



# 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.

# Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

| 2023 2024 Reflection and discussion about impact and ways forward in the document 24 24 Impact, accompanying this document.  |   |  |  | Sports Premium 23 24<br>£19420<br>Full spend.<br>No carry forward.   |
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| 2024 2025  |   |  |  | Sport premium 24 25<br>£19300<br><br>Anticipated spend =<br>£19388<br><br>Reviewed termly.   |
| 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  |
| <p>1. <b>New P.E curriculum in be introduced Autumn 2024.</b></p> <ul style="list-style-type: none"> <li>CPD to be given to teachers and Sports Coach throughout the year on particular aspects of the new curriculum in order to increase knowledge and skill and ensure consistently high quality delivery.</li> <li>P.E team to work with SLT to monitor the impact of the new scheme (coverage, challenge and impact).</li> <li>P.E Team to be available for coaching and team teaching to help build a consistent level of expertise and confidence.</li> <li>Pupil voice and staff voice to be used to gauge impact and engagement.</li> </ul> | <p>Pupils<br/>Teachers and all who deliver the curriculum.<br/>Sports Coach</p> | <p>Key Indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officer’s guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</p> | <ul style="list-style-type: none"> <li>Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil’s attainment in PE</li> <li>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</li> </ul> | <p>£1238 cost of scheme (3 year subscription)</p> <p>Resourcing = £1200</p> <p>Staff CPD = £7000</p> <p>GEMS equipment inspection = £250</p> <p>Anticipated repairs needed to equipment following inspection. = £400</p> |
| <p>2. <b>a) Increase participation in extra-curricular clubs so that there is a higher level of engagement and a proactive approach to participation across year group, gender, race, deprivation, SEND etc. Target</b></p>  | <p>Pupils<br/>Teachers<br/>PE Team<br/>Sports Coach</p>                         | <p>Key Indicator 2: Th engagement of all pupils in regular physical activity.</p>  | <ul style="list-style-type: none"> <li>A range of sports/active clubs are offered to year groups from Y1 to Y6 during the year. FS2 are given an offer in Summer 25.</li> </ul>  | <p>£200 to support resourcing etc for clubs.</p>   |

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| <p><b>for overall involvement: 75%</b></p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Exploring external providers as well as internal options to widen the offer eg.dance, golf, martial arts, boxing etc</li> <li>• Explore free taster sessions with local clubs e.g Rotherham Hockey, Rotherham Titans etc</li> <li>• Ensure that there is a balance offer for all year groups in school, including FS2 from Summer 25.</li> <li>• Forge better links with Wath Academy Scholarship programme with a view to students delivering session – football, rugby, netball, e.g RB – Dan Bennett to support in the forging of better links.</li> <li>• Work with Draw up an annual plan (termly at least) to support planning of clubs to support inter school competitions and events.</li> </ul> <p><b>b) Use the curriculum tracking tool to track engagement and analyse to identify trends. Use this data to drive further work and initiatives.</b></p> <p><b>Tracking participation to inform future strategy. How?</b></p> <ul style="list-style-type: none"> <li>• Tracking: Use the new tool on the Curriculum to track participation and inform future groupings and offer.</li> <li>• Ensure that assessment and progress tracking from Place for People (Wath Swimming Baths) effectively feeds into the Sports Premium action plan and reporting mechanisms.</li> </ul> | <p>Dan Bennett<br/>Wath Academy – find key contact</p>  | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> | <ul style="list-style-type: none"> <li>• Families, children and school staff will benefit from a more cohesive long term plan.</li> <li>• There is a wider range of external providers of clubs, offering a greater variety of offer. Pupil voice will steer this.</li> <li>• Clubs and class learning help children to improve their skills for class competitions or those against other schools.</li> <li>• Links with Wath Academy are in place with students visiting during the year.</li> <li>• Termly pupil voice about the clubs offered and children's feeling about the offer.</li> <li>• Engagement of groups are well tracked so that we can target the involvement of specific groups and families and adapt our offer accordingly. Pupil voice will effectively feed into this to ensure our offer is fit for purpose.</li> </ul> |  |
| <p><b>Continue to raise aspiration and ambition.</b></p> <ul style="list-style-type: none"> <li>• <b>Promote role models in sport, both key national and local professional figures and alumni</b></li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Better links with Wath Academy students – football, rugby, netball, e.g RB – Dan Bennett to support in the forging of better links.</li> <li>• Role Models within school – staff to actively involve themselves in playtimes and lunchtimes (rather than a purely supervisory role). Staff to model the correct use of equipment, with some overseeing play and others actively involved in games through modelling play and modelling the role of an official.</li> </ul>  | <p>P.E Team – D Kempton, S Webster and R Howard.</p> <p>Wider staff team.</p> <p>Community links, JMAT links and links with sports people (local and national).</p> | <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</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"> <li>• On pupil voice, children can discuss how local, regional and national sports figures began with interest at an early age.</li> <li>• Out of school achievements are celebrated alongside school ones to highlight role models and success. A display is in place and updated regularly by October 24.</li> <li>• Monitoring reveals adults actively participating in games at playtimes, taking different roles to model expectation and sportsmanship.</li> </ul>  | <p>£200 to support the roles of sports leaders</p> <p>£200 to support role models in school.</p> |

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| <ul style="list-style-type: none"> <li>• Role Models in school – link above to sports ambassadors.</li> <li>• Role Models in school – celebrate via a school wide display, sporting achievements out of school and draw attention, if appropriate, in celebration assembly.</li> <li>• DK to keep overview to be kept of sports achievements outside school</li> </ul> <p><b>Continue to build the role of sports leader in school to have more impact as a positive role model for sport and for behaviour through school.</b></p> <ul style="list-style-type: none"> <li>• Termly meetings with leaders to be held with PE team to update, gain their voice, and empower e.g to design a questionnaire, report to parents. Dojo post each termly.</li> <li>• Clearer set of rules for SL's and staff so SL's are better supported when faced with problems.</li> <li>• PE Team to link with other local PE leads and explore what other schools in the cluster have done with PL's to motivate and get more children active.</li> <li>• Explore challenges/competitions the SL's can lead that encourage active play and rewards that motivate participation.</li> <li>• PE Pupil Voice needed termly (link to above) to ascertain what is working well and what needs to be tweaked or changed. Discover what the children enjoy and what they would like to see at playtimes.</li> <li>• Pupil voice results to be analysed and a meeting of professionals held to look at next steps.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• At several points during the year, role models are actively engaging with pupils either face to face or online.</li> </ul> <p><b>Sports leaders</b></p> <ul style="list-style-type: none"> <li>• Pupil voice reveals that sports leaders are confident in their role and feel empowered so that there is evident impact. Children are aware of the sports leaders and can articulate their role and impact.</li> <li>• SL keep evidence of their active role each term to help them demonstrate the impact of their role of responsibility.</li> </ul> |  |
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| <p><b>To continue to build the level of participation in competitive sport through school at a both inter and intra level.</b></p> <p><b>a) Ensure a wider participation in competitions through the year.</b></p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• PE team to track competition and plan accordingly (family liaison, training in school, transport to events) to continue to ensure good level in participation in JMAT wide and locality competitions.</li> <li>• Ensure that children are well prepared for competitive events with preparation built into the curriculum as well as extra curricular training.</li> <li>• Track participation in competitions as above using the curriculum tracking facility or spreadsheet.</li> </ul> <p><b>b) Build intra competition more effectively into teaching and learning –</b></p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• build into end of the unit. Create competitions at the end of unit – incorporate intra event (class or year). Award points at Celebration Assembly</li> <li>• Sports coach to hold intra event. Use Olympic values – give awards</li> <li>• PE Leads to monitor this termly,</li> </ul> | <p>P/E Team for monitoring purposes.<br/>Sports coach – weekly competition.</p> <p>Wider staff support needed to ensure consistency</p> | <p>Key Indicator 5: Increased participation in competitive sport.</p>   | <ul style="list-style-type: none"> <li>• Higher level of participation (at least 75%) due to strategic planning.</li> <li>• Children are prepared for competitions through the curriculum or after school clubs.</li> <li>• Tracking is analysed so that we can identify trends in participation to feed into future strategy.</li> <li>• Competitions lead to pathway opportunities if relevant e.g football, cricket, running, rugby.</li> <li>• Children attend sporting competitions, with sufficient skill and knowledge of the game to compete with confidence.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>• Low key intra competitions are built into the sessions at the end of units. Year groups and phase teams work together to incorporate more children if possible.</li> <li>• Intra competitions are built into lunchtime offer with sports coach once a week.</li> <li>• Children can discuss the positive impact of such low stake competitions within the sports offer.</li> <li>• Dojo points are awarded consistently for the intra competitions and celebrated each half term.</li> </ul> | <p>£500 to support the participation in events, ensure safety and resourcing for competitions.</p>                |
| <p><b>a) Active Playtimes.</b><br/><b>Improve the variety of active opportunities at playtimes as one way of improving behaviour and engagement. Involve children in leading playtime active opportunities.</b></p> <p><b>Use our school resources strategically to support this action plan in line with Behaviour and Attitudes and Personal Development agenda.</b></p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Create a lunchtime offer for Mon, Tues and Fri for our sports coach to engage in intra school activities and</li> </ul>  |   | <p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport.</p> | <ul style="list-style-type: none"> <li>• Monitoring reveals adults actively participating in games at playtimes, taking different roles to model expectation and sportsmanship.</li> <li>• Monitoring reveals a good level of engagement in activities at playtime and an application of the new behaviour code, both in adult led activities and independent activities.</li> </ul>   | <p>Replenishment of playtime specific resources needed = £700</p> <p>Staffing of play leaders as left - £7500</p> |

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| <p>specific fundamental skills sessions.</p> <ul style="list-style-type: none"> <li>Improved deployment of staff to specifically lead or manage games and activities. These staff members to organize and lead opportunities for the children to be active reviewing practice in line with pupil voice and the availability of equipment and spaces.</li> </ul>   |  |   | <ul style="list-style-type: none"> <li>Organisation board to be reinstated as had good impact during Autumn and Spring. This will support the direction of children to activities and to the choices available. Improved respectful behaviour and clarity of expectation.</li> </ul>  |  |
| <p><b>b) Explore healthier lifestyles and gain accreditation, once researched, if felt appropriate.</b></p> <ul style="list-style-type: none"> <li>. Designate a particular curriculum focus for a fortnight to promote Healthy Lifestyle, bringing together all the teaching about physical and mental health and specifically promoting healthy eating. Summer 25. Bring together under the 'Growth Curriculum to ensure sustainability and appoint pupil and staff leaders. - Explore the Healthy Schools accreditation</li> <li>Work with Active Travel to continue with their new staff. All year groups to continue recording the active travel scores and walks within the community e.g sports activities, library, history walks etc. Ensure consistency across school. Continue to link with road safety and promote park and walk to school to avoid traffic congestion in the immediate locality.</li> <li>Explore new avenues for cycling training due to the current provider not working in Rotherham next year. Maintain offer for pupils.</li> </ul> | <p><i>Dan Kempton linking with Mental Health team.</i></p> | <p>To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.</p> | <ul style="list-style-type: none"> <li>School's holistic approach to a healthy lifestyle is brought together in a coherent strategy by summer 25 as part of the Growth Curriculum. School is actively promoting healthy eating throughout the day by Summer 25. A survey of morning snacks demonstrates healthier choices.</li> <li>Work on Active Travel continues with a particular focus on park and walk.</li> <li>A Broad offer is in place including links with food Science and DT.</li> <li>Cycling training remains in place but targets younger children - Y4/5.</li> </ul> |  |



## Key achievements 2024 2025

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.

| Date   | Key Activity/Action | Impact | Comments |
|--|---------------------|--------|----------|
| December 2024 update                                   |                     |        |          |
| April 2025 update                                      |                     |        |          |
| July 2025 update and outlined priorities for next year |                     |        |          |

## 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><br><u>Relative to local challenges</u>  |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?   | 31 children<br>46.3 % | Over two thirds of this year group have SEMH, including anxiety, attention issues and impulsivity. This is reflected in the swimming proficiency and significantly affected their readiness to learn. Some children on part time timetables were unable to access all the swimming sessions or catch up sessions.  |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 31 children<br>46.3 % | This particularly disrupted the learning of seven of the children who didn't reach expected standard.<br><br>In addition to this, we welcomed five children into this year group since Y4, all of whom cannot swim. Two are new to the country.  |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 60 children<br>89 %   |  |
| 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 – see comment. | We have been lucky enough to include in our Y4 swimming sessions, cY5 children who did not reach the expected standard at Y4. Parent voice was used to gauge interest and children were chosen, in partnership with parents, to attend. Where demand was too high, we selected children who were not attending swimming sessions outside of school to mitigate risk. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes/No – see comment  | Not as such as our teachers do not directly teach this. They work with the swimming coaches at Wath Leisure Centre and are aware of expectation.   |

Signed off by:

|  |                              |
|--|------------------------------|
| Head Teacher:  | <i>Ms Judith (Jude) Gray</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Mr Dan Kempton</i>        |
| Governor:  | <i>Mr Joel Breedon</i>       |
| Date:  | 26.07.24                     |