



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
To develop leadership roles within sports.	Pupils have greater confidence in leading activities. More pupils at playtimes are engaging with games. Raised activity levels and engagement of pupils during playtimes.	
To ensure all pupils have the correct equipment to take part in sports lessons safely.	All pupils are comfortable and safe to take part in their activity and are not restricted in achieving their full potential. There is sufficient amount of resources to enable all pupils to take part in PE lessons.	
To ensure all pupils start the day in a healthy way through classroom breakfast.	Classroom breakfast is on offer to all pupils every day. A range of cereal, toast, bagels and crumpets are on offer. The majority of pupils have a breakfast at school each morning.	Pupil Premium is 70%. Over 2/3 of the academy eat breakfast every morning. We plan to continue to invest in this next year due to the cost-of-living crisis and positive impact on behaviour.

<p>To develop the provision for SEND pupils to ensure full access to the curriculum.</p>	<p>SEND pupils have the right resources in order for them to access the PE curriculum. Length of concentration of SEND pupils has increased due to the interventions (bucket time) in place, resulting in these pupils being able to access more of the PE curriculum.</p>	<p>SEND is approximately 25% of the academy.</p>
<p>To broaden the curriculum through the use of cross-curricular workshops.</p>	<p>Pupils have gained wider knowledge of different cultures and disabilities through PE opportunities, e.g assemblies, African dance workshops.</p>	<p>Pupils do not always have access to a range of activities – providing them in the academy ensures they have access to and can take part in new activities.</p>
<p>For staff to be confident and have the subject knowledge to deliver outstanding PE lessons.</p>	<p>Some teachers have now taught PE lessons with support from the PE lead. PE lead has built upon their prior knowledge with new and innovative ways to teach effective lessons.</p>	
<p>To ensure all pupils within Y4/5 are taught to swim.</p>	<p>Pupils have gained a vital life skill and swim competently without the need for floatation aids – supporting them into adulthood. 65% (31 /48) of pupils can now swim 25 metres.</p>	<p>Pupil premium = 70% We swim at a venue that we can walk to so are making links with the leisure centre to promote swimming to our families.</p>
<p>To develop an allotment area within the academy grounds, to promote healthy eating.</p>	<p>An allotment area has been set up and some vegetables were successfully grown, supporting pupils' knowledge and awareness of healthy lifestyles and experience of growing produce is beginning to be enriched. Some pupils are beginning to learn how to care for plants.</p>	<p>A lot of housing is maisonette, therefore a proportion of pupils do not have access to a garden. This provides them space to learn how to grow their own food. This is something that will be continued next year.</p>
<p>To ensure a range of opportunities are in place in order to have access to competitive sport.</p>	<p>Pupils, from the demographic area, have gained the opportunity to attend purposeful events that many do not do through external clubs out of school. Some pupils have gained invaluable life experiences at varying high quality venues and raised aspirations for their futures. Pupil's experiences and opportunities in school sport are not restricted through a lack of transportation. They can access a wide range of events regardless of</p>	

	their locations and are not determined by relying on parental support	
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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
To continue to provide a healthy start to each school day, through providing breakfast for all pupils.	Pupils – as they will start the day not hungry. Teachers – as it will improve concentration.	Key Indicator 2 - The engagement of all pupils in regular physical activity	All pupils will start the day not hungry and able to concentrate in all lessons as well as PE. All pupils will learn the benefits of eating breakfast.	£2000
To develop playtimes to enable further participation in games and physical activity. To further develop leadership roles to support pupils taking an active role in delivering physical activities to others.	Pupils – as they will take part. Teachers – as there will be a calmer start to lessons. Lunchtime supervisors – as they will need to lead the activity.	Key Indicator 2 - The engagement of all pupils in regular physical activity Key Indicator 3 - The profile of PE and sport is 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	'Play Leaders' are in place and leading activities outside for other pupils. Pupils have a range of activities that they can take part in during unstructured times. Pupils are taking part in more physical activity, ensuring that there is a calmer start to lessons.	£2000
To ensure there is sufficient equipment for teachers to teach PE effectively and the grounds are maintained to ensure pupils are safe whilst completing their PE lessons.	Pupils – as they will take part in lessons. Teachers – as they will be leading the sessions.	Key Indicator 2 - The engagement of all pupils in regular physical activity	An audit of resources has been conducted and any resources have been ordered so that they are available for each PE lesson. Grass has been kept short and clear line markings have	£2000

			been in place, enabling pupils to gain a greater understanding of specific game rules and guidelines e.g. remaining in lanes for athletics	
To develop teachers subject knowledge and confidence in the teaching of PE.	Teachers – as they will be leading the sessions. Pupils – as they will be taking part.	Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport		£600
To develop the gross-motor skills of pupils.	Pupils – as they will be taking part	Key Indicator 2 - The engagement of all pupils in regular physical activity	Pupils in Foundation stage have the correct equipment to enable them to develop their gross motor-skills. Pupils' gross motor skill development improves.	£6250
To ensure all pupils within Y4/5 are taught to swim. Purchase of an additional block of swimming to support with meeting the National Curriculum standard.	Pupils – as they will be taking part	Key Indicator 2 - 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	Pupils have gained a vital life skill and swim competently without the need for floatation aids – supporting them into adulthood.	£2600
To continue to develop the allotment area enabling pupils the opportunity to grow their own vegetables for cooking healthy meals.	Pupils – as they will be taking part.	Key Indicator 2 - The engagement of all pupils in regular physical activity	Pupils will understand where food comes from and what constitutes a healthy diet.	£500

<p>To continue to ensure a range of opportunities are in place in order to have access to competitive sport.</p>	<p>Pupils – as they will be taking part.</p>	<p>Key Indicator 5 - Increased participation in competitive sport</p>	<p>The number of pupils taking part in competitive sport has increased.</p> <p>Competitive sport is offered to all year groups.</p>	<p>Forge – £1000</p> <p>Sheffield Federation for School Sport - £200</p> <p>£1500 transport</p>
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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
To develop the gross-motor skills of pupils.	Pupils in Foundation stage now have the correct equipment to enable them to develop their gross motor-skills, particularly the areas of their body that current equipment did not develop, e.g. pulling body up on a climbing frame, balancing a one-wheeled wheelbarrow to move, balancing when using a balance bike.	
<p>To develop playtimes to enable further participation in games and physical activity.</p> <p>To further develop leadership roles to support pupils taking an active role in delivering physical activities to others.</p>	<p>'Play Leaders' are in place and leading activities outside for other pupils.</p> <p>Pupils have a range of activities that they can take part in during unstructured times.</p> <p>Pupils are taking part in more physical activity, ensuring that there is a calmer start to lessons. There are fewer behavioural incidents recorded since the introduction to the activities and Play Leaders.</p>	
To ensure there is sufficient equipment for teachers to teach PE effectively and the grounds are maintained to ensure pupils are safe whilst completing their PE lessons.	<p>An audit of resources has been conducted and any resources have been ordered so that they are available for each PE lesson. All equipment has been checked and deemed safe.</p> <p>Grass has been kept short and clear line markings have been in place, enabling pupils to gain a greater understanding of specific game rules and guidelines e.g. remaining in lanes for athletics</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?	65%	70% Pupil Premium Approximately 25% SEND
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96%</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>Yes</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>Yes/No</p>	

Signed off by:

Head Teacher:	Lindsay Jones
Subject Leader or the individual responsible for the Primary PE and sport premium:	Lindsay Jones
Governor:	Clive Opie (Chair of Governors)
Date:	04/06/2024