



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
<ol style="list-style-type: none"> 1. Active playtimes. 2. Staff actively involved in playtimes and lunchtimes. 3. Staff actively involved in playtimes and lunchtimes. 4. The role of the playtime sports leader to support good behavior and engagement in learning. 5. Active travel 6. Active travel 7. Pupil and parent clubs as well as family sporting events organised. 8. Sporting clubs 9. Pupil happiness 10. PE lessons 11. Sporting clubs 12. Pupil voice and after school clubs 13. Sporting clubs 14. Competitions 	<ol style="list-style-type: none"> 1. Activities include tennis, volleyball, netball, dancing, rounders, skipping, exercise machines, football, tag rugby and basketball. 2. The correct use of equipment is modelled by the staff. 3. With some staff overseeing play, other adults are actively involved in games through modelling, play and officiating. 4. All children enjoy the variety of active opportunities at playtimes. (PE pupil Voice). This has had a positive impact to active playtimes, behaviour and engagement. 5. The numbers of bikes and scooters in the shelters since the baseline survey has doubled. 6. Bikeability training has taken place with Year 6 and Year 5 children during the Spring and Summer Terms. 7. The profile of physical activity was raised by pupil/parent clubs and family sporting events. 8. A range sports clubs offered and competitions. 9. All pupils surveyed said that taking part in active 	<p><i>To involve children in leading playtime active opportunities.</i></p> <p><i>To embed active travel to school through walking, cycling and travelling by scooter.</i></p> <p><i>To ensure there is an event to raise the profile of physical activity for children and parents every term.</i></p> <p><i>To increase the range of sporting clubs for KS1 and Y3/4.</i></p> <p><i>To increase competition participation for KS1 and Y3/Y4.</i></p> <p><i>To provide support to a first year ECT teacher to support their PE teaching.</i></p> <p><i>To provide access to competitions in sports which children practice in class learning or in school clubs.</i></p> <p><i>To ensure parents are aware of the outcome class sporting competitions through Class Dojo.</i></p> <p><i>To ensure Y3 and Y4 access a wider range of competitions.</i></p>

	<p>playtimes, sporting clubs and competitions made them happy.</p> <p>10. A full range of sports is taught to each year group from Y1 to Y6.</p> <p>11. Active clubs have been across KS1 and KS2.</p> <p>12. The children are enthusiastic about school after school provision.</p> <p>13. 95% of KS2 children took place in school club this year.</p> <p>14. All pupils take part in inter and intra class sporting competitions during the school year.76% of KS2 pupils took part in competitive sporting opportunities during the year with other schools.</p>	
<p>Total Income from PE Grant 2023/24: £19,360</p> <p>Total amount allocated: £19,360</p> <p>Total spent: £19,360</p>		

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
1. To ensure there are a variety of opportunities for children to be active throughout the school day.	Playground Sports leaders, other children, staff on playtime duty, SMSA and the playtime sports leader.	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	<ul style="list-style-type: none"> • A group of children organized to lead play activities in KS1 and KS2. • Provision is reviewed through observation and pupil voice each half-term. 	£4,000 school sports lead £1,700 resourcing
2. To promote active travel to and from school.	Children travelling to and from school, parents, carers and staff.	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	<ul style="list-style-type: none"> • Bikes and scooters used in F1 and F2. • Bikeability training takes place for Y5 children. • Promotion of active travel leads to fewer cars around the school site and more pupils travelling actively to school. 	£500 – Foundation scooters and promotion events

<p>3. To ensure the profile of physical activity is raised across school.</p> <p>4. To use sporting clubs to support good or better attendance.</p> <p>5. Improve CPD of teachers in order to improve the teaching of P.E.</p>	<p>Children, parents, carers, staff</p> <p>Children with lower attendance, their families, school attendance lead and other school staff.</p> <p>ECTs, PE leads and wider teaching staff.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> • There is an active lifestyle promotion events with parent participation. • Staff are trained to in particular sports so they can lead after school clubs for pupil and parents. • School attendance is above national averages for all children and pupil premium children. • Persistent absence is below the national average for all children and pupil premium children. • ECT teacher meets development targets in PE as a result of Jmat teacher support. • The sports lead develops knowledge and practice through Jmat meetings to enhance the teaching of PE. 	<p>£550 to fund the events and any associated costs. In this case, the staff training courses.</p> <p>£500</p> <p>£6,500</p>
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<p>6. To ensure PE teaching includes clear models for learning and sufficient practice time.</p>	<p>Teachers, PE lead and children.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> • Teachers use clear and accurate models in a range of PE contexts. • Teachers allow time for children practice skills for a sufficient period. 	<p>£3,100 PE resources including storage.</p>
<p>7. To increase children's involvement in school in a range of sports.</p> <p>a. A full range of sports is taught to each year group from Y1 to Y6.</p> <p>b. A greater amount of clubs are offered to KS1 and Y3/Y4.</p> <p>c. Ensure all groups of pupils participate in school clubs and find them attractive.</p> <p>d. 80% of KS2 pupils attend a club during the year.</p>	<p>Children, staff, parents and sports coaches.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> • A range of sports/active clubs are offered to year groups from Y1 to Y6 during the year. • Staff use the year overview to plan teaching and clubs towards competitions for their year group. • Clubs and class learning help children to improve their skills for class competitions or those against other schools. • Sports coaches are used to extend provision in KS1 and Y3/Y4 from Spring 2. • Termly pupil voice about the clubs offered and children's feeling about the offer. • Records kept of KS2 children attending active clubs with 	<p>£2,000 spent on sports coaches and staffing costs for clubs.</p>

			termly review of the percentages.	
<p>To increase participation in competitive school sports.</p> <p>a. To increase the participation of Y2, Y3 and Y4 children in competitions based on 2022/23.</p> <p>b. Children are prepared for competitions through the curriculum or after school clubs.</p> <p>c. 80% of pupils in KS2 children take part in competitive sports with children from other schools.</p>	Staff, sports coaches, children and parents.	Key indicator 5: Increased participation in competitive sport	<ul style="list-style-type: none"> • PE lead is aware of the number of competitions we took part in Y2, Y3 and Y4 in 2022/23 with a greater number of competitions targeted this year. • Children are prepared for competitions through the curriculum or after school clubs. • PE lead review competition participation through NK's spreadsheet on a termly basis, reviewing the percentages achieved. • Pathways to club access are opened through competition – Rotherham Harriers, Wath Rugby Club and Wath Cricket Club. 	£510 on team resources

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
1. To ensure there are a variety of opportunities for children to be active throughout the school day.	<ul style="list-style-type: none"> A group of children have been organized to lead play activities in KS1 and KS2. They have supported with resource organization of their own activities and general playtime resources. Provision was reviewed through observation and pupil voice each half-term. 	<ul style="list-style-type: none"> Pupil voice led to new clubs like hockey and cheerleading extending into Y3/4.
2. To promote active travel to and from school.	<ul style="list-style-type: none"> Bikes and scooters used in F1 and F2. Bikeability training takes place for Y5 children. Year 6 did bikeability training last year. Promotion of active travel has led to fewer cars around the school site and more pupils travelling actively to school. The school took part in the Sustrans Bike Walk and Big Wheel in March. Active travel increased by nearly 40 pupils during the promotion weeks in the Spring and has remained high. This was shown in walking, bikes and scooters. 	<ul style="list-style-type: none"> In 2024/25 trial wider concepts to develop an environment around school which promotes active travel.
3. To ensure the profile of physical activity is raised across school.	<ul style="list-style-type: none"> There has been one lifestyle promotion event with parent participation. This was the Spring Fun Run where over 100 parents and family members participated with children from F2 to Y6. Stephen Logan has trained to be a Level 1 football coach. Paul Beevor already has this qualification. Louise Thickett has qualified as a level 1 netball coach and will do level 2 next year. 	<ul style="list-style-type: none"> Paul Beevor, Stephen Logan and Louise Thickett will aim to lead some club next year with pupil and parent participation due to their coaching levels.

<p>4. To use sporting clubs to support good or better attendance.</p>	<ul style="list-style-type: none"> • School attendance to the end of the Spring Term end was 95.2%. Pupil premium children's attendnace was 94.2%. The national average was 94.2%. • Persistent absence for the same time frames was 12.5% for the school. The same figure 16.7% for pupil premium children. The national average by the end of the Spring Term was 20%. 	
<p>5. Improve CPD of teachers in order to improve the teaching of P.E.</p>	<ul style="list-style-type: none"> • ECT teacher met development targets in PE as a result of Jmat teacher support. • The sports lead developed knowledge and practice through Jmat meetings to enhance the teaching of PE. 	<ul style="list-style-type: none"> • There are no ECTs in September so the Jmat PE lead will be allocated differently.
<p>6. To ensure PE teaching includes clear models for learning and sufficient practice time.</p>	<ul style="list-style-type: none"> • Teachers use clear and accurate models in a range of PE contexts. • Teachers allow time for children practice skills for a sufficient period. 	<ul style="list-style-type: none"> • The PE policy has been adapted to provide clear guidance to staff on modelling and practice. • The use of practice will be further developed next year as we work on retrieval in PE.
<p>7. To increase children's involvement in school in a range of sports.</p>	<ul style="list-style-type: none"> • From Y1 to Y6, a range of gymnastics, dance and games are taught. In games, there is netball, basketball, football, dodgeball, handball and rugby. As well as this, athletics and striking and fielding games are taught in the summer. This includes, cricket, rounders and tennis. • In 2022/23, there were two different active clubs offered to Y2 to Y4 children. In 2023/24, there were four different active clubs offered to Y2 to Y4. • 21 pupil premium children participated in active after school clubs in 2023/24 out of a total of 44 pupil premium children Y3 to Y6. This was 48%. For all pupils, 158 pupils participated in active after school clubs in KS2 out of 231 children. This was 68%. • 68% of KS2 children attended an active club during 2023/24. This was lower in Y3 than other year groups. 	<ul style="list-style-type: none"> • Consider the teaching of OAA for the next PE Grant. • Develop active clubs for Y3 participation as this has now improved in Y4.
<p>8. To increase participation in competitive school sports.</p>	<ul style="list-style-type: none"> • In 2022/23, Y2, Y3 and Y4 were involved in three different competitions. In 2023/24, they took part in six competitions. 	<ul style="list-style-type: none"> • Staff have planned the curriculum or extra - curricular activities based on upcoming competitions so that children have the chance

	<ul style="list-style-type: none"> • Children are prepared for competitions through the curriculum or after school clubs. • 100% of pupils in KS2 children took part in competitive sports with children from other schools. 	<p>to practice the required skills. This has supported competition success. Our school was able to win the Ray Matthew's Cross Country Shield, the Barlow Salmon's Football, the Josh Whaley Football Shield, the Claire Miller Cricket Shield and the Matt Burrow's Rugby Shield.</p> <ul style="list-style-type: none"> • We take all KS2 children to compete in Wath Area Cross Country at the start of the academic year. As well as this, we have teams competing in athletics, netball, cricket, football, rugby, gymnastics and cheerleading at a variety of age groups.
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Swimming Data

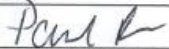

Meeting National Curriculum requirements for swimming and water safety.

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?	82%	Our children perform well in terms of the three expectations above. Most of our children access swimming lessons through the local swimming baths we access.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	82%	Our children perform well in terms of the three expectations above. Most of our children access swimming lessons through the local swimming baths we access.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>76%</p>	<p>Life saving and safe rescue forms a greater percentage of the swimming lessons we take the children to during Year 4.</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/No</p>	<p>Our children perform well in terms of the three expectations above. Most of our children access swimming lessons through the local swimming baths we access. Those who don't, make rapid progress in the swimming lessons we provide.</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>	<p>The staff who go swimming with the pupils are experienced in being part of swimming lessons and supporting the children in them. The children are divided into three groups with three swimming teachers at the swimming baths. This means the larger part of school staff members' roles are pastoral.</p>

Signed off by:

Head Teacher: 	(Name) PAUL BEEVOR
Subject Leader or the individual responsible for the Primary PE and sport premium:	(Name and Job Title) Stephen Logan
Governor: 	(Name and Role) DAVE STOTT
Date: 18/07/2024.	18/07/24