frac{10}{10} = 100\%$	

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?	Not in this academic year.	Previous training remains valid.

Signed off by:

Executive Head Teacher:	Mrs Julie Dekker
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr Ben Cole PE Subject Leader
Governor:	C. McIlwhan
Date:	18/07/24