The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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
All pupils in KS2 were provided with the opportunity to experience a 90 minute climbing session at The Foundry Climbing Centre	Pupils spoke very positively about the experience in pupil voice activities during a recent trip review. Some pupils said that this was their favourite trip of the year, including pupils who are usually reluctant to engage with physical activities. Over 75% of the children who attended the trip had not previously had the opportunity to go climbing, which shows the impact against key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Following the success of this activity in 22/23, in 23/24 the school applied for and obtained funding for groups of children with SEMH and pastoral needs to attend a series of 8 climbing sessions to develop physical skills as well as confidence and the opportunity to succeed.	
New equipment was purchased for every class to encourage active playtimes, improving physical exercise and social interactions	Equipment was used successfully to encourage more active playtimes, including skipping ropes. Children's agility, balance and coordination has continued to improve which has been seen in lunchtime and break time provision. Children have participated in other physical activities as well as football and have used the new equipment to develop team skills.	

	Children are more active and playing co-operatively and supervising staff have reported fewer playtime arguments due to the improved provision.	
Development of cricket curriculum through school with All Stars Cricket provision. CPD session delivered by expert coach. Arches specialist PE staff provided training and team teaching. Training for staff in lesson pace and engagement	Teachers reported feeling more confident when teaching cricket as well as wider ball skills activities. The quality of teaching in cricket, as observed by the PE coordinator, was improved. Lessons had more pace across school and children were active for more of the lesson. Several successful sports club were run by staff, including ball skills, netball and football.	
Holding KS2 sports day at the EIS will allow the children to access sporting activities they would not have the chance to at school	Children's participation in the event was higher. All children were involved and physically active for a longer period of time. In 23-24, following this event, pupil voice and teacher feedback identified that children were more enthusiastic about participating in Athletics lessons in school since they knew these would be key events at the EIS.	
Forest School equipment was purchased to allow this provision to be further developed	Children continued to access and benefit from the physical activities and problem-solving opportunities in Forest School. More children were able to access Forest School due to the funding allocated in 22-23. This provision supported children's SEMH as well as self-confidence and self-esteem.	
Active Days included Circus Skills and the Skipathon	All pupils in KS2 participated in a Circus skills workshop lead by Greentop Circus allowing them to engage in new activities. Pupils engaged in a week of skipping activities that promoted regular physical activity (active healthy lifestyle). These activities were well received by children and observation showed that a high proportion of children continued to engage in skipping during breaks and lunchtimes.	

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
Arches School Sports Provision to provide CPD and team teaching for staff across school, including training Sports Leaders	Teaching staff, particularly our high number of ECTS (9 at the start of 23-24). This aims to develop their confidence in teaching PE in a structured, skills based way across a range of sports, as well as developing their confidence in adapting lessons to meet the needs of SEND children as well as those with higher attainment. Our new system of responsibilities for Year 6 children includes Sports Captains, who will support younger children with active play at breaks and lunchtimes. Their training will be provided by Arches staff.	Increased confidence, knowledge and skills of all staff in teaching PE and sport	The PE coordinator will provide continued support for ECTs as they progress through their ECT programme and ECT mentors will be aware of the support that they have received and build on this in mentor meetings. We intend to purchase this provision again in 24-25 to ensure that we are continuing to sustain the development of the skills and confidence of those teachers who will be second year ECTs in 24-25. A member of school staff will attend the Sports Captain training so they can deliver this and develop the programme in future years.	*£1480*

Skipping School	Following the success of this in 22-23, we plan to repeat the Skipping School activities to encourage children to continue skipping at break times and make full use of the equipment that was purchased last year.	The engagement of all pupils in regular physical activity	This will continue to develop children's physical fitness in an activity which does not require specialist clothing and only needs a minimum of equipment but provides very high gains in terms of physical activity for the children. The impact will be to keep the profile of skipping high and encourage children to continue to skip regularly.	*£500*
Installing markings related to physical activity on the KS2 yard.	All current and future children in KS2 will benefit from having a range of playground marking available to encourage physical activity. The KS2 playground was resurfaced within the last 5 years but the only markings that were replaced was the football pitch outline. We will install a range of markings designed to appeal to all children, including markings for throwing, jumping and active movement skills. This will be important to help ensure that the full playground is used in an active way by the children.	The engagement of all pupils in regular physical activity	Children will be encouraged by the markings to play actively in different ways – e.g. hopscotch, jumping, active trails etc. In 24-25, as part of their training, the new Sports Captains will be trained on how to use the markings to encourage children to play actively and cooperatively.	*£4105*

Resurfacing the KS1 playground	The surface in the KS1 playground is very old and damaged. Some sections of the playground have to be kept fenced off as they are dangerous for the children. It is not easy for the children to run on the surface due to the condition of the surface. Ball games are difficult as the ball does not bounce in a predictable way due to the defects on the playground. This makes developing ball skills less effective. All children in the current KS1 and future KS1 children will benefit from the better surface.	The engagement of all pupils in regular physical activity	The surface will be maintained in the future under the maintenance budget. In 24-25, a range of playground markings, similar to those planned this year for the KS2 yard, are planned for the KS1 yard to further encourage active playtimes.	*£10370*
New free after school boxing club established, run by a member of staff. Boxing gloves and pads purchased	Any children in KS2 who attend the clubs	Broader experience of a range of sports and activities offered to all pupils	Children will have access to a free club which encourages them to be physical active and makes this available to children from low income backgrounds who can't afford to access the local boxing club.	*£223.53*
KS2 sports day at the England Institute of Sport	Building on the success of two previous sports days at the EIS, we plan to hold this event again. This will impact all KS2 children.	The profile of PE and sport is raised across the school as a tool for whole-school improvement Broader experience of a range of sports and	The improved engagement of all children at sports day will be maintained, with all children being involved for a longer period of time and working collaboratively as a team. Children will be more	*£412.50 for hire of the EIS* *£1850 for coaches, including coach with*

		activities offered to all pupils	aware of Sports Day as an exciting event in the school calendar. They will be supported to make links between high profile athletics events, including the Paris Olympics, and the stadium and facilities they use for Sports Day, as well as the national athletes that train at the EIS. They will have the chance to participate in competitive races on a professional track, developing their understanding of competitive athletics.	*disabled access*
All pupils in KS2 provided with the opportunity to experience a 90 minute climbing session at The Foundry Climbing Centre	All children in KS2 will have the chance to participate in the climbing sessions.	Broader experience of a range of sports and activities offered to all pupils	This will build on the children's experiences from last year, giving them the chance to broaden their experiences of physical activity by participating in a sport that is very high profile in Sheffield (several national climbers train in the city). Access to the climbing wall centre will also enhance the use of the climbing traverse wall in school.	*£1872*

Equipment will be purchased to allow us to continue to running Forest School sessions, broadening the activities we are able to offer and including more problem solving activities.	Children in KS1 and KS2 will be positively impacted, especially those with SEMH needs, including complex SEMH needs	Broader experience of a range of sports and activities offered to all pupils	This will impact a higher number of children in KS1 and KS2, as we will be able to run more sessions and offer a broader range of activities with the new equipment. Children in our specialist SEMH hub will particularly benefit as Forest School is a key part of developing their problem-solving skills, physical activity levels in a low-stakes environment and self-confidence/ self-esteem. Purchasing the equipment will allow us to sustain the provision for the future and to develop a wider range of activities. This will allow the Forest School staff to maintain and develop their skills.	*£958.43*
Following the success of the introduction last year of active play focused play equipment at all breaks and lunchtimes, we intend to purchase	All children in KS1 and KS2	The engagement of all pupils in regular physical activity	Purchasing the boxes will ensure that the equipment is always available for the children to use. Currently it can be difficult to get the equipment out into the playground, especially for the younger children, which means that the children don't	*£1111.98*

two outdoor storage boxes to ensure that this equipment is always available on the playground for children to access.			always have access to it. This limits the range of active play activities that the children are able to access. It will also help with storing the equipment correctly, allowing it to last longer for future years.	

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
Boxing Club in KS2	This ran for two terms, instead of the planned term, as it was so popular. 60 children in KS2 were able to access the club and there was a long waiting list. 60% of the children attending the club were in receipt of free school meals, which indicates that they would have been unlikely to be able to access this sport out of school. As a result of the popularity of the club and to build interest in the future of this activity, we also organized two kick boxing days for Y2 – Y6 in July 2024, allowing every child to receive an hour of kickboxing. This was intended to sustain interest in the club for next year. We are considering offering a second after school session to allow more children to participate, run by a local kick boxing club, and would use Sports Premium money for 24 -25 to subsidise this additional after school club.	
Playground markings in KS2	Children have really benefited from the new playground markings and this has been noticed by teachers, during break times and also midday staff. Some children who do not usually choose active activities at break time have been observed using the markings, such as the hopscotch. The markings are often used regularly by KS1 children as they walk down to the canteen at lunchtime. Children have enjoyed using the range of markings, including the throwing and jumping targets. Next year, as part of their training, the new Sports Captains will be trained on how to use the markings to encourage children to play actively and cooperatively.	

Resurfaced playground in KS1	Children are now able to use the whole playground in KS1 for active play as it no longer has to be cordoned off for safety. They have enjoyed being able to run freely without worrying about loose gravel or damaged areas. KS1 children have been observed playing ball games using more advanced skills, as the balls roll and bounce more predictably now.	
Forest School	More children were able to access Forest School this year and they were able to participate in a wider range of physical and problem solving activities, including den building. This was as a direct result of the equipment purchased. Children with complex SEMH needs were able to access physical activity with confidence through the use of Forest School and became more willing to challenge themselves, take risks and engage with the environment. Forest School staff reported that they were able to enhance their skills in different areas of the Forest School program using the new equipment.	
KS2 Climbing at the Foundry Centre	Pupils again spoke very positively about the experience in pupil voice activities during trip reviews. Teachers noted that children who had accessed this activity last year for the first time were more confident this year. They were prepared to challenge themselves to go higher and to explore more complex routes. This shows the benefit of the repeated experience. Building on the success of last year, in 23-24 the school applied for and obtained funding for groups of children with SEMH and pastoral needs to attend a series of 8 climbing sessions to develop physical skills as well as confidence and the opportunity to succeed. Pastoral staff and teachers reported that this was a very positive experience for the children involved.	

KS2 Sports Day at the EIS	Children continued to show very high levels of engagement at KS2 sports day. This year, the programme was altered to allow children the experience of longer track races, using the full length of the track. This was very successful. Houses were used for the first time in the competition, so that there could be an overall winner from the day. Children were able to understand how their points from individual events contributed to their House total. Children are now very aware of KS2 Sports Day and it is seen as a highlight of the year, raising the profile of sport across the school. KS1 children now look forward to the event as something they will be able to participate in when they move into Year 3. In 23-24, children were supported to make links between high profile athletics events, including the Paris Olympics, and the stadium and facilities they use for Sports Day, as well as the national athletes that train at the EIS. They saw athletes training on the smaller track, helping them to understand the work required to compete at a high level.	
Training and support provided by the Arches, including Sports Captain training	ECTS in three year groups received team teaching and coaching support, enabling them to develop their own confidence and skills in delivering high quality PE lessons. This was further developed by their mentors in coaching sessions later on in the year. ECTs reported that their confidence grew as a result of the specialist input. Sports Captains were trained by Arches staff, with a member of staff attending the training so that this provision can be sustained and repeated the following year. They supported with games, including skipping and also helped to referee football for younger children. Sports Captains also provided support at all three Sports Days and had the experience of providing encouragement and monitoring of younger children in sporting events. Having Sports Captains as one of the prefect roles helped to raise the profile of PE and Sport across	

	school Next year, Sports Captains will be trained in using the playground markings so that they can encourage a wider range of physical activity at playtimes.	
Skipping School for KS2	Pupils once again had the opportunity to participate in Skipping School, to promote the value of a physical activity that does not require complex specialist equipment, but which has very high gains in promoting active lifestyle and raising the heart rate. These activities were well received by children and observation showed that a high proportion of children continued to engage in skipping during breaks and lunchtimes.	
Bikeability for Y6	This year, we reintroduced the Bikeability programme into Year 6, following a break in this offer during and just after Covid. Children received cycle training, either on basic riding skills for those not yet able to ride a bike and road safety for those who were more confident. At the end of the programme, all the Year 6 children who took part were able to ride a bike and all the experienced cyclists had successfully shown that they can ride safely on the road. This has a very positive impact on the potential for children to be able to go to school in a safe and active way when they transfer to secondary school.	

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	20%	*This reflects the fact that a very high percentage of the cohort (93%) had a baseline score of 1 on entry to swimming lessons, indicating that they were able to swim between 0 and 5 m. Due to our local context, for over 60% of the cohort, school swimming was their first experience of swimming.*
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	22%	*This is an increase from 16% the previous year. It reflects the fact that this cohort received their full entitlement to swimming lessons without these being impacted by the Covid lockdowns. It also reflects the fact that a very high percentage of the cohort (93%) had a baseline score of 1 on entry to swimming lessons, indicating that they were able to swim between 0 and 5 m. Due to our local context, for over 60% of the cohort, school swimming was their first experience of swimming.*

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	95%	*This is an increase from 88% the previous year. It reflects the fact that this cohort received their full entitlement to swimming lessons without these being impacted by the Covid lockdowns. It also reflects the fact that these skills are now taught in school as well as at pool side.*
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?	Yes/No	*This was not done for the current Year 6 cohort. However, we recognize that our school swimming data is below national expectations, even for year groups whose swimming lessons were not directly affected by the two Covid school closure periods. We have therefore chosen to use PE and sports premium to pay for top up swimming for the 24-25 Y6 cohort.*
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	*This has been provided through online training by the Sheffield Swimming service*

Signed off by:

Head Teacher:	*Kate Abell*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Jess Richardson*
Governor:	*Deborah Sanderson (Chair)*
Date:	*29th July 2024*