



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 (2022/2023)

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

| Activity/Action | Impact | Comments |
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| Spending money on coaches to access sporting events. | Children experience a wide range of different opportunities representing the school. We can offer a huge number of children the opportunity to sport outside of school setting and these are often the days the children remember at the end of the year. | We feel that this was money well spent over the year as we got all KS1 out to a school sport event and around 75% of KS2 children to represent the school in some sort of school sport event. We will continue to provide these opportunities in future years. |

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| Spent money on equipment for both PE lessons and for playtime equipment. | We found that the playground equipment was being used but that it was also not being looked after in a respectful way so had to remove some of this from the playground and limit it to particular equipment. This meant that we were able to more closely track the provision of this equipment. | Limiting the equipment has meant that there is definitely more respect shown towards it while still offering children active playtimes. We do still feel that there are further ways for us to offer active playtimes that aren't focused on balls but must monitor and discuss this with SLT around how we can provide this for the children. |
| Get Set 4 PE planning – 3 year outlay | This scheme of work has been invaluable in ensuring that we have progression in school and has been useful to both teachers teaching PE lessons across school and also to us as PE leads. It has allowed us to develop our own progression strands in all areas of PE we teach and this ensures that the teachers understand the focus of their teaching before beginning a block of PE. | This will now be paid up for the next 3 years so feel it has been a great purchase. We will continue to monitor its use in school while still ensuring that we get the full benefit of the scheme (e.g. asking for further sports to be added). |
| Spending money increasing knowledge around more niche sports and how these might be included in our PE curriculum in school. | We spent time looking at flag-football, disc golf and bouldering across 2022/23 and weighed up the pros and cons of these. We felt that the majority of these required too much training to up-skill staff to a level to deliver high quality PE lessons within school. | Where possible, we will continue to offer these chances for children who already have some knowledge of sports like this in the scope of a festival or opportunity to represent school (e.g. bouldering). We will continue to look at sports that could broaden our Pe curriculum that require less initial training for staff to be able to teach to a high standard. |
| Membership of the local sports network, POINTS and the competition packages that we have signed up for with these. | POINTS have provided us with a huge range of different sporting opportunities over the year to take children to while also helping us begin to build links with particular clubs too. They have also been supportive in needs around Sports Premium and generally around PE opportunities. | We will continue to make use of the membership and all of its benefits, which we feel are very high. It would be good to continue to forge relationships with local clubs and how we can build on this as a school. |

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? | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost linked to the action |
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| Children will be provided with good quality equipment to aid their physical learning. | Children (will benefit from quality equipment) and teachers (will be able to demonstrate with and show good quality sporting equipment). | Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity | Children provided with high-quality PE equipment to raise the profile of active play-times and PE lessons. Sustainability will come from looking after the equipment with more respect, which has been discussed with the children in school and less equipment out on the playground during break/lunch times. | £2622 for on-going replenishment of equipment. <i>(e.g. parachutes for KS1 PE lessons, gymnastic mats [to replace condemned mats], basketballs for playground to support more active play times)</i> |
| Ensure that children have known adults attend competition/festivals outside of school by providing classroom cover to release teaching staff to attend events. | Children – have a known adult they feel safe with at external event. Teachers – can attend PE events outside of school with children to further build relationships with children. | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport | When attending external events, children were accompanied with identified staff (particularly important with children attending events with SEND). We are looking to make this sustainable by using some internal cover to cover classes in the future (at no costing) to continue to allow class teachers or teaching assistants to continue to attend the external events. | £1000 for a range of events throughout the year. SEND panathlon Y4 SEND colour smash event Y5 Girls football activator training |
| Use our membership of POINTS network effectively. | PE coordinators – they will have the knowledge to help lead on this curriculum area. Children – they will be offered opportunities to represent the school from our membership to POINTS. | Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport | PE coordinators will be kept up to date with all changes to PE related curriculum teaching and also information around Sports Premium spending and budgets. We will also be able to build contacts and relationships with coordinators from other schools and aim to offer children opportunities off the back of these. We will also aim to build links with local sports clubs with the support of POINTS. | £500 costs for POINTS membership. £500 for KS1 and KS2 competition package provided by POINTS. £160 for sports leader programme provided by POINTS. |

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| <p>Continued usage and implementation of Get Set 4 PE scheme across the school.</p> | <p>PE coordinators – they will be able to track and identify progression across the school. Teaching staff – will be confident in teaching of all PE lessons and also understand the sticky knowledge they focus on in each block of PE.</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>PE coordinators will use the scheme to continue to ensure progression in all strands of PE across EYFS, KS1 and KS2. They will also monitor the implementation of the scheme of work through short observations and discussions with children about their learning. Teaching staff will continue to use these for all PE lessons and become more familiar with being able to adapt the scheme based on the needs of the children in their class, while still ensuring the main points are being taught.</p> | <p><i>£0 costs for Get Set 4 PE (signed up for 3 year membership last year). £500 cover costs for PE coordinators to monitor the teaching of PE across school.</i></p> |
| <p>Provide transport for PE events to ensure that a wide range of children across the school can access sporting events.</p> | <p>Parents – will not have to pay for their children to attend sporting events at school. Children – will experience a wide range of sports and have the opportunity to represent the school.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport</p> | <p>Children across KS1 and KS2 will be provided with free transport to a range of different sports events. These will hopefully become a pathway for the children to access these sports at clubs outside of the school.</p> | <p><i>£6320 for provision of transport to sporting events.</i></p> |
| <p>Provide children with a range of sporting events in school throughout the year (yearly events and specific events related to topics).</p> | <p>Children – will experience sporting opportunities closely related to national or local sporting events and festivals.</p> | <p>Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Whole school events –</p> <ul style="list-style-type: none"> • Sheffield Skipathon 26 week • Race to Lapland • Children in Need (Bearpees) <p>Year specific events –</p> <ul style="list-style-type: none"> • Y2 African dancing/drumming • Y6 yoga • Y1 and Y3 Network Games • Y4 dance festival (with performance for all 90 children at the crucible) | <p><i>£80 SFSS sign up £50 Squash Festival Entry £1125 Dance Festival £545 African dancing and drumming £252 Bouldering entry £620 Network Games entry POINTS network competition (price included above in the</i></p> |

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| | | | <ul style="list-style-type: none"> • Y2 and Y3 Cricket Tasters • Y2, Y4 and Y5 Squash Tasters • KS2 bouldering festival • KS2 Cross Country • KS2 Orienteering • At least 3 KS1 and KS2 competitions throughout the year organized by POINTS learning network. • Y2 Skipping Festival • Y4 Colour Smash (SEND and inclusivity focus) | <i>table)</i> Y2 Skipping Festival £150 Y4 Colour Smash entry £50 Total: £2872 |
| Offer CPD to teaching staff. | PE coordinators – will provide some of the CPD through observations and conversations with teaching staff. Teaching staff – the CPD should improve the quality of their teaching. | Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Teachers will be more confident to deliver PE lessons in school and will focus more clearly on sticky knowledge and developing physical literacy among children. This will also highlight the importance of progression across school and the part that they play in this. Staff meeting time will be given to address this with staff and lesson drop-ins will continue to take place in future to check that the next steps are being put into place. Year 2 teachers also took part in a specific skipping CPD block during the summer term. | £2000 for PE coordinators to be covered in classrooms to work alongside staff in PE lessons. Y2 Skipping CPD - £500 |
| Provide more active playtimes for children by offering activities and sport other than football in the MUGA. | Children – will have the chance to play basketball during lunch and playtime. Teachers – will have good quality basketball posts to help teach shooting in netball and basketball lessons. | Key indicator 1: The engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | The basketball posts have replaced the broken ones and are now in constant use through play times and lunch times. The equipment is much sturdier than we had before and can stand up to the relentless use throughout the school day. We have also been able to offer a basketball club to children in KS2 that is | £2846 Basketball Posts |

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| | | | run by external coaches. We have had great feedback from the children about the basketball posts and we are having more active play from children who don't like football. To sustain this, we must monitor the use of the equipment making sure it is safe and the children have sufficient basketballs to continue playing during break times and lunch times. | |
| Build closer links with local schools to offer children more competitive sporting opportunities. | <p>Children – will have the chance to represent the school in a range of different sports against other local schools.</p> <p>PE coordinators – will have to spend time arranging and liaising with staff at schools to organise the events. Also, will have to attend the events after school.</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> | Using our membership of the POINTS network, find schools in the local area who would be willing and keen to increase competitive opportunities for the children across both schools. Once we have found this, ensure that this link is sustainable moving into future years and that this becomes a strong link between the schools. Continue to look whether other schools would be interested in joining to make a small group, while asking POINTS to help maintain and grow this relationship. | <i>£1000 for cover costs for PE coordinators to arrange and attend these competitions throughout the year.</i> |
| Provide Y6 children with yoga sessions to help with mindfulness during SATs period. | <p>Children – will have yoga lessons provided during a stressful time of the year to promote well-being and mindfulness.</p> <p>Teachers – Have CPD from an external yoga teacher on teaching high-quality yoga lessons.</p> | <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | Children's anxieties around exams are discussed through the yoga sessions. The sessions are used to promote self-belief and promoting mindfulness. In terms of sustainability, the sessions will be able to be delivered by teaching staff in the future after observing current external teacher. | <i>£600 for external yoga teacher</i> |

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 |
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| <p>CPD for teaching staff and observations of teaching. We made an increased effort to release PE coordinators throughout the year to observe teaching across the school and help with small areas of CPD. These have not been official observations and have more been drop ins and spending time talking to the children.</p> | <p>This has allowed us to offer small pieces of advice and feel that these small chunks have allowed different teachers to think about focusing on small improvements rather than a full formal observation of their teaching. We have seen improvements in this over the year when returning to certain classes. We have also worked with some staff who were less confident in teaching PE to team-teach some lessons and feel that this has had a positive effect on both their teaching, the children's learning and the relationships between staff too.</p> | <p>We have both felt that the standard of the teaching has been high and that the use of the scheme of work (Get Set 4 PE) has been a real help with this. We have been focused on ensuring that staff feel confident adapting this planning to the needs of the children and thinking about the wider picture of PE (as staff do with maths and English learning). We have noticed that some children have struggled to retain some of the important language or terms used in PE lessons so are looking to make sure that this learning becomes more embedded as we move forward.</p> |
| <p>Increasing links with local schools. We have created a strong link with Dobcroft Junior School this year and the close proximity of the schools has meant that we have been able to arrange lots of different sporting events for children in KS2.</p> | <p>These extra events have given many more children the chance to represent the school in sport and also in a much wider range of sports than just football alone. These events have also allowed us to gather some momentum to put on cubs for children at school as well later in the year (basketball and netball clubs in particular).</p> | <p>We now have a strong link with a local school and plan to continue developing and making use of this link as much as possible in future years. We think this has been really beneficial for the children and they have been really keen to attend the events.</p> |

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| <p>Offering a wider range of activities for children during break times and lunch times (outside of areas dominated for football).</p> | <p>Limiting the areas and the timings that football has been allowed during break times and lunch times has led to less falling outs between children. The purchase and implementation of the fixed basketball pots has been a great success and provided an alternative area of activity for children at play times. This area is used at all times and has been a great way to provide a place for boys and girls to play cohesively. Using our outdoor speakers to play music at lunch times has also created a good uptake in children being active in dance.</p> | <p>The basketball has been a particular success this year as an alternative to football. We want to continue to think about how we can offer further active areas for the children (skipping, dancing during playtimes possibly) that are not necessarily ball-related.</p> |
| <p>Whole school PE events to raise the idea of teamwork and competition. Bearpees on Children in Need day, Race to Lapland for our Christmas event.</p> | <p>The children really worked well together and were very encouraging of each other within classes and also across key stages and even the school. The idea of them all working together as a team to work towards the target gave a really positive feel across all children.</p> | <p>We are planning to do similar school-wide events again next year to continue to encourage the feeling of community that these events brought with them this year.</p> |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 87% | 87% is very similar to previous year's percentages. We have changed in recent years to a swimming pool that is within walking distance but this does not seem to have had either a positive or negative impact on our numbers. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 78% | <i>We have noticed that this has been slightly reduced in recent years and have discussed this with the swimming coaches at the lessons. We both have speculated that this may have been to do with the impact of COVID and children starting swimming lessons. We will continue to monitor over the next few years to see if this rises back to numbers we have seen in previous years.</i> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>95%</p> | <p><i>Similar to previous years.</i></p> |
| <p>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?</p> | <p>No</p> | <p>Our school swimming data is above the national expectation.</p> |
| <p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p> | <p>No</p> | <p>Our swimming is delivered through Sheffield School Swimming team.</p> |

Signed off by:

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| Head Teacher: | <i>Emma Hardy</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Alistair Stedman – PE Coordinator</i> |
| Governor: | <i>(Name and Role)</i> |
| Date: | 28 th June 2024 |