



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.

Key priorities and Planning 2023 - 2024

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
<i>Provide a wider variety of after-school clubs. At least 2 clubs a week to be sport focused.</i>	Pupils from Y1 – Y6	<p>Key indicator 1:</p> <p><i>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</i></p>	<p>Three sports clubs have been scheduled across the year after engagement with partners from Dinnington High School and Rotherhan United Community Trust. Football, dodgeball, multi-sport, basketball, circuits have been introduced this year as extra-curricular club content. RUCT have delivered lunch-time clubs. Increased participation in clubs (evidenced through registers and number of clubs being run by staff). All clubs allowed children to experience a range of different sports and opportunities for team work. The school will continue to the partnerships between DHS and RUCT for the coming year to maintain the offer to pupils. We will carry out an audit of pupil interest to ensure clubs are well attended by all pupil groups.</p>	£2029
<p><i>Encourage physical activity at different times of the day e.g. active playtime and lunchtimes – including competitive element.</i></p> <p><i>Set up play leader support to engage pupils in activity.</i></p> <p><i>Purchase new equipment to inspire and develop fitness of all pupils.</i></p>	Pupils from FS2 to Y6		<p>Play leaders have engaged younger pupils in activity, demonstrating a range of equipment and through encouragement to join in competitive games.</p> <p>New equipment was purchased for use at break-times and lunch-times. This has included football and basketball nets as well as boxed selections of resources to promote games or individual play. Improved storage has allowed playleaders to be more efficient in setting up activity zones. Children enjoy using the equipment and there is an increased level of physical activity at break-times. Children are using the Orchard Lawn to play competitive sport. The basketball nets are well used and children,</p>	£5170

			<p>particularly in Class 2, are becoming skilled in hand-eye coordination.</p> <p><i>Wake up, shake up movement opportunities introduced.</i></p>	
<p>Engage with external partners to supplement the promotion of healthy lifestyles.:</p> <p>School to embed a fruit/veg only snack option at playtimes.</p> <p>Joy of Moving festival – RUCT programme for Y4 and Y5 pupils.</p> <p>Healthy body and mind programme for identified pupils.</p>	<p>Pupils in Y4 and Y5</p> <p>Year 5 pupils.</p>		<p>All children have had direct teaching of what it means to have a healthy lifestyle through PSHE lessons.</p> <p>The Joy of Moving sessions were delivered by RUCT for pupils in Y3 and Y4.</p> <p>Fruit and veg options are promoted at break-times but there is more work to do to ensure all children and parents are on board with the benefits of this.</p> <p>Children are aware of the impact healthy food choices has on their overall health</p> <p>Children are making healthier choices at snack times.</p> <p>Children are aware of the importance of making healthy choices and how this will benefit them in the future.</p> <p>Children increasingly understand what they need to do to keep healthy and know the effects of unhealthy choices.</p> <p>Y6 pupils attended Crucial Crew and had input from RUCT re the dangers of drugs. They understand the effects drugs can have on the body.</p> <p><i>In the coming year - liaise with lunch provider for healthy eating initiatives and active events – i.e. shake cycle challenge.</i></p> <p><i>We will continue our focus of fostering healthy lifestyles through use of PSHE scheme. We will engage in the Healthy Lifestyles element of the RUCT offer – indentifying pupils who would benefit from the programme.</i></p> <p><i>Engage with pupils and parents to promote healthy lunch-boxes.</i></p>	£263

<p>Develop and maintain a high profile of sports as content in our school assemblies. (Sport Relief, Olympics World Cup, Sports Day – festivals – awards. Promote sporting achievements in the wider community – including the school website and class dojo. Create a ‘sports board’ to celebrate achievement and participation.</p> <p>Engage with RUCT programme to develop ‘team building skills. Make the yearly, sporting calendar of events high profile.</p>	<p>Pupils from FS2 to Y6</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p><i>Pupil have been recognised for their sporting achievements during assemblies and on Class Dojo. This is a regular aspect of our celebration assemblies.</i></p> <p><i>Play leaders continue to support and model play. Equipment is regularly used and respected and provides effective means of maintaining and developing pupil fitness levels.</i></p> <p><i>Resources will be replenished when needed to ensure pupils maintain high levels of activity, enjoyment and have opportunities to practise sporting skills.</i></p> <p><i>There is an increase in pupils wanting to participate in sports, including extra-curricular sport and competitions – including festivals at DHS.</i></p> <p><i>Liaise with DHS to request festivals take place during school time where possible to increase the number of children able to attend. Sports leader to coach pupils in sport relevant to upcoming festival.</i></p> <p><i>Acknowledgement of sporting successes from out of school sports</i></p> <p><i>Continue to ... engage with providers of sport</i></p> <p>House teams have continued to be high focus during weekly collective worship. Team points have been awarded. House leaders have been involved in play leader activity this</p>	<p>£150</p>

<i>To further embed a sense of pride and belonging within house teams and when representing the school at sport.</i>	Pupils		year. Development of Sports Council from September to raise the profile of pupil voice in relation to sport.	
<i>Continue to raise the profile of House teams through team points. Hall board to be erected to display teams, points and awards.</i>	Pupils		Sports days were organised differently this year, to ensure that all pupils had time and space to 'shine.' Children in the EYFS had a separate event to the rest of school. All children took part.	
<i>Organise school competitions and sporting events.</i>	Pupils and Staff		Expectation is in place to wear correct P.E kit. Staff model wearing of correct clothing.	
<i>Sports Days to be carried out annually with all children participating.</i>				
<i>Children to wear correct PE kit – staff to model wearing correct clothing.</i>	Pupils and Staff			
<i>Children to be inspired by sports people, including females and lesser-known teams.</i>				
<i>(Demonstrations/whole school participation)</i>			<i>Pupils recognised and celebrated in assemblies.</i>	
			<i>Links made with school values.</i>	
<i>Recognise less academic pupils who have exceptional attitude towards P.E or have a specific skill.</i>	Pupils from FS2 to Y6		<i>Create a system for reporting excellence – effort and achievement. Awards provided. RUCT to present awards. Pupil motivation improves.</i>	
<i>Staff to recognise additional skills of pupils through additional reward system – e.g. most improved, best team player...to be celebrated in</i>			<i>Children are exposed to sports people and are inspired to take</i>	

assemblies.			<p><i>part in sport and fitness. A life-long commitment to being active and enjoying sport.</i></p> <p>Positive relationships developed between DHS and RUCT. Women's football role model delivering P.E./lunch-time sport. Our Year 5 and Year 6 pupils attended a 2 day residential and accessed a range of physical activity and sports – archery, zip lining, climbing, canoeing, raft building, team-building games. Most children hadn't accessed this type of sport/activity before. It encouraged our pupils to be leaders and build team spirit.</p> <p><i>Continuity of P.E. skill development as a result of a high quality programme of study.. Staff feel confident in teaching a range of sport skills.</i></p>	£500
<p><i>Invite local sports people into school to inspire pupils. Connections to be made with RUCT and DHS</i></p>			<p><i>Continuity of P.E. skill development as a result of a high quality programme of study.. Staff feel confident in teaching a range of sport skills.</i></p>	
<p><i>To provide CPD for staff to increase confidence in delivery of PE and P. E to lead on KSV and teaching abilities. Staff observe PE specialists delivering PE. Focus on areas where staff are lesson confident. Staff audit carried out. RUCT and DHS to deliver lessons and provide coaching support. P.E Lead to attend DSAT HUB</i></p>	Teachers/HLT A	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p><i>Assessment element tracks pupil progress over time. Further clarity of swimming assessment gathered from provider in order to understand needs of future cohorts. Election of sports council to drive school improvement with support from P.E leader.</i></p> <p><i>Ongoing to focus to ensure girls have additional opportunities to compete in extra-curricular sports. RUCT – establish girls' football sessions for the following year.</i></p> <p><i>Continuation of RUCT and DHS partnership programmes – enabling free of charge clubs. Audit pupil interest for choice of sports played. Additional hour of DHS support to be accessed in the coming year.</i></p> <p><i>Practitioners delivering quality P.E sessions with clear progression in skills across school.</i></p>	£4628

<i>To renew the GetSet4PE subscription in order to continue to provide high quality P. E lessons.</i>	Pupils and Staff		<p><i>Use of scheme by visiting sport professionals has secured continuity.</i></p> <p><i>Observations by P.E Lead indicate positive delivery by professionals. Children develop a range of sports skills throughout the year. Staff confidence in delivery is increased.</i></p> <p>Scheme regularly updated to maintain excellent standards in PE. School will continue to purchase the scheme, annually, to ensure a high quality, spiral P.E curriculum.</p> <p>Assessments to be used consistently, to inform skill development.</p>	£660
<i>To develop the use of the Get Set 4 PE assessment system to track pupil development in P.E.</i>	Pupils and Staff		<p>P.E monitoring cycle to be used to ensure high-quality delivery among teachers</p> <p>Standards in P.E teaching remain high with continued cycle of CPD.</p> <p>Visiting staff coach in specialism. Connections with DHS allow for the use of sports grounds/courts.</p> <p>Assessment outcomes in P.E improve.</p> <p>Pupil voice to be collected in monitoring cycle to audit delivery, enjoyment and participation.</p> <p>Teachers who accompany pupils to swimming lessons to be given CPD in order to be able to report effectively on individual pupil progress.</p> <p>Staff interviews and questionnaires reflect an increased confidence in subject knowledge and delivery.</p> <p>A clear picture of PE attainment across school with strengths and weaknesses clearly identified in order to inform future planning.</p> <p>Assessment of P.E carried out – to continue to be refined and used to inform next steps for pupils, in coming year.</p> <p>Staff to continue to use GetSet4PE assessment framework to support next steps for pupils.</p>	

			<p>Further clarity of swimming assessments to be gathered from provider in order to understand needs of future cohorts. ** Additional swimming sessions to be planned in for those pupils who have not met the NC expectations – as well as the double option for Class 3.</p> <p>Children have an increasing awareness of the different types of sport and are enthused and inspired to develop their skills, further.</p>	
Children to access the full coverage of sports and experience a broad balance of PE organised across the year.	Pupils from FS2 to Y6	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<p>There is a clear vision of P.E coverage and progression across the school.</p> <p>Curriculum plans will remain in place in the coming year but will be supplemented with sport related enrichment activities. A calendar of sporting enrichment will become an integral to what our school offers.</p> <p>Children have a greater understanding of the range of sports available to them.</p> <p>Y5 and Y6 pupils attending residential had opportunity to experience a wealth of different outdoor activities and sport.</p> <p>In the coming year, school will engage with alternative sport providers to deliver whole school activity day/sessions – including sports our pupils have little or no experience of.</p> <p>Create an enrichment calendar which includes a sporting activity for each class during the year.</p> <p>There is an increasing number of girls in KS2 enjoying competitive sport, particularly football.</p>	
To increase the number of pupils, especially girls, who participate and compete in sports at school.			<p>This has been promoted through RUCT delivery of sport during lunch-times – a female sports coach.</p> <p>Children are offered a wider range of sports and are accessing them a different points within the school day.</p>	

<p><i>To provide a range of sports clubs and lunch-time activities which all children, especially PP, can access.</i></p> <p><i>Delivered by specialists - RUCT partnership – lunchtimes</i></p> <p><i>DHS – Extra-curricular club/multi-sports</i></p>			<p>Children have enjoyed the lunch-time clubs and extra-curricular clubs. These have increased the opportunities for children to be active and to take part in competitive sport.</p> <p>We will continue with the RUCT and DHS partnership programmes.</p> <p>To encourage full attendance next term – clubs will continue to be free of charge to pupils. Pupils will be asked what activities they would like to see on offer. Parents personally approached to discuss the benefits.</p>	£2600
<p><i>Increase the number of competitive sport opportunities for all pupils.</i></p> <p><i>Pupils entered for competitions and festivals – organised by DHS and RUCT – including transport.</i></p> <p><i>Increase participation figures across school for competitions, both in and out of school.</i></p> <p><i>(Teach P.E in line with forthcoming festivals and tournaments so that pupils feel more confident when attending events and are more willing to take part).</i></p>		<p>Key indicator 5:</p> <p>Increased participation in competitive sport.</p>	<p>Increased participation in sporting tournaments and festivals with other schools.</p> <p>Yearly programme of 20 festivals – all festivals attended by school. Limited numbers in teams has had an impact. Discussion with DHS to ensure timings enable all pupils the chance to attend.</p> <p>Work with DHS, RUCT and own academy DSAT to set up inter-school activities. P.E lead to liaise with local school to form partnership of opportunities.</p> <p><i>Ongoing target. Timing of festivals has been difficult for some pupils to attend.</i></p> <p>Children excited to take part in events – more so, when they have the skills to participate well. Continue to sustain programme of competitive sport. Work with DHS and RUCT to ensure festivals are in school time – ensuring all can access. Work with DHS to ensure all children taking part have the best chance to learn skills and practice competitive element.</p> <p><i>Maintain festival attendance/interschool competition – yearly calender.</i></p> <p><i>Continue to sustain programme of competitive sport. Work with DHS to ensure all children taking part have the best chance to learn skills and practise the competitive element.</i></p> <p><i>Develop yearly calendar of sporting events.</i></p>	<p>£1000</p> <p>TOTAL SPEND £17000</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	33%	<i>See comments re swimming data, below.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	33%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	89%	
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	<p>There has been an inconsistency of access to swimming lessons during the last few years for some pupils. Thought the core offer has been met for this year's Y6 pupils, pupils have not had top up lessons to ensure a better possibility of meeting the NC requirements for swimming.</p> <p>We have identified pupils who have not met NC requirements for the coming year and will be using funding to provide additional lessons for these pupils.</p>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<p>No additional training has been provided for staff during the last few years.</p> <p>We will be engaging with our provider to ensure that staff are fully aware of the NC expectations in practice and how children are assessed.</p>

Signed off by:

Head Teacher:	<i>Julie Armitage</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Samantha Fielding</i>
Date:	30 th July 2024

