

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](https://www.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	£19030
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19030
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19030

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>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</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>N.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>	69%
<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>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/ 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: 2023/24		Total fund allocated: 19030		Date Updated: July 2024	
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					Percentage of total allocation: %
Intent	Implementation		Impact		22%
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 : £4,193	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide children with the appropriate tools to participate in PE lessons and sports. Children can participate in sporting activities and access a broad and balanced curriculum	<ul style="list-style-type: none"> - Audit the PE equipment in school - Check against the new PE curriculum plan for any new equipment needed - Purchase any equipment needed to teach the new curriculum - Purchase size-appropriate equipment for sports e.g., netballs/basketballs with the correct sizing for age group. 		£153.77- Sept Equipment order £509.30 -June equipment order	<ul style="list-style-type: none"> - Children have the correct equipment for their specific sport e.g. netball/basketball. - Teachers have the correct equipment to teach the new curriculum. . - Participating pupils have tried new sporting/physical activity and begun to develop performance skills. - More children now engaging in active play and using the equipment more regularly. - 	<ul style="list-style-type: none"> - New PE curriculum to be implemented by Teachers and RUCT - Correct sizing of PE equipment to be used to teach the curriculum. - Continue to offer a range of activities at lunchtime/ after school – with RUCT being inclusive of all children within their activities at lunch. - After school clubs to take place Monday to Thursday all year round.
Empower pupils to promote and engage others in active games. Improvements in participation within the curriculum and extracurricular clubs in order to be active and broaden a range of skills.	<ul style="list-style-type: none"> - Y6 pupils to engage in play leaders’ roles – encouraging the younger children to participate in active play at breaktimes. - Y4 cohort to participate in the Joy of Moving programme, focusing on being more active. - RUCT encouraging the children to 		£4,392 – Transport to Leisure Centre (£862.07 of this figure is School funded)	<ul style="list-style-type: none"> - SLT have ensured PP children were encouraged and given the chance to participate. - A range of children including PP have attended clubs – registers were taken and there was a rotation of children each term. - Leaders empower and inspire 	<ul style="list-style-type: none"> - Next Y6 cohort to be chosen to take on the role of play leaders. - Joy of moving festival to be booked for next year - RUCT to deliver more tailored sessions to key children.

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	<ul style="list-style-type: none"> - participate in an adult led game. - RUCT – KS2 football, KS1 multi-sports, KS2 multi-sports - Joy of moving festival FS1-Y6. 	<p>Instructors for swimming</p> <p>(£4,500 – funded by school)</p>	<p>others. This is reflected in pupil voice activity.</p> <ul style="list-style-type: none"> - RUCST have been present at lunchtimes each day to engage children in active play. 	<ul style="list-style-type: none"> - Y4 and Y5 cohort to participate in RUCT 6 - week programmes (Show Racism the Red Card and Growth Mindset) with active elements.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	%

Intent	Implementation		Impact	1%
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: £150	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue maintaining a high profile of sports in our school for our children and sporting celebrities, (Men’s euros, Six Nations, Soccer Aid, Wimbledon, The Ashes)	<ul style="list-style-type: none"> - Whole school participation in PE related events – Joy of Moving festival etc. - Scheduled sports day events in each key stage (all children to participate in each event/activity). - Girls only football tournaments - Mixed gender football tournaments - All sports to be celebrated and talked about equally – also ensuring equality across girls and boys. 	£150 coaches to transport children to events	<ul style="list-style-type: none"> - RUCT have helped to promote PE and the importance of physical activity throughout school during PE lessons, in assemblies and through the JOM programme. - The website/school story on dojo reflects the range of sport undertaken in school and team achievements. - Children celebrate and discuss UK sporting achievements in class. 	<ul style="list-style-type: none"> - RUCT to give assemblies on key sporting events throughout the year. - Children of all backgrounds to participate in competitive sports ran by RUCT - A school sport calendar to be created which includes a whole school series of sporting events – including RUCT events, national and world events. Make this visible in school. - More trust (friendly games against other schools), festivals are scheduled for the next calendar year so outcomes will be shared with parents on dojo and on

				the school website.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4%
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: £697	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
New PE curriculum developed to support teaching of knowledge and skills of sport specific areas. Vocabulary documents, MTP and other supporting documents created and shared with staff to ensure consistency in teaching.	<ul style="list-style-type: none"> - Moves annual subscription and online training. - Staff meeting to talk through new planning and support staff with teaching. - Documents shared with staff to support with subject knowledge, vocabulary and understanding of skill progression. - RUCT delivering sessions with expertise and working with staff when needed to improve subject knowledge. 	£697 -moves curriculum yearly subscription	<ul style="list-style-type: none"> - Practioners delivering high quality PE – with evident progression throughout school. - Staff know the clear progression of each sport and skill from EYFS-Year 6 	<ul style="list-style-type: none"> - RUCT to work 5 days rather than 4 to allow for CPD for staff. - CPD opportunities to be timetabled for staff following lesson observations. - Staff questionnaire to be sent out to audit knowledge and areas staff feel they need support with.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	72%

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: £13,840	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
New teaching scheme developed to incorporate a range of sport specific areas.	<ul style="list-style-type: none"> - Year groups planned out strategically to ensure knowledge and skills are built upon. 		<ul style="list-style-type: none"> - Children are exposed to a structured, broad and balanced curriculum - They are aware of the skills and knowledge for each activity - Teachers' knowledge of fundamental skills, terminology, technique, tactics and skills has improved. 	<ul style="list-style-type: none"> - Review how the new curriculum is impacting staff and children and provide support to staff where needed. - Identify what CPD might be needed and which areas.
<p>RUCT providing a range of after school clubs to incorporate a range of sports to all children.</p> <p>RUCT teaching lessons</p>	<ul style="list-style-type: none"> - Children of all backgrounds attending sports including PP,SEND,EAL etc. - Extra-curricular clubs set up in advance of each half term. - Expert staff leading PE lessons 	£13,840 - Rotherham United Community Trust annual subscription.	<ul style="list-style-type: none"> - A range of children are attending clubs – registers will be taken. Rotation of children every half term – KS2 football, KS1 multi-sports, KS2 multi-sports and Netball. - More children will voluntarily engage in sports and will play with sport equipment at breaks and lunchtimes. - RUCT getting children engaged in a range of activities during active lunchtimes. - The number (percentage of 	<ul style="list-style-type: none"> - RUCT to work closely with staff to provide CPD in PE lessons. - Continue to offer a range of activities at lunchtime/ after school – with RUCT being inclusive of all children within their activities at lunch. - After school clubs to take place all year round. - Ensure that there are opportunities to practise skills learned and that equipment is always appropriate, available and

			<p>pupils attending extra curricular clubs)</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Spring</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>175 (45%)</td> <td>156 (40%)</td> <td>158 (41%)</td> </tr> <tr> <td>PP eligible</td> <td>31 (38%)</td> <td>23 (28%)</td> <td>26 (32%)</td> </tr> <tr> <td>SEND</td> <td>39 (45%)</td> <td>20 (23%)</td> <td>19 (22%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - 25 (6%) children took part in competitions - 7 children had either an identified SEN or is eligible to receive the pupil premium. 		Autumn	Spring	Summer	Overall	175 (45%)	156 (40%)	158 (41%)	PP eligible	31 (38%)	23 (28%)	26 (32%)	SEND	39 (45%)	20 (23%)	19 (22%)	of good quality.
	Autumn	Spring	Summer																	
Overall	175 (45%)	156 (40%)	158 (41%)																	
PP eligible	31 (38%)	23 (28%)	26 (32%)																	
SEND	39 (45%)	20 (23%)	19 (22%)																	
Cycle skills developed within Year 5 – with the support of outside agencies.	<ul style="list-style-type: none"> - Non-riders to be given the opportunity to achieve their level 1. - Bike ability agency to be used to teach cycling skills and road safety to Y5 pupils. - The loan of a bike and/or helmet given to those without necessary equipment. 		<ul style="list-style-type: none"> - All children participating now have basic biking and road safety skills. - Non-riders all achieve their level 1 award and can confidently ride a bike. 	KS to contact bike ability about providing their service for the next Y5 cohort.																

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	1%
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: £150	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To further increase the number of competitive sport opportunities for all pupils.	<ul style="list-style-type: none"> - Taken part in RUCT ran events - Attended the friendly games against other schools in the trust. - Pupils of all backgrounds given the opportunity to participate in competitive sports. - Engage with academy partners to arrange additional opportunities for pupils to engage in a range of sporting competitions. 	£150 -coaches to transport children to events	<ul style="list-style-type: none"> - All children have participated in the competitive element of sport during Sports Day and Joy of Moving. - KS2 children have participated in a range of RUCT and academy linked sporting festivals and competitions. 	<ul style="list-style-type: none"> - Engage with other DSAT schools to set up inter-school events - create an annual event calendar. - Work alongside RUCT and attend any festivals/competitions within their academic calendar. Liaise with academy partners to create local competition.

Signed off by	
Head Teacher:	Adam Cornes
Date:	19.7.2024
Subject Leader:	Jade Hemming
Date:	12.07.2024
Governor:	Chair of Governors: Natalie Harvey

Date:	19.7.2024
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