



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
To use specialist staff to teach lessons and support teaching staff (staff CPD)	<p>Children have experienced specialist sports coaching with particular expertise from coaches.</p> <p>High quality teaching given to children to develop both skills and tactical awareness.</p> <p>Talented children have been 'spotted' to attend specialist sports clubs to enable them to develop their skills further and compete in competitions.</p>	<p>Continue SR as PE lead and specialist PE teacher in September 2023 to support all staff within lessons and with general own lesson support.</p> <p>Continue with specialist coaches in September: SC-one day per week BM/CM- 2 hours per week Staff to be offered PE CPD training opportunities as and when they arise.</p>
To improve and structure playtime provision	<p>Children building on basic skills using this equipment at playtimes.</p> <p>Children more focused/greater</p>	<p>Further PGL training for children Sept 2023 from CD School games coordinator.</p>

<p>To improve and enhance equipment for extra-curricular clubs</p>	<p>engagement on physical activities. Behaviour at playtimes improved as children are more occupied.</p> <p>Clubs provide children with opportunities and enable them to take the sport further. Some children from these are accessing clubs in their specialist area, basketball being one of these. Many children playing to a high standard in their chosen sport.</p>	<p>Plan a revised playground rota. New equipment to be allocated Sept 2023.</p>
<p>To improve general activity levels in all pupils</p>	<p>Teachers recognize the need to take an active break to stimulate further learning. Staff CPD on active learning and the value of, including examples of and a bank of ideas.</p> <p>All staff including MDSA recognize the need for a whole school ethos towards physical activity and provide opportunities whenever appropriate.</p> <p>Children have greater engagement in playtime activities with a wider choice.</p>	<p>Continue year 2 of the project.</p> <p>Work alongside SW on the project and develop.</p> <p>Look at areas within school to be utilized for active learning-possible garden area and enrichment areas usage.</p>
<p>To provide children with an understanding of ballet with a basic knowledge of what makes it distinct from other dance styles</p>	<p>All year 3 children have had the opportunity to experience a new area of dance: ballet.10 weeks of lessons.</p>	<p>Confirmed we are taking part in the Chance to dance project again Sept 2023. Teachers to continue with ROH dance</p>

	<p>All watched a performance by members of CPD. the Royal ballet, inspiring them and broadening their horizons. LS attended ballet CPD sessions increasing her knowledge and understanding in this area. 20 children received six weeks of specialist ballet teaching. 15 children attended the three day Easter ballet camp. 2 children have been given a bursary for ballet lessons to start Sept 2022.</p>	
<p>To provide a broad range of before and after school clubs to suit all ages and abilities.</p>	<p>Children have had the opportunity to further their skills and interests by attending extra-curricular clubs both before or after school.</p> <p>Children can be signposted to further their interest and expertise outside of school to a specialist club in their specific area.</p>	<p>Working on a revised timetable of clubs to include some led by members of staff from TFPS.</p> <p>Use of SC at playtimes and lunchtimes to run clubs.</p>
<p>To provide opportunities for children to take part in competitive sport.</p>	<p>Started to take part in a small number of competitions. Stoneacre cup football year 4/5 mixed Year 5/6 boy's football Year 5/6 tag rugby mixed Children keen to take part and determination to get a place.</p>	<p>Participate in some RLT comps and School Games comps for 2023-2024</p>

	<p>Extra lunchtime clubs provided in both football and tag rugby for potential team members. Enhanced commitment to these.</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
To use specialist staff to teach lessons and support teaching staff (staff CPD)	<p>Teaching staff- they will benefit from observing and upskilling themselves. To undertake lessons on their own.</p> <p>Support staff-on how to support specific children in lessons.</p> <p>One to one support staff-On how to adapt skills/drills for the pupil they are working with in order to meet their needs.</p> <p>Pupils-to receive specialist high quality teaching in a variety of different areas.</p>	<p>KI1.Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>KI2.Engagement of all pupils in regular physical activity</p> <p>KI3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Children to receive quality lessons from specialist staff.</p> <p>Improvements in basic skills.</p> <p>Building on basic skills and progressing to more advanced ones.</p> <p>Staff to increase in confidence to teach their own lessons.</p>	<p>£30 per hour 6 hours per day=£180 per day 39 weeks x £180=£7020 per year</p> <p>Percentage of SR specialist sports teacher wage £9000</p> <p>Total-£16,020</p>
To provide children with an understanding of ballet with a basic knowledge of what	<p>Year 3 pupils-all undertaking the project.</p> <p>Teaching staff-upskilling in the teaching of a specific area of</p>	<p>KI4.Broader experience of a range of sports and activities offered to all pupils</p> <p>KI3.The profile of PE and sport</p>	<p>Children to experience a new form of dance.</p> <p>Children to see Royal Ballet dancers perform.</p> <p>Children to work with</p>	<p>Cost to take part in the CTD project: Total £400.</p>

<p>makes it distinct from other dance styles</p>	<p>dance Support staff-on how to support specific children in lessons. One to one support staff-On how to adapt skills/drills for the pupil they are working with in order to meet their needs.</p>	<p>is raised across the school as a tool for whole school improvement</p>	<p>specialist teachers in ballet. Increased confidence in working towards a final performance and working with other children. Improved staff knowledge and expertise in teaching ballet.</p>	
<p>To provide opportunities for children to take part in competitive sport.</p>	<p>Specific children who are chosen to participate in the events/tournaments. Sports coaches both before and after school clubs-selecting teams.</p>	<p>K15.Increased participation in competitive sport K13.The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Children taken part in tournaments in a variety of different sports. Children joined extra-curricular clubs in specific sports. Improved confidence when performing and working as a team.</p>	<p>Taxi fares: A return trip approx. £40 On average 3 x trips per month=£120 per month 120 x 12=£1440 Total: £1440</p>

<p>To enhance lunch time and playtime provision to ensure children are active.</p>	<p>All children from FS1 to year 6</p>	<p>K12.Engagement of all pupils in regular physical activity</p> <p>K13.The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Children to have access to equipment and games at playtimes and lunchtimes to improve fitness levels.</p>	<p>Equipment costs: Total: £1000</p> <p>Total spend for 2023-24: £18,860</p> <p>Total Sports Premium received for 2023-24: £19,610</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
<p>Chance to Dance ballet project-All our year 3 children took part in an 8-week programme of ballet.</p>	<p>60 children all experienced an introduction to ballet. This included a show at Cast with some dancers from the Royal Ballet followed by an 8-week programme in school led by SR and ballet teacher ER. 22 children were then chosen for a 6-week intensive programme with a 3-day ballet workshop at the Riley school of dance. This culminated in a show at XP East with other schools. Children developed confidence to perform in front of a large audience.</p>	<p>This included two days of training for SR. Highest uptake of children from all schools in our area for the intensive workshop and show. Children were able to practice at a dance studio and experience the facilities there. Some children (yet to be decided) will be provided with a bursary towards further extra-curricular ballet lessons linked to the Riley School of dance</p>
<p>To provide opportunities for children to take part in competitive sport.</p>	<p>We have taken part in all the RLT competitions (approximately 15) in football, hockey, dodgeball, tag rugby and basketball. Together with a year 2 cricket festival and an SEND multi skills comp. 16 children competed in the Hill House Cross country comp. All children have competed in sports days: FS1 and FS2</p>	<p>Children keen and eager to compete for places. Further links with Hill House school included 16 children taking part in a morning of sports at the school. Doncaster Athletics club booked for KS2 sports day next year 3/6/25</p>

<p>To use specialist staff to teach lessons and support teaching staff</p>	<p>Y1 and 2 Years 3 to 6</p> <p>Most classes have had at least one of their PE lessons throughout the week taught by SR or SC. Focusing on basic skills in the earlier years progressing to small sided games and specific sports in KS2. Further emphasis is placed on tactics and attacking and defending skills in year 5 and 6. A balanced curriculum taught to include dance, gym, athletics, OAA, games and swimming.</p> <p>Year 4 children had a 12-week programme of swimming lessons taught by specialist swimming teachers at Swimstars.</p> <p>Secure links made with Doncaster hockey club. Years 3 to 6 have all had a taster hockey session at the club.</p>	<p>SC to continue to work at our school one day per week starting again in September 2024.</p> <p>Swimming programme to start in September 2024 for the new year 4 classes for 12 weeks (Autumn term Tuesday pm)</p> <p>Some children have been to extra-curricular coaching at the club as a consequence.</p>
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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?	58%	A high percentage of our children do not access any other swimming lessons with parents/carers other than the 12 week programme we provide through school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	55%	Children currently attend school swimming lessons in year 4

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>Our 12-week swimming programme includes teaching in the following areas for all children:</p> <p>Swimming lessons involves learning how to enjoy the water safely. This means understanding what to do if you get into trouble and how to call for help. This is also known as ‘safe self-rescue’.</p> <p>The potential dangers of water and how to act responsibly when being near different types of water e.g. canal, river, lake, reservoir, sea.</p> <p>How to use self-rescue skills and when to use them if they unintentionally fall into the water or get into difficulty.</p> <p>What to do if someone else gets into trouble in the water and who to call for help.</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>No</p>	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Children are taught by fully qualified swimming teachers at the swimming club we attend, Swimstars and Dolphins. One member of our teaching staff and one member of support staff are in attendance at these sessions. They are accessing CPD from watching and learning from these swimming lessons based on stroke technique, water safety and lifesaving skills.
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Signed off by:

Head Teacher:	<i>Mrs H Honeybone</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs S Raven</i>
Governor:	
Date:	26/06/2024