

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	£19530
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19430
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19430

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>	33%
<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>	33%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	82%
<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: 2022/23		Total fund allocated: £19530		Date Updated: July 2023	
<p>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</p>					<p>Percentage of total allocation:</p> <p>41%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>		<p>Sustainability and suggested next steps:</p>
<p>Ensure pupils are fully engaged in break time and lunchtime activities</p>	<ul style="list-style-type: none"> Purchase sports equipment for break and lunchtimes 	<p>£1096</p>	<p>We have made sure that there has been a plentiful supply of equipment for break and lunchtimes this year. Each year group had a set of equipment at the start of the year, which was re-supplied in the Spring term. This has enabled children to have access to more equipment, which has led to visibly more movement and activity that teachers have noticed, <i>'children are constantly moving and active throughout all of their breaks.'</i> All children that regularly take part in activity at breaks and lunches achieve their 30 minutes of daily activity at school, as set out in the <i>'School Sport and Activity Plan'</i> (gov.uk). The feedback from the children has been very positive and it is in constant use. A year 4 child told us, <i>'I love having my own equipment. I like that we get to choose what we play with.'</i></p>		<p>Continue to stress to children the importance of caring for and respecting their equipment, this gives them more ownership of it.</p> <p>Monitor children who have worked with playworkers to ensure continued play and participation</p> <p>Playground markings will be a resource that can be long-lasting and consistently used.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Give children a choice of the equipment they

	<ul style="list-style-type: none"> • Use specialist lunchtime provision to support children's play • Purchase new playground markings 	<p>£6070</p>	<p>This year we have continued to provide support at lunchtimes through 3 designated playworkers. They have worked for 1 hour each day to support and encourage play in Year 1 and 2. They were given 6 children each to particularly support and they have worked on engaging them in play. From witnessing them working it has been evident the children are now more adept at joining in games and play and are actively involved in lunchtimes.</p> <p>The markings were installed during the Summer of 2022. Throughout the course of this year they have been thoroughly used by children each playtime. A particular note was when the Y3 children had access to the markings. They don't normally and played with them continuously. After that, they were given more opportunities to use them and, particularly children who are less engaged with sporting activities, enjoyed using them.</p>	<p>would like to give them ownership</p> <ul style="list-style-type: none"> • Purchase a further piece of playground equipment • Select children to be sports leaders • Purchase further stacking cups to enable a full class to take part at once • Monitor the use of games and activities at lunchtime • Embed our lunchtime routine by continuing to use set stations and activities
	<ul style="list-style-type: none"> • Use outside agency coaches to support through lunchtime groups for the most vulnerable 	<p>£625</p>	<p>We have employed coaches from external agencies to encourage play outside. The coaches came in for an hour and a half each week and were able to engage around 30 extra children during this time. They were particularly beneficial in Y3 to engage the children in activity. They have shown the children how to take part in sports in a more cooperative way. This has not only helped pupil behaviour but has also encouraged them to work together and play more effectively.</p>	

<p>Provide opportunities across the school day for activity within lessons – CPD to share good practice</p>	<ul style="list-style-type: none"> • Purchase sports day incentives and equipment • Include active elements to lessons across the curriculum • Continue to use Go Noodle for brain breaks 	<p>£240</p>	<p>To enable all children to take part and achieve we purchased equipment for races for sports day and also field equipment such as javelins and hurdles. By providing a range of events and disciplines it enabled an activity that all children could attempt and succeed with to give them a sense of achievement. Stickers and rewards were purchased for our sports day to reward winners and also recognise achievements and participation.</p> <p>As staff we met to discuss how we could encourage children to be more active within the classroom. We shared some examples such as yes/no moving around the classroom, finding answers around the classroom, turns and movements in maths. We decided initially to aim for at least one activity in the next week. When we met a week later we shared more examples and it turned out that we had managed to do many more activities. This has continued throughout the year. Staff have noted that these activities help concentration within lessons and improve the resilience of children to keep going.</p> <p>Go Noodle activity warm up sessions are regularly used in some year groups. Through pupil interviews and class engagement it is evident children really like these and they find them a great way to start a session. A year 6 pupil quoted, <i>'I know we are going to start each day with a Go Noodle and I really look forward to this. It's a great way for me to start my day!'</i> Staff have commented that children are more focused after the daily mile, and GoNoodle</p>	
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	<ul style="list-style-type: none"> • Work alongside local sports clubs to engage in school sport 	<p>sessions. A significant difference was noted over time as this routine became embedded.</p> <p>At Ecclesfield we work alongside a number of local sports clubs and providers to provide access to sporting coaching and activities. Year four and six worked with Sheffield City Trust. They provided a basketball lunchtime club for 3 half terms. This engaged approximately 24 children each half term in extra regular physical activity on top of their 30 minutes.</p> <p>Year 5 took part in healthy lifestyle lesson with Sheffield United football club. As well as helping the children to keep active there were also classroom lessons to teach the children about other ways to stay healthy.</p>	
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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:
			24%

Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide children with the tools to develop their physical education	<ul style="list-style-type: none"> • Subscribe to the GetSet4PE PE scheme 	£495	GetSet4PE provides the children with a really clear learning journey in their PE lessons. It provides stretch and challenge ideas. We have found this scheme of work influential in developing the fundamental skills of pupils. It has also proved popular with the pupils, 'I really like all the different sports that we have done in PE lessons this year', Year 5 child.	The supporting of vulnerable children now means they are more engaged in PE and other lessons which has a long-term impact. Investing time in staff support will bring

<p>Raise the profile of PESSPA with Staff</p>	<ul style="list-style-type: none"> ● Provide children with equipment to support their PE lessons ● Provide staff training on PESSPA 	<p>£600</p> <p>£800</p>	<p>It has been important to have the correct and most up-to-date equipment for our PE lessons. This has enabled the children to fully take part and improve their skills across a variety of sports through PE lessons. These have included items like blindfolds, balance boards and teambuilding equipment.</p> <p>CPD was given through professional development time to explain to staff what PESSPA is and its background. Staff were supported in understanding the 14 aims. They were also asked for their input into ways the school could be more active, how parents could be more involved and how pathways could be developed in order to meet some of these aims. This led to the whole school staff feeling like they are part of the PESSPA journey.</p>	<p>improvements to lessons in the next few years. A continued focus on healthy eating will bring long term benefits as understanding and practice grows.</p> <p>Next Steps</p> <ul style="list-style-type: none"> ● Children to be provided with leadership opportunities in PE lessons ● Engage parents more in PESSPA values ● Teach Change4life lessons across schools to encourage healthy mind-sets ● Support children across Y5 and Y6 who have not met the swimming NC aims (around 26%) ● Support pupils to be physically active outside of school
<p>Encourage children to lead more balanced and healthy lifestyles</p>	<ul style="list-style-type: none"> ● Purchase equipment and food for LGC 	<p>£415</p>	<p>Let's get cooking clubs have been very popular and positive feedback have been given from all children at the end of each session (for example 'I've liked eating the new foods that I've never tried before'). Each half-term 6 new children have taken part that are new to the scheme. This year we also ran two half-terms of cooking sessions for Children with SEND. These children often do not attend afterschool clubs so it was a real positive for them to participate in the club. -Through child led discussions children have told us they have gone on to cook some of the meals at home – One child said during feedback, 'It's really fun cooking and trying new</p>	

	<ul style="list-style-type: none"> ● Provide information on healthy eating ● Provide more access to free fruit for the school ● Provide tasting samples of healthy food for breaktime snacks 	<p>£512</p> <p>£300</p>	<p>foods, the only bit I don't like is chopping the onions!</p> <p>We have run assemblies half-termly this year to educate children on food. These have included healthy eating and what sort of snacks are best, why healthy food is good for you and where food comes from, looking at air miles. These all have helped children to make better choices about the food they may eat at school. The children are now more aware of healthy options for snacks.</p> <p>Alongside this we have tried to explain our reasoning about healthy food to parents through letters and presentations.</p> <p>This year we provided fruit for Year 3 children for the Summer term for free. Children at our school have been encouraged to choose this fruit as a healthy option. When asked one child said, 'It's great that we can keep having fruit at school. I really love the apples and bananas!'</p> <p>In the Summer term we also provided children with alternative healthy snacks that they may not already have tried. In Summer 1 this was low fat humous and vegetable dips. In Summer 2 this was baked pretzel snacks. The comments about these were really positive. Lots of children were then keen to bring more of these snacks in and eager to tell us about them.</p> <p>Each week sporting achievements of pupils are included in the newsletter for example swimming stages or gymnastics badges,</p>	
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	<ul style="list-style-type: none"> ● Celebrate achievements of pupils in assemblies and through the newsletter, internally through our own sports teams and external achievements of pupils. ● Provide extra swimming support to enable children to feel safe in the water 	<p>£1412</p>	<p>children also regularly bring in medals or certificates that they can show in assemblies. Each time we take part in a competition as a school we present certificates in assemblies and a piece is written for the newsletter. This highlights the event for the school and encourages further participation in competitions. An example of this is after the Year 4 football after school club we shared pictures of their activities in the newsletter. The next half term the Year 5 football club was oversubscribed by twice the number after this publicity.</p> <p>Within classes we regularly use class dojo to celebrate PE success in lessons. The children have a sense of achievement and pride when seeing their parents read the positive Dojo messages.</p> <p>This year 12 children from Year 5 took part in extra swimming sessions to boost their confidence and water safety. They were identified as children that had not been able to swim unaided during their lessons in Year 4. Of the 12 children 5 were able to swim the 25m curriculum requirement after the extra sessions. All of the rest of the children improved on their starting distance over the course of the programme.</p>	
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	<ul style="list-style-type: none"> ● Class dojo used to celebrate class or individual achievements E.G. swimmer of the week in Y4 ● Report half-termly to governors on the progress of the Primary PE and Sports premium funding 		<p>This year we achieved a Sainsbury's Silver School's Games Mark for KS2 and a Silver School's Games Mark for KS1. This highlights our achievements in the number of children that are taking part in competitive sports and physical activity across school. This information is shared across the school with all invested parties via our newsletters and letterhead as well as through governors and staff meetings.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 13%
Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve the skills and confidence of the teaching of PE through training and coaching	<ul style="list-style-type: none"> ● Staff to work with school resources to provide high quality PE lessons. 	£600	By continuing to use the GetSet4PE lesson plans teachers are provided with high quality plans and sequences of lessons to provide good outcomes for pupils. From observing lessons (over 3 days out) this year we have seen that lessons are of high quality and teachers are sticking closely to the plans but adapting when necessary, to provide a successful	<p>A new sense of confidence and belief in PE teaching from staff members will lead to an improvement in lessons next year</p> <p>Next Steps</p> <ul style="list-style-type: none"> ● Continue to drop in on lessons to monitor teaching and working towards new

<p>To provide high quality coaching within PE lessons and after-school clubs</p>	<ul style="list-style-type: none"> • Training from Arches staff through a Twilight • External coaches to work with staff to improve their PE knowledge and teaching 	<p>£600</p> <p>£1300</p>	<p>learning journey.</p> <p>As part of our continuing work with the Arches School Sports Partnership they provided training for all staff. The provided instruction on outstanding lessons. Staff were introduced to principles of outstanding teaching, including challenge and adaptations. There was also a Deep Dive into the GEtSet4PE website providing staff with tutelage on a wealth of resources.</p> <p>Throughout the year Arches coaches have delivered PE sessions alongside class teachers. Each half-term a teacher has worked with coaches to plan and deliver lessons. They have been able to gain skills from the coaches as well as develop their practise and improve their confidence. From discussions with teachers, they have found these sessions very beneficial and have taken ideas that they have used in future PE units.</p>	<p>targets</p> <ul style="list-style-type: none"> • Audit of staff subject knowledge • Provide CPD opportunities for sport specific training • Facilitate staff peer coaching sessions • Provide staff with training on the OAA resources
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	<ul style="list-style-type: none"> School to employ outside agencies to deliver high quality PE lessons 		A number of classes have been taught by outside agency PE specialists this year. They have had regular discussions with teachers to feedback the progress of children and talk about their next steps moving forwards. They have also used assessment tools to pass on information about children's gaps in learning to the next class teacher.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the number of children taking part in extracurricular activities	<ul style="list-style-type: none"> Provide whole school events and activity days to engage children in sport 	£664	Throughout the school year we have run a number of whole school themed days to introduce a variety of new activities to the children. These have included: scooting, biking and golf days. These days have been immensely enjoyed by the children as they are different sports that they had not previously done.	Long-lasting skills have been learnt by the Foundation Stage children in balance and co-ordination in balanceability Next Steps: <ul style="list-style-type: none"> Continue to broaden our range of activity days throughout the year Run an afterschool club specifically targeted

	<ul style="list-style-type: none"> • Ensure a broad range of activities take place after school 	<p>£566</p> <p>£380</p>	<p>Alongside this, Foundation Stage children took part in a balanceability cycling day. They all practised cycling on balance bikes as a pre-cursor to cycling on two wheels. At the end of the day teachers commented that 21 children were able to fully balance, compared to only 9 at the start of the day.</p> <p>32 year 6 children took part in the Partnership Games and were introduced to a range of sports including speed stacking, swimming, basketball, tag rugby and cricket. Transport and clothing were provided for this event to ensure a feeling of community and togetherness for the children taking part.</p> <p>This year we have run a full range of afterschool club each half term for children in Foundation Stage t Year 6. These have included a range of sports such as football, rugby, gymnastics, teambuilding and dance, as well as other clubs like Lego, Minecraft and art club. These were well attended and</p>	<p>towards SEMH</p> <ul style="list-style-type: none"> • Use the tracker to ensure as many children attend ASC as possible • Continue to provide free places to children who don't attend ASC – look at family provision • Wok with a local sports provider to ensure greater take up in sport outside school
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	<ul style="list-style-type: none"> Aim to target the most vulnerable and those who do not take part in sport by offering free place 	£550	<p>children were very eager to sign up and take part. Virtually all of the clubs were fully subscribed across the year. As part of this we part funded a dram club to ensure this could be run and at a price that was affordable for our families. We also ran a home learning club this year, free of charge to support children in school who may not get the support with home learning.</p> <p>This year we began to keep a track of all children who have attend each afterschool club. This enabled us to ensure that as many children ere able to attend clubs as possible each half term. We could also build up a picture of the vulnerable children who were not attending clubs. From the Spring term we began to provide places for vulnerable for free at clubs there were able to attend. During the Spring and Summer terms we provided places for 12, 14, 13 and 16 children who would not normally take art in clubs.</p> <p>We also ran SEND Let's Get</p>	
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	<ul style="list-style-type: none"> ● Sign post local clubs for children to attend 		<p>Cooking group. These children would not normally engage in clubs but in a smaller group setting they were more engaged and enjoyed taking part.</p> <p>On average 57% of children attending after school clubs were in receipt of pupil premium funding. This year the average number of children that attended after school clubs each half-term were as follows: 84 children 67% boys 33% girls, 24% SEND and 52% PP.</p> <p>There has been an increase in the number of children participating in after school clubs this year thanks to the fact that there have been more clubs happening. The 52% PP number is in line with last year. This year it has proved beneficial in providing key socializing opportunities that otherwise may be missed.</p> <p>This year we have signposted a number of other local sporting activities to try and engage more</p>
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			<p>children with physical activity. These include football sessions at St. George's Park, various holiday clubs throughout the year, All Stars cricket at local cricket clubs and training sessions at Wortley Rugby Club. One notable example of signposting was after the cricket festival one child in Year 2 went on to join Thorncliffe Cricket Club and has played there throughout the Summer months.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Maintain the range of children participating in competitive sport	<ul style="list-style-type: none"> ● Attend competitions promoted by Arches ● Continue to work with Arches and attend events for local cluster 	Funding allocated: £680 £665 £100	As the year has progressed, we have been able to take part in more competitions, these have included football, tag rugby, basketball, athletics, cricket and handball competitions hosted by Arches. Over the course of the year over 120 children have taken part in inter school competitions. This has included 4 local cluster	Next Steps: <ul style="list-style-type: none"> ● Further target disadvantaged pupils to attend clubs and competitions ● Investigate how we can encourage more girls in particular to take part in competitive sport ● Continue to follow up

	<ul style="list-style-type: none"> ● Provide transport to enable all children to attend competitions that want to ● Organise inter-school competitive events 	<p>£560</p> <p>£200</p>	<p>events for KS1 and 5 events for KS2 which have encouraged children to take up competitive sports for the first time. A particular success story within this was the Year2 cricket festival. Following the event two children have joined and are part of a local cricket team.</p> <p>32 Children also took part in the Partnership Games this year with and against hundreds of children from other school. As well as being a competitive event it gave children the opportunity to take part in a new and varied programme of sports.</p> <p>In order to enable any child to attend these events that wanted to we provided coach transport to and, in some cases, from the venues. We recognise that at least 52 disadvantaged children attended these competitions and they would not have been able to go if not for the transport.</p> <p>This year we have increased the number of inter-school competitions between classes. With sporting topics like football, basketball and hockey we have</p>	<p>competitions by signposting more clubs and monitor who continues participating following a competition</p> <ul style="list-style-type: none"> ● Look at inter-school competitions in a range of other PE topics as well as games
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<p>Improve the ability of children taking part in competitive sport</p>	<ul style="list-style-type: none"> ● Run a competitive sports day ● Arrange a after school clubs linked to sporting competitions calendar 		<p>organized mini-tournaments between classes to give all children that experience of competitive sport. This gave the children an end point for units of work and a goal to achieve. A Year 5 child told us, 'We really like working against the other class to see who can score the most points. It's great we can beat them in so many different sports!'</p> <p>Our sports day has both competitive and non-competitive elements. Children of all abilities are given opportunities to compete against others of a similar ability.</p> <p>At the start of the year we linked after school clubs to our sporting calendar. Therefore, this gave children the opportunity to practice skills leading up to a competition. Over the course of the running of clubs you could see children's abilities improving leading to an impact in the competition. An example of this is in the Autumn 2 term we ran our basketball club for Years 4 and 5. This lead nicely into hotshot basketball competitions in November and January. Some children form the club took part and you could directly see their</p>	
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			confidence and ability compared to those who had not attended the club.	
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Signed off by	
Head Teacher:	J. Eagleton
Date:	4.9.2023
Subject Leader:	B. Steel
Date:	22.8.2023