

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£21,080
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,110
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 24,137

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2022. Please see note above	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%

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?

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 and for the future.

Academic Year: 2022/23		Total fund allocated: £21,110		Date Updated: 11/07/2023	
<p>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</p>					Percentage of total allocation:
					%
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?:
Children will be provided with good quality equipment to aid their physical learning.		On-going purchase of equipment throughout the school year when requested by staff or children's voice.		£5398	Children provided with high-quality PE equipment to raise the profile of active play-times and PE lessons. In conversations with children across a range of classes, they asked for particular equipment for their active play trolleys. This equipment was provided to encourage more active breaks.
Gain knowledge of how active our children at Ecclesall are outside of school hours. Use this to celebrate children's successes outside of school and monitor those children who are less active outside of school. Consider steps that can be put in place to support work with parents outside of school hours.		Engage parents in an active school survey to gain an understanding of children's activity outside of school hours.		£100 (time to complete survey and monitor results)	PE and an active lifestyle is highly promoted within in school and is reflected in data collected through our Active School survey: <i>85.3 % of children attend sports clubs outside of school hours</i> <i>89.7% of children were active for more than 30mins outside of school hours.</i>
					Sustainability and suggested next steps:
					Replenish and provide equipment when needed for new sports or when new equipment is required.
					Continue to monitor these numbers using our annual active survey with parents, looking at the usefulness of questions and responses and how we need to adapt this.

			75% of children attend swimming lessons outside of school.	
Y2-6 playground to be provided with interactive playground markings to encourage active play and learning during break/lunch times.	Contact a range of companies to provide quotes for interactive playground markings. Ensure that markings chosen provide opportunities for outdoor learning (100 square etc.) as well as interactive play during play and break times.	10,000	Playground markings to be implemented during the upcoming summer holidays and will be available to children as of Sept 2023.	Monitor the use of the playground markings on Y2-6 playground during both lessons and play times. Speak to staff about whether they have been successful and whether any others can be provided to support the children's active play times.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Attendance of POINTS network meetings by lead P.E staff. This will ensure that any opportunities to increase participation in sport is acted upon and put in place for the children in school.	Attend all POINTS network meetings. Consider how advice given in these meetings can be used to share ideas and practices. Use the opportunities provided by POINTS network to engage children in sporting events, festivals and activities outside of school as much as possible.	£600	Both PE leads have been kept up to date with on-going information about local and national training opportunities relevant to PESSPA within school. PE lead kept up-to-date with current requirements for supporting the development of PESSPA in school.	Continue to attend all POINTS meetings and monitor any opportunities to improve PE across school, including promoting opportunities for children to be active as often as possible.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
Show clear progression in PE across year groups and key stages. Have a more rigorous planning template in place for all staff to follow.	Re-sign to Get Set 4 PE planning for 3 year period.	£1320	Staff have continued to give very positive feedback about the structure of the planning and its effectiveness in helping them plan and deliver high quality PE lessons. We have used the overviews to compile an extensive coverage of all strands of PE in school and ensure that there is clear progression in all strands and throughout all year groups and key stages. It has been a vital tool to ensure that we have the progression and overview as a whole primary school.	Continue to discuss its effectiveness with staff in school. If there is anything they feel could improve it, then provide feedback to Get Set 4 PE. Adapt school planning where necessary when Get Set 4 PE doesn't fit with our school overview.

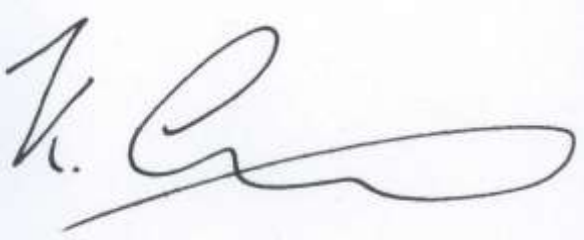
Improve our ECT's knowledge of teaching PE and sport in school to allow improved quality of teaching.	Our ECT in Year 6 to attend the FA Primary PE CPD day on 9 th June.	£200	ECT reported improved knowledge and confidence in teaching all areas of the PE curriculum.	Continue to monitor CPD opportunities for ECTs in school and provide these where appropriate.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Raise the profile of skipping as a positive exercise and activity for the children. Encourage children to skip more often in school, particularly during play times and lunch times as part of their active play.	Take part in the Sheffield Schools Skipathon (November). Provide children with more opportunities to continue skipping after the Skipathon during play times.	N/A	All children in school took part in the Skipathon. Many children in KS1 can now skip who couldn't before. Children in KS2 have learnt new skipping skills. Both KS1 and KS2 children have been provided with skipping ropes during break and lunch times to continue their skipping practice and encourage active break times.	Continue to encourage children to use skipping ropes as an activity during break and lunch times across KS1 and KS2. Continue to participate in the Sheffield Skipathon every year linked to POINTS network.

<p>Introduce the children to the sport of squash. Children to understand the rules of scoring and its similarities with other racket sports. Encourage links between Ecclesall and Hallamshire Tennis/Squash club.</p>	<p>Arrange for all Y5 children to participate in a one-hour squash taster session with squash coaches and inform children how they can take advantage of future opportunities to play squash.</p>	<p>£100 (support staff cover cost)</p>	<p>All children in Year 5 have an understanding of squash as a sport and learnt the basic rules to be able to play and score a game. Children had the opportunity to play against each other and experience a new sport.</p>	<p>Continue to take part in this opportunity for future Y5 children so that all children at Ecclesall will eventually have the opportunity to try out squash. Continue to strengthen our links with Hallamshire Tennis/Squash club and attempt to encourage more children to think about continuing with squash in their own time outside of school.</p>
<p>Continue to broaden the variety of sports offered at Ecclesall by introducing Flag Football. Introduce to one year group initially and monitor.</p>	<p>PE coordinator to attend Flag Football training day course and introduce the game to year group at school.</p>	<p>£200 (cost of cover for the day)</p>	<p>Unfortunately, this was deemed to not be suitable to introduce into Ecclesall. Practically it would have been too difficult to train all staff on how to implement this in PE lessons and would have only been suitable for a small amount of children (up to 20) due to equipment and space required.</p>	<p>Continue to search for new sports and clubs that can be offered to children at Ecclesall and monitor how these sports can be efficiently and reasonably delivered to all children.</p>
<p>Provide children in school with the opportunity to represent the school in bouldering.</p>	<p>Enter the heats for the Sheffield bouldering competition. Offer this opportunity to a range of both 'climbers' and those new to climbing.</p>	<p>£252</p>	<p>18 children from Y5 and Y6 attended the bouldering heats in Sheffield in January.</p>	<p>Continue to apply for entry to the bouldering heats each year as we were highly subscribed with children wanting to do this event. Continue to build links with climbing places as there is already a strong link with a Year 5 topic on mountains in which the children have the opportunity to climb at school.</p>

<p>Introduce children in KS2 to the sport of disc golf through one-off lessons and sports leader sessions.</p>	<p>Purchase equipment for disc golf and encourage all teaching staff in KS2 to teach one lesson on disc-golf to introduce the children to the sport. Then set up sports leaders to encourage the use of this equipment during lunch times and play times, when supervised.</p>	<p>£132</p>	<p>Y6 Sports Leaders were trained on how to use Disc Golf equipment. They then delivered sessions to other Y5 and Y6 students throughout lunch time sessions. Although we had some success with this, due to space we found it difficult to deliver to a wide range of children during school hours.</p>	<p>Continue to search for new sports and clubs that can be offered to children at Ecclesall and monitor how these sports can be efficiently and reasonably delivered to all children.</p>
<p>Children in Year 2 have the chance to experience African Dance and make links with their learning in their Geography topic.</p>	<p>Arrange an external company to come and deliver lessons to all children in Y2.</p>	<p>£490</p>	<p>All 90 children in Y2 had the chance to experience African dance with an external dance teacher. Children experimented with playing drums and dancing to the different rhythms created. The SEND children in Y2 found this particularly engaging.</p>	<p>Continue to provide Y2 children with this opportunity each year to build cross curricular links and encourage children to experience a range of different physical activities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
School signing up to Sheffield Federation for School Sport (SFSS). Children will participate in a range of different sports across the city against different schools.	School to sign up for SFSS.	£80	Children have access to range of inter-school competitions across Sheffield.	Continue to sign up for this in the future. Look at all of the sports on offer from SFSS and see about the possibility of entering any more competitions on offer.
Provide children the opportunity to attend a range of different sporting competitions across the city and across a range of different sports.	Organise transport to and from venues when necessary to ensure that children are provided with as many opportunities as possible to participate in competitive sport.	£3805	Children competed at a range of different sporting events over the year (Network Games, Cricket, Football, Tri-golf)	Continue to provide transport for children for inter-school competitions when needed (aiming to walk to events where possible!).
Ensure that all children in KS1 have the opportunity to compete at an external sporting festival.	Sign up to KS1 sports competition package with POINTS network to provide opportunities for Y2 children and sign up for the Network Games with POINTS network to ensure the opportunity for Y1 children.	£730	All children (100%) in Y1 and Y2 had the opportunity to compete in an external sporting festival. Most didn't have a huge level of competition but provided the children with the experience of external sporting events. All Y1 children attended POINTS network games. Y2 classes experienced as their sports over this year.	Continue to ensure that all children in KS1 have the opportunity to experience an external sporting event in both Y1 and Y2.

<p>Ensure that all children in Year 4 have the opportunity to compete at an external sporting festival.</p>	<p>Sign up for the Network Games with POINTS to ensure that all Y4 children have this opportunity.</p>	<p>£480</p>	<p>All children in Year 4 attended Network Games during the summer term, having the chance to experience competition between themselves and with other schools.</p>	<p>Continue to ensure that all Year 4 children have the opportunity to take part in competitions, while representing the school.</p>
<p>Increase participation of children in external sporting events, particularly focusing on those children who do not attend sporting clubs outside of school.</p>	<p>Sign up to the KS2 POINTS competition package. Identify children who are not members of sports clubs outside of school and encourage them to take part in the competitions offered by POINTS.</p>	<p>£250</p>	<p>Children's participation in school sporting events have been monitored over the year. Children who have not represented the school earlier in the year, have been offered the chance and encouraged to take part in events organised by POINTS throughout the Spring and Summer terms.</p> <p>KS2 breakdown of children who have represented the school in at least one external competition this year: Y3 – 44/90 – 49% Y4 – 52/91 – 57% (not including Network Games) Y5 – 75/89 – 84% Y6 – 56/89 – 63%</p>	<p>Continue to monitor the competitions that children represent the school in. We have found this really helpful to ensure that the opportunity is at the very least offered to as many children as possible (particularly those least active, who were identified by active survey and through conversations with teachers).</p>
<p>Children experience external sporting events with their class teacher to build relationships with staff and experience sporting competition.</p>	<p>Provide cover costs for children/classes remaining in school to allow class teachers to attend sporting events with the children.</p>	<p>£0 (cover provided by teaching assistants within school this year)</p>	<p>A range of children in school were able to attend external competitions with a known and trusted adult (always the class teacher).</p>	<p>Continue to ensure that teaching staff are able to attend sporting events alongside the children to continue to build and embed these relationships.</p>

Signed off by	
Head Teacher:	Emma Hardy
Date:	11.07.23
Subject Leader:	Alistair Stedman
Date:	11.07.23
Governor:	 Kevin Corke
Date:	11/7/2023