



# 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.

**Details with regard to funding**  
Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£19430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£19320
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19320



# Key priorities and Planning

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

Academic Year: 2023/24		Total fund allocated: £19320		Date Updated: July 2024	
<p><b>Key indicator 1:</b> 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>					Percentage of total allocation:
					48%
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?:
<b>Ensure pupils are fully engaged in break time and lunchtime activities</b>		<ul style="list-style-type: none"> <li>Purchase sports equipment for break and lunchtimes</li> </ul>	£1114.96	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.	<p>Sustainability and suggested next steps:</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>

	<ul style="list-style-type: none"> <li>• Use specialist lunchtime provision to support children's play</li> </ul>	£7669	<p>This year we have continued to provide support at lunchtimes through 2 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>For the Spring and Summer term we have had 12 sports leaders on a rotation leading an intra competition for FS – Y6. Taking part in a challenge over a 2 week period with the winning class being announced in assembly and presented with a trophy from the sports leaders.</p>	<p>Next Steps</p> <ul style="list-style-type: none"> <li>• Give each class a 'Equipment budget' that they are to be in charge of and spend on their own class equipment for breaks and lunches.</li> <li>• Purchase a further piece of playground equipment</li> <li>• Monitor the use of games and activities at lunchtime</li> <li>• Embed our lunchtime routine by continuing to use set stations and activities</li> </ul>
	<ul style="list-style-type: none"> <li>• Purchase sports day incentives and equipment</li> </ul>	£224.36	<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. Ice pops were also given to children as a treat for after the event.</p>	

<p><b>Provide opportunities across the school day for activity within lessons – CPD to share good practice</b></p>	<ul style="list-style-type: none"> <li>• Include active elements to lessons across the curriculum</li> </ul>		<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>At Ecclesfield we work alongside a number of local sports clubs and providers to provide access to sporting coaching and activities. We had a selection of Y5 and Y6 take part in a chance to shine Cricket programme lead by Yorkshire County cricket in Autumn term for an 8 week programme.</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>	
	<ul style="list-style-type: none"> <li>• Work alongside local sports clubs to engage in school sport</li> </ul>			

	<ul style="list-style-type: none"> <li>Y6 equipment</li> </ul>	£200	<p>Local clubs in our surrounding area had their information shared with our school pupils via leaflets, flyers and clasdojo</p> <p>Y6 children were given a budget of £200 to spend on their own equipment that they were to resources and look after themselves, this was as part of an independence and budgeting task as part of financial capability</p>	
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>24%</p>
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"> <li>Subscribe to the GetSet4PE PE scheme</li> <li>Provide children with equipment to support</li> </ul>	<p>£495</p> <p>£800</p>	<p>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.</p> <p>It has been important to have the correct and most up-to-date equipment for our PE lessons.</p>	<p>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 improvements to lessons in the next few years. A continued focus on healthy eating will bring</p>



<p>Raise the profile of PESSPA with Staff</p> <p>Encourage children to lead more balanced and healthy lifestyles</p>	<p>their PE lessons</p> <ul style="list-style-type: none"> <li>● Purchase equipment and food for LGC</li> </ul>	<p>£594.39</p>	<p>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>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 and PP. These children often do not attend afterschool clubs so it was a real positive for them to participate in the club.</p> <p>-Through child led discussions children have told us they have gone on to cook some of the meals at home and parents/carers have shared positive feedback</p> <p>We have run assemblies half-termly this year to</p>	<p>long term benefits as understanding and practice grows.</p> <p>Next Steps</p> <ul style="list-style-type: none"> <li>● Children to be provided with leadership opportunities in PE lessons</li> <li>● Engage parents more in PESSPA values</li> <li>● Teach Change4life lessons across schools to encourage healthy mind-sets</li> <li>● Support children across Y5 and Y6 who have not met the swimming NC aims (around 26%)</li> <li>● Support pupils to be physically active outside of school</li> </ul>
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	<ul style="list-style-type: none"> <li>● Provide information on healthy eating</li>   <li>● Provide more access to free fruit for the school</li>   <li>● Provide Y4 children about opportunity to go to learn about ingredients (Pizza express visit</li> </ul>	<p>£480</p>   <p>£640</p>	<p>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. 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>60 Y4 children had the opportunity to go to Pizza express in the Autumn term to learn about ingredients that go into making a pizza. They got to try different ingredients and then make their own 9 inch pizza to take back to school.</p>	
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	<ul style="list-style-type: none"> <li>● Report half-termly to governors on the progress of the Primary PE and Sports premium funding</li> </ul>	<p>All of the rest of the children improved on their starting distance over the course of the programme.</p> <p>This year we achieved a Sainsbury's Gold 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. This is also an increase from our silver award last year.</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:





	<ul style="list-style-type: none"> <li>School to employ outside agencies to deliver high quality PE lessons</li> </ul>		<p>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.</p> <p>In Autumn term, two of our new teachers who were new to school went to 2 different CPD sessions, for gymnastics and dance to help build up confidence in teaching these units as we teach these units in Autumn term.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
12%

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:

<p><b>Increase the number of children taking part in extracurricular activities</b></p>	<ul style="list-style-type: none"> <li>• Provide whole school events and activity days to engage children in sport</li> </ul>	<p>£464</p>	<p>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: biking and golf days. These days have been immensely enjoyed by the children as they are different sports that they had not previously done.</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>This year we have run a full range of afterschool club each half term for children in Foundation Stage to Year 6. These have included a range of sports such as football, rugby, gymnastics, teambuilding and dance, as well as other clubs like Lego, games and Quiz and</p>	<p>Long-lasting skills have been learnt by the Foundation Stage children in balance and co-ordination in balanceability</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Continue to broaden our range of activity days throughout the year</li> <li>• Run an afterschool club specifically targeted towards SEMH</li> <li>• Use the tracker to ensure as many children attend ASC as possible</li> <li>• Continue to provide free places to children who don't attend ASC – look at family provision</li> <li>• Work with a local sports provider to ensure greater take up in sport outside school</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ensure a broad range of activities take place after school</li> </ul>	<p>£292.95</p>	<p>LGC. These were well attended and 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 then began to offer the most vulnerable children extra sessions on Monday to allow them to take part in smaller, more bespoke clubs.</p> <p>We also ran SEND/PP Let's Get Cooking group. These children</p>	
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	<ul style="list-style-type: none"> <li>Aim to target the most vulnerable and those who do not take part in sport by offering free place</li> </ul>	<p>£400</p>	<p>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:  78 children on average each half term  70% boys  30% girls,  18% SEND and 40% 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 across the week. 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 children with physical activity.</p>	
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	<ul style="list-style-type: none"><li>● Sign post local clubs for children to attend</li></ul>		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 Eagles foundation and Wortley Rugby Club.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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:
Maintain the range of children participating in competitive sport	<ul style="list-style-type: none"> <li>● Attend competitions promoted by Arches</li> <li>● Continue to work with Arches and attend events for local cluster</li> <li>● EIS Gold package</li> </ul>	£780 £665 £100 £500	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 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.  32 Children also took part in the	Next Steps: <ul style="list-style-type: none"> <li>● Further target disadvantaged pupils to attend clubs and competitions</li> <li>● Investigate how we can encourage more girls in particular to take part in competitive sport</li> <li>● Continue to follow up competitions by signposting more clubs and monitor who continues participating following a competition</li> <li>● Look at inter-school competitions in a range of other PE topics as well as games</li> </ul>

<p>Improve the ability of children taking part in competitive sport</p>	<ul style="list-style-type: none"> <li>● Provide transport to enable all children to attend competitions that want to (Partnership games)</li> </ul>	£566	<p>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>	
	<ul style="list-style-type: none"> <li>● Swimming Gala</li> </ul>	£50	<p>5 children in KS2 took part in the local cluster swimming gala at Thorncliffe Leisure centre.</p>	
	<ul style="list-style-type: none"> <li>● Transport to local cluster events</li> </ul>	£900	<p>Transport was provided to local cluster events throughout the year (excluding partnership games which is as above separately)</p>	
	<ul style="list-style-type: none"> <li>● Organise inter-school competitive events</li> </ul>	£200	<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>	

	<ul style="list-style-type: none"> <li>● Run a competitive sports day</li>   <li>● Arrange a after school clubs linked to sporting competitions calendar</li> </ul>		<p>This year we have increased the number of inter-school competitions between classes. With sporting topics like football, basketball and hockey we have 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</p>	
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			<p>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 confidence and ability compared to those who had not attended the club.</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% after Y4  63% After the top up swimming sessions in Y5	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58% after Y4  63% After the top up swimming sessions in Y5	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>85%</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>Yes/No</p>	<p><i>Out of last years allocation of funding, 3 children achieved the 25m from the top up sessions that were provided in Y5.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p><i>All teachers/TAs who attended the swimming with our cohort of children attended the swimming and water safety training provided by the Sheffield Swim authority</i></p>

Signed off by:

Head Teacher:	Jo Eagleton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Calum Wells <i>PE coordinator</i>
Governor:	<i>Kevin Corke</i>
Date:	3.9.24