

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).





## Details with regard to funding

Please complete the table below.

|   |          |
|---|----------|
| Total amount carried over from 2021/22  | £0       |
| Total amount allocated for 2021/22  | £17,760  |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £0       |
| Total amount allocated for 2022/23  | £17,720  |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 17,752 |

## Swimming Data

Please report on your Swimming Data below.

|  |     |
|--|-----|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p> |     |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>  | 72% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 83% |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 83% |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>   | No  |

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23   |  | Total fund allocated: £17,720        |   | Date Updated: 20.07.23  |  |
|--|--|--------------------------------------|---|---|--|
| <b>Key indicator 1:</b> 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   |  |                                      |   |   | Percentage of total allocation:<br>24% |
| Intent   | Implementation   |                                      | Impact  |   |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:   |                                      | Funding allocated:  | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  |  |
| <p>All pupils take part in 30-60 minutes of physical activity per day, with greater numbers enjoying active sessions.</p> <p>Investment in PE equipment and outdoor resources to enable sport to be accessed across all areas of school.</p> <p>CPD for play leaders across school (staff and children).</p> <p>Active time within school, daily mile, active lessons.</p> | <p>Participation Monitored by Active Leaders – training sessions to enable children to fulfil role successfully through Sports Council.</p> <p>Invest in roles of Play Leader at lunchtime – designated member of staff to oversee lunchtime supervision.</p> <p>Regular audit of PE equipment</p> | <p>£100</p> <p>£4064</p> <p>£126</p> | <p>Children continue to be active during lunch times using a range of equipment, football, basketball. Children also use other equipment to create their own games and build imagination through play.</p> <p>Equipment used and respected at lunchtimes.</p> <p>Pupils active and enjoying time outside.</p> <p>Better development of social skills, sharing and participation across all year groups.</p> | <p>Keep on top of resources used at break times and across the curriculum within school.</p> <p>Training opportunities for Play Leaders and Sports Council so that their roles can be further developed next academic year.</p> <p>Continue to include 'Active Time' on timetable.</p> <p>Give play leaders the ability to run future sessions at break and dinner time.</p> <p>Look at investment from outside businesses to support with playtime activities.</p> |  |
| Develop and increase responsibilities of school council, including Sport projects across school, sports day and intra competition.   | <p>Create and judge applications for Sports Council members.</p> <p>Allow Sports Council opportunity to be involved in planning after school clubs and active learning opportunities.</p> <p>Provide Sports Council kit and maintenance of school kit.</p>   |                                      | £100  | <p>Improved pupil voice across school to ensure that opportunities provided meet the needs of the children.</p> <p>Sports Council to run surveys to find out what children want to do at lunch or after school clubs.</p>   |  |

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| All pupils to participate in 2 hours of PE a week.  | Gather evidence of what activities pupils take part in before or after school via pupil survey (google form)<br><br>Promote healthy lifestyles via in school and social media messaging<br>Target inactive children to ensure they have active playtimes or are included in sporting events outside of school. |                    | As a result of an increase in PE provision there has been an improvement in the children's skills and confidence within sessions.<br><br>Staff observation records to show impact of high-quality CPD.<br><br>Pupil voice to show an increase in PE pleasure, survey to be done at the end of each school year.<br><br>Positive attitudes expressed during PE by pupils reflect enjoyment, use the hands, heads, heart model of assessment to address all areas of PE. | The PE model to remain the same so all children complete over the recommended time<br><br>Promote travelling to school in an active way (promotional walk to school weeks).<br><br>Promote local sports clubs as well as school sports clubs.<br><br>Monitor less active children at play times and engage them in active Activities through staffing or sport leaders. |
| CH to promote staff CPD across school. Ensure that staff are aware of vocabulary for sport and develop an assessment tool to support effective learning.  | Staff to be given 1:1 training by CH and DB across school time to ensure the delivery of the PE scheme is effective.   |                    | Staff are able to confidently teach PE using the PE scheme, assessment tools and vocabulary.   | Continue to look at CPD opportunities for staff throughout the year.<br><br>Support to be directed to staff who feel they would benefit the most using DB, JW, CH and LK.   |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                    |  | Percentage of total allocation:   |
|   |  |                    |  | 17.9%   |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:   | Make sure your actions to achieve are linked to your intentions:   | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| To make athlete/sportsperson visits commonplace and inspirational including greater links with Yorkshire Sport and sponsoring athletes who are then connected to school.<br>Such as Sport for Champions.<br><br>Celebrate successes in school through Dojo or special mention assemblies. | Renew subscription with Sports for Champions to increase school awareness.<br><br>Use assembly time to promote active learning, sharing or any other special sporting event. Certificate, awards for active classes.<br><br>Ensure that there is a positive link between school and local sports clubs.        | £100               | Children to take inspiration from local athletes or children demonstrating their own success in sporting events.<br><br>Children to be able to talk about PE in a positive manner.   | Continue to use services such as Sport for Champions, ProStrike, RUSCT to promote PE in school.   |

|   |   |                          |  |  |
|---|---|--------------------------|--|--|
| Awards in collective worships and external coaches raising the standard and profile of after school sport.      | <p>Use of Dinnington package to support external coaches in school which in supports the development of sporting standards across school.</p> <p>Running of intra 'multi-sport' events in school, DB, JW, LK to support</p> <p>Attending inter sporting events across Rotherham and within the local area cluster.</p> <p>Run more targeted afterschool and in school clubs to enhance opportunities.</p> | <p>£1500</p> <p>£200</p> | <p>Increased profile of sport within school.</p> <p>Increased celebration and willingness to participate.</p>  | <p>PE lead to regularly update social media celebrating Sporting achievements in school.</p> <p>Whole school sporting event to be organised early in new academic year.</p> <p>Calendar of after school sport events to be available to parents at the start of each term, based on pupil voice.</p> |
| Use CPD opportunities through PE coordinator and DB to continue the development of staff in the new curriculum. | Lesson observations, staff surveys and pupil voice to help the reflection process of how the new scheme fits with the children's needs.   | £1368                    | <p>Monitoring the coverage of PE has shown staff are confident using PE overview plan and the Val Sabin materials to support their delivery of lessons.</p> <p>Increased staff confidence and collaboration with other JMAT schools.</p> | Continue to develop PE within school through the use of new assessment tools which will inspire all children to access different elements of sport.  |

| <b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                    |  | Percentage of total allocation:<br>%0   |
|---|---|--------------------|--|---|
| Intent  | Implementation  | Funding allocated: | Impact   |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:  |                    | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| CPD to ALL staff throughout the year.   | <p>PE coordinator and JMAT PE lead to deliver sessions in weekly staff training as well as INSET to ensure staff are confident.</p> <p>PE coordinator to allow lesson observations for staff who feel less confident in delivery of PE.</p> |                    | <p>Staff have had access to quality materials to deliver PE sessions.</p> <p>Staff feel confident to deliver lessons using the scheme effectively and understand how they can offer further challenge.</p> <p>Children have a greater understanding of how the skills taught in PE can help them to improve.</p> | Timetable sporting CPD onto calendar and improve knowledge through annual skills audit. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    |  | Percentage of total allocation:  |
|---|---|--------------------|--|--|
|   |   |                    |  | 17.4%  |
| Intent  | Implementation  |                    | Impact   |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:                   | Sustainability and suggested next steps:   |
| Increase uptake on activities offered in and out of school.<br><br>CPD in areas such as Flag Football.  | Promote through pupil voice and engaging activities the benefits of attending after school sport clubs to encourage an increase in previous years' numbers. | £100               | PE assessments show improved skills. Pupil Interviews and Staff surveys Performance improvements at events | Maintain profile of sport, newsletter, social media and vary opportunities by manufacturing these where external events are not available. E.g. online tournaments, in house competitions. |
| Maintenance of school grounds and marking of lines for PE lessons, in school sporting events and afterschool clubs.   | Ensuring the school field is kept to a level for which it can be used for PE, whole school sporting events and afterschool clubs.                           | £3000              | Lines and pitches utilized for playtime/lunchtime games, PE sessions, sports day and afterschool clubs.    | To use the school grounds to host inter and intra tournaments in school.   |
| Extra-curricular sports clubs offered in school.  | CH, DB and LK to deliver sports clubs additional to those delivered through PE.<br><br>Clubs to take place across all year groups throughout the year.      |                    | High-demand for clubs, use pupil voice to drive the clubs that take place.                                 | Work on creating a calendar for after school activities to ensure that planning of these can take place and children are aware when a club they might want to start is available.          |

| Key indicator 5: Increased participation in competitive sport  |   |                    |  | Percentage of total allocation:   |
|--|---|--------------------|--|---|
|  |   |                    |  | 40.7%   |
| Intent   | Implementation  |                    | Impact   |   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:  | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| To take part in as many after school competitions as possible - Impact: pupils have the opportunity to take part in a very wide range of competitive sports, which we are always seeking to broaden. | Football<br>Cross Country<br>Hockey<br>Basketball<br>Sports Hall Athletics<br>Key Steps Gymnastics<br>Netball<br>Cheerleading<br>Rounders<br>Tri-Golf<br>Indoor & Outdoor Athletics<br>Swimming<br><br>All events that take place through Dinnington link up. |                    | Increased participation from school and children in trying sports and activities they may not have had the chance to play in school.     | Monitor children who attend events and try to give an even split across school for all children to have the chance to participate in inter-competition. |
| Continue to buy into DHS school sports partnership providing sports festival calendar.   | Sports competition calendar provided by DHS for the academic year. PE sessions delivered in school by DHS staff member to support with the sports calendar events.  | £4500              | Children in identified year groups have had access to in school sporting session with the DHS. These have been delivered in year groups. | Continue to access the higher level package next year.  |
| To subsidise transport to sporting activities outside of school.   | Allow children to be given the opportunity to attend PE lessons away from the main school building.   | £2720              | Children to gain experiences in different elements of the PE curriculum and become more competent in sport.                              | Continue to foster an approach to all areas of PE.  |



|                 |                |
|-----------------|----------------|
| Signed off by   |                |
| Head Teacher:   | Claire Hill    |
| Date:           | 20.07.23       |
| Subject Leader: | Chris Houghton |
| Date:           | 20.07.23       |
| Governor:       | Joanne Ware    |
| Date:           | 20.07.23       |