



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
Last year, all children had the opportunity to take part in physical activity at break time and lunch time independently using a range of equipment and playground markings or in a more led activity by sports leader children, lunchtime supervisors, teachers and coaches. Children are encouraged to take part in extra-curricular PE clubs where possible with the opportunity to work towards a competition or event should they wish.	Children have access to a range of equipment and know to play safely and with consideration for others. Children and staff recognise a vast range of benefits of sport and physical activity including our physical, social and mental health. Children recognise the benefits and the importance of sports and physical activity on their academic learning and school life. Children enjoy attending clubs regularly whether it be for fun or a more competitive element.	Continue to provide a good amount and quality of play resources to promote physical activity. Continue to provide clubs that cater to children's needs and preferences. Continue to provide the wide range of clubs that children enjoy as much as possible and continue to ensure the attitude of high standards and expectations in extra-curricular as well as our regular school day.

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
<p>All children have the opportunity to take part in physical activity at break time and lunch time independently using a range of equipment and playground markings or in a more led activity by sports leader children, lunchtime supervisors, teachers and coaches.</p> <p>All children take part in 2 hours of PE per week.</p> <p>Active learning is a tool that is increasingly encouraged in the vast majority of lessons.</p> <p>School values and British values are focused upon through the delivery of PE lessons.</p> <p>An increase in focus of tailored activities for pupil premium children in and out of school time.</p> <p>Children are encouraged to take part in extra-curricular PE clubs where possible</p>	Children and staff.	<p>Key indicator 1: The engagement of <u>all pupils in regular physical activity</u> – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Children have access to a range of equipment and know to play safely and with consideration for others. Children and staff recognise a vast range of benefits of sport and physical activity including our physical, social and mental health.</p> <p>Continue to provide a good amount and quality of play resources to promote physical activity. Continue to provide clubs that cater to children's needs and preferences. Continue sports leader training. Encourage and support staff to uptake an increasingly active learning approach, supported through CPD and resources.</p> <p>Children recognise the benefits and the importance of sports and physical activity on their academic learning and school life. Children make links between different social situations and how our personal values have an impact on us.</p> <p>Continue to provide the wide range of clubs that children enjoy as much as possible and continue to ensure the attitude of high standards and</p>	Total spend £20 245

<p>with the opportunity to work towards a competition or event should they wish.</p> <p>Detailed weekly planning readily available for all staff on all sports and activities on the long term plan.</p> <p>Coaches have been employed within the school to work with teachers to provide CPD throughout the year (indoor and outdoor sessions across a range of sports and activities).</p> <p>As well as a variety of activities in PE, children have the opportunity to attend clubs that they might not have the opportunity to attend before, during and after school (eg, archery and golf).</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>	<p>expectations in extra-curricular as well as our regular school day. Continue to seek tailored options for pupil premium children.</p> <p>Staff are increasingly familiar with the delivery of a wide range of lessons relevant for their Key Stage/Year Group. Children are more confident and competent across their range of PE lessons.</p> <p>Continue to provide sufficient, detailed planning as well as support from PE lead. Use of whole school new planning scheme for 23/24. Support staff in active learning approaches.</p> <p>A different sports club is available every day after school. Aim to maintain the % of children taking part in a sports/activities club. Over 70% of KS2 and 50% of KS1 children took part in an extracurricular sports club in 22/23.</p> <p>The improved total of 13 different clubs will be maintained as much as possible for the year 23/24 with the continued involvement in competitions and events as much as possible. Continue to provide cycling proficiency programs for Year 5 children.</p>	
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Worked closely with Forge School Sport Partnership, Sheffield United Community Foundation and DZ Sports & Dance to train for and participate in competitive sport.		Key indicator 5: Increased participation in competitive sport.	Children of different ages attended several competitions including athletics, cricket, golf and football. Maintain the clubs delivered and the competitions entered to allow children to take part again or seek a new opportunity.	
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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
An increase in focus of tailored activities for pupil premium children in and out of school time.	PP children have access to sports and activities that they otherwise aren't able to attend out of school time.	We have managed to deliver for many more children by offering PP children opportunities during school time. They enjoy their time and develop many essential skills in the practical, social situations.
Detailed weekly planning readily available for all staff on all sports and activities on the long term plan.	Staff are increasingly familiar with the delivery of a wide range of lessons relevant for their Key Stage/Year Group. Children are more confident and competent across their range of PE lessons.	Staff are much more confident in feeling equipped to deliver the broad curriculum to a good standard after using the planning scheme.

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%	This year group had a large number of non-swimmers at the beginning of their block of swimming lessons. We believe this to be due to many children having none or very little prior experience. This matter gradually improved with a few children developing as the weeks progressed further. By the end of the block, there was a much better percentage of children that achieved this objective in particular.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	64%	Similarly to as above, there were some vast differences in the swimming ability of this cohort, there were many very strong swimmers from early on in their lessons including those who could perform a range of strokes effectively.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	As already stated, we began this block of lessons with many children lacking in confidence and ability. This improved quite drastically and many children though couldn't effectively perform strokes, could perform safe self-rescue.
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Staff attend training sessions prior to swimming block commencing.

Signed off by:

Head Teacher:	<i>Dawn McAughey</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Bethany Hall, Teacher/PE lead</i>
Governor:	<i>Nicola Gregory Chair of Governors</i>
Date:	September 2023