



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
Real PE continued with refresher training given to all staff.	Highly skilled staff in school giving high quality teaching. Leading to better progression.	Assessments have improved and children are being identified with adaptations made to support their learning making all PE lessons inclusive.
Fixed resources accessible to.	Children can transfer their skills and practise what they have been taught in PE on the playground. This has also encouraged pupils to become more active at playtimes.	Rota created for certain play equipment to ensure it is supervised and safe.
Pupils have been offered a wide range of sports. E.g Wheelchair basketball, Boccia and Horseriding, cricket, football, athletics.	Children are engaged, accessing team games, transferring fundamental skills and love PE. Hopefully embedding this so that	PE lead has listened to 'Childrens voices'.

<p>Sporting achievements have been promoted throughout assemblies.</p>	<p>the skills and the love for Physical activity continues throughout their lives.</p> <p>This promotes physical activity and makes children feel proud of their achievements.</p>	<p>Worksop Tigers have joined our assembly to promote achievements in sports. Awards given for All Stars cricket.</p>
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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
Introduce Lunch time activities for pupils .	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils - as they will take part.	Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£0
Real PE	Teachers/HLTAS to Lead the PE sessions. Pupils as they will take part.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Give the children a rich cross-curricular approach to P.E that will set them up and prepare them for their future life.	£1917

<p>Resources for lessons and playground</p>	<p>P.E Lead - will resource audit and new PE Equipment.</p> <p>Teachers - Must tell PE lead if they need any resources for their lesson.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Whole school assessment tool to show above and below in P.E and Eazmag to show above and below in Early years. Children falling behind will be targeted.</p>	
<p>Fundamental interventions</p> <ul style="list-style-type: none"> -Bolsover interventions -Samba lunchtime club -Wheelchair Basketball 	<p>Pupils - Good quality P.E</p> <p>Teachers - CPD to team teach and upskill them</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indiciator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Evidence shown in P.E lessons and in children's writing, teacher feedback and learning walks.</p> <p>Staff feel confident teaching and assessing PE. They know the progression of skills throughout FS and KS1. They teach the children the skills to be able to challenge themselves aswell as having the support and guidance from the teacher. Staff teach the children to practise but they also allow the children to make</p>	<p>Bolsover - £7072</p> <p>Samba - £3980</p> <p>Laura Ann Dance - £2765</p> <p>Basket ball - £450</p>

<p>Children to have the opportunity to try a range of different sports and become more active. Children will be able to develop new skills and have links to local sports clubs.</p>	<p>Pupils Local Sports clubs Teachers</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>their own mistakes and learn from these.</p> <p>Promote and encourage children to take part in after school clubs and local sports clubs by promoting it on class Dojo and on leaflets.</p> <p>Evidence shown in after school club registers. More children are taking part in after school clubs.</p> <p>Parents are aware of these clubs from letters, text messages and class dojo messages</p>	
<p>PE and Sport achievements are mentioned in</p>	<p>Pupils Family of pupils</p>	<p>Key Indicator 2 : The profile of PESSPA being raised across the school as a tool for whole school</p>	<p>PE and Sport achievements are mentioned in</p>	<p>£45</p>

<p>class/celebration assembly</p>	<p>Teachers</p>	<p>improvement</p>	<p>class/celebration assembly to ensure the whole school are aware of how important it is. This will also encourage other less active pupils to become involved in order to be mentioned in assemblies. P.E display board in the hall- That show's children/s achievements to give them a sense of pride. The display board also shows Real PE objectives and key vocabulary so children know how to challenge themselves and become interested in their learning.</p>	
<p>To ensure a range of sports and activities are offered to all pupils through festivals, team building days and competitions.</p>	<p>Pupils</p>	<p>Key Indicator 4 : Broader experience of a range of sports and activities offered to all pupils Key Indicator 5 : Increased participation in competitive sport</p>	<p>Affiliate to SSP to access a broad range of festivals. Intra school sports competitions arranged within school. The children have the</p>	<p>£1540</p>

<p>Coaches to take children to competitions</p>	<p>Pupils</p>	<p>Key Indicator 4 : Broader experience of a range of sports and activities offered to all pupils</p>	<p>opportunity to compete against other children from other schools and to learn a range of skills.</p> <p>Children are able to access and attend festivals and intra sport competitions. Links are made with schools and clubs around for the future.</p>	<p>£800</p>
<p>Sports after School clubs</p>	<p>Pupils</p>	<p>Key Indicator 4 : Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children are given the chance to be active in and after school. Clubs offered to all pupils.</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
Wheelchair Basketball and Boccia	Inclusive Sports. Children learnt new sports that can be adapted for all children's needs.	Accessible to all learners with adaptations.
Sheffield United Football Club, KS1 competition	Children enjoyed playing as part of a team in a competition out in the community. Children were active all day, worked together and demonstrated good Athletic skills.	The children played numerous teams from around the area and came first bringing home the trophy.
Real PE implemented in all year groups and all Teachers and HLTAS had two sessions of refresher training.	All staff confident in teaching good quality PE. They understand the vision within the school for PE. They know that we use a unique, child centred approach that challenges and supports every child through a holistic approach.	Children can tell the PE Co-coordinator what Cog they are working on. Where they are with their learning and what their next step is. They also understand that they are unique and their step will differ from their peers. They are in charge of their learning.
Horse riding	Children who have been identified that need extra gross motor support have attended a session of Horse Riding at the Coloured Cob stables. Along with other adaptations we have significant improvements in core	Children are trying alternative sports. It is inclusive and engaging and has shown measurable progress for the children attending.

strength.

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?	%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>.</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>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:	<i>Amanda Dodd</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebecca Ruse – PE Lead</i>
Governor:	<i>Susanne Wilmott</i>
Date:	<i>23/7/2024</i>