



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
Curriculum – Last year was the first year that the school managed to teach a full year using the Get Set 4 PE.	Staff became more familiar with the units of work and the content. Teaching of PE, in particular the content of PE lessons started to become more consistent across the school, ensuring that sequencing of lessons and progress made by pupils was more logical. Whole-school training in the scheme was offered to staff. <ul style="list-style-type: none">• Pupils at Porter Croft are given a broad range of activities to try both in the curriculum and through out—of-hours and additional experiences.• The PE curriculum includes Fundamentals, dance, gym, football, basketball, cricket, rounders, hockey, tag rugby, athletics, netball, swimming, stretch and flex, Volleyball, Fitness, Sports Day practice, Ball skills and Invasion games.	This will continue during 2023.2024 ensuring that this consistency and logical content sequencing continues. Observation of the quality of PE lessons being delivered by the PE lead will take place over the course of the next year.
Engagement In Physical Activity – Last year the school engaged in an array of lunchtime activities and after school sports clubs. The school also engaged in a range of other activities and	Significant steps were taken to improve the use of specific PE vocabulary A range of lunchtime activities were offered throughout the year. Attempts to run activities as well as engage	Although the rota of activity has worked for some periods of time, effectiveness over a sustained period is less successful. Many of the parents of children at the school do not

<p>projects to encourage an ethos of physical across school in both lessons and out of lessons.</p> <p>PE and Sport activities outside of the curriculum.</p>	<p>sports leaders to support these was implemented. This supported pupils to be as active as possible within the school day.</p> <p>Other initiatives such as active breaks in lessons, active travel and Dr. Bike were also used to compliment other forms of physical activity.</p> <p>The school entered a larger number of events last year, exposing their pupils to wider opportunities and building cultural capital.</p> <ul style="list-style-type: none"> • Pupils have had access to a range of different sports within the school programme. These include Squash Tasters, Tennis days, Circus Skills, Tag Rugby Tasters, Climbing Works Competitions, Santa Fun Run, Balance Bike Training, Cycling Proficiency, Taekwondo, Yoga, Skipping festival, KS1 Sports Hall Athletics Competitions, Network Games and Teambuilding • More pupils are getting involved in sport. Pupils are becoming more confident in taking part in different activities and this has been demonstrated as they are now doing well in external competitions 	<p>have access to cars, so active travel is an essential part of the school day.</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
<i>e.g. Introduce lunchtime sport sessions/activities for pupils.</i>	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i> <i>pupils – as they will take part.</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1000 costs for additional coaches to support lunchtime sessions.</i>

<i>e.g. CPD for teachers.</i>	<i>Primary generalist teachers.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>		
<i>The PE lead has attended the Sheffield Primary PE Conference and Points Learning Network meetings and training.</i>	<i>PE lead and wider school community.</i>	<i>This has ensured that the PE lead is kept up-to-date with local and national initiatives.</i>	<i>The PE lead cascades necessary and relevant information and training down to his staff to ensure that all staff are kept in the loop and receive important information. PE lead will continue to develop the confidence and subject knowledge of his staff.</i>	<i>Cost of supply cover for PE lead attending PE Conference and training days. £210.00</i>
<i>Street Dance Crucible Project Teachers from Y4 & 5 worked alongside street dance coaches to develop dance skills over 5 weeks for a performance opportunity.</i>		<i>Teachers gained insight into how to develop dance skills over time.</i> <i>64 children in Year 4 and 5 gained knowledge from specialist coaches to develop a dance over a 5-week period of time to enable them to be performance ready.</i>	<i>Staff can use some of the observed practice to support themselves when delivering dance themselves in terms of building up a sequence of moves into a dance.</i>	<i>Points Learning Network Subscription £995.</i> <i>Dance £375 (Crucible) £250 (Canon) Transport £ (to Canon) £500</i>
<i>Continue to implement Get Set</i>	<i>Teaching Staff</i>	<i>Continue to use the Get Set 4 PE scheme of work for</i>	<i>Staff have a clear plan to work from or</i>	<i>Cost of Get Set 4 PE</i>

<p>4 PE Scheme of work and provide opportunities for CPD where necessary,</p> <p>Continue to offer pupils 2 hours of PE per week in the curriculum.</p> <p>PE lead to observe quality of teaching of PE lessons by all staff at least once during the year.</p> <p>Use Koboca surveys to gauge pupil voice as to their opinion of their experience in the PE curriculum.</p> <p>Continue to maximise the</p>		<p>all curriculum lesson. All staff can access the scheme virtual CPD sessions as required.</p> <p>Curriculum Everyone teaches their own PE lesson using Get Set 4 PE. This is the second full year of using this scheme.</p> <p>PE lead has observed at least one lesson of PE taught by each member of staff this year, each class at least once. They receive verbal feedback to support individual staff development.</p> <p>Pupil voice survey during Autumn 2 to ask about pupils' opinions on their experience of PE. All answers were extremely positive. Pupils from classes were randomly sampled with approx. 5 per class with 33 children in total responding to the questions.</p> <p>Survey Responses : 67% of pupils said that 'teachers gave them feedback as to how to improve their work in PE' 73% of pupils said they like PE.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>to take part in 6 weeks of Dance culminating in a festival at the Crucible and the Canon Medical Arena.</p> <p>To timetable break in the morning, lunchtime and afternoon (KS1 only) KS1 1.5hrs and KS2 1 hr 15 mins</p>	<p>amend as appropriate. This allows clear progressions to be taught enabling clear sequencing of skill to enable progress over time.</p> <p>When observed the standard of teaching had improved, with content being more consistent and ensuring that pupils build on previous skills learned.</p> <p>Conducting the survey enabled the PE lead to gain insight into the perceived experiences of pupils within PE lessons.</p> <p>Pupils have a considerable amount of</p>	<p>Subscription - £1237.50</p> <p>Cost of Cover for PE lead to observe lessons. £220.00</p> <p>Koboca subscription as part of PLN subscription.</p>
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<p>opportunities that children have available to them to be as active as possible throughout and beyond the school curriculum.</p>		<p>per day and ensure that there is appropriate equipment to motivate pupils to be physically active during both formal PE lesson and informal PA opportunities.</p> <p>The PE lead has scheduled a range of activities to engage pupils in PA i.e. Football rota at lunchtime and break time. A different class access this each day.</p> <p>Active agents (Sports Leaders) has been tried to deliver pupils with a game, KS2 to KS1. This ran for a term.</p> <p>Each class have a set of equipment that they can use. It is the individual class's responsibility to return equipment to ensure adequate equipment remains. This is replenished each term.</p> <p>Pupil voice on break time activity has been carried out to gain insight into pupils' interests.</p> <p>Buddy system with high vis to help other children. KS2 pupils work with KS1 pupils to offer support.</p> <p>Continue Active Travel Initiatives – Porter Croft is one of a number of schools in Sheffield that takes part on the Safer Schools Streets scheme. This ensures that not only are the streets around school safer during busier time, but as parents who drive have to park away from school, pupils have to walk either all or part of the way to school.</p> <p>The school continues to take part in MOdeshift Stars. It encourages pupils to adopt active travel and regularly awards Modeshift badges termly to encourage active travel.</p>	<p>choice in the yard.</p> <p>Attempts to train leaders to engage pupils in the yard has been trialed with mixed success.</p> <p>PE lead to consider other ways to improve activities in the yard.</p> <p>Target to train up lunchtime supervisors. Come up with a solution for effective active play next year to increase sustainability.</p> <p>By carrying out pupil voice, PE lead is able to respond to preferred activities. Pupils have a role model from a higher year group to support them with physical and social development. The 'buddies' develop communication, organization and social skills when supporting younger pupils.</p> <p>School streets are safe around school during busy times. Pupils have to walk to school for either all or part pf their journey, contributing to Active 30:30. Parents are made more aware of the importance of an active commute.</p> <p>This encourages pupils to develop a culture of seeing active travel to school as the norm. It engages parents to do the same. It creates a</p>	
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<p>Whole-school events will take place to highlight the importance and role of PESSPA in supporting pupils in terms of their physical, emotional and mental health as well as supporting their cognitive development.</p>		<p>Key indicator 3: raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Celebrating Success PE Awards – A PE award is given every half term to 2 children per class who get an award for effort and achievement. This promotes the importance that PE has within Porter Croft’s curriculum.</p> <p>Twitter – Success is celebrated by Twitter (X) and other forms of communication.</p> <p>Happy and Healthy Week – 24th June – 28th June During this week, the school promotes the importance of all things physical. This includes the Smoothie bike, healthy ‘Cookathon’, cycling proficiency skills, a martial arts taster Session, completion of the Daily Mile and an extra PE lesson suing the week.</p> <p>The PE lead maintains a PE noticeboard in the entrance board to celebrate ongoing activity. Each time a new activity takes place a photo of the activity goes up, to promote what has been going on in school.</p> <p>Winners of SUTD competition to win a football strip. A child from Year 6 won the design the football strip for Errea. The school received a new kit and the child who did the design a personalized shirt.</p>	<p>healthier less polluted environment directly around the school and encourages healthy approaches and habits to travel, which could influence long term choices.</p> <p>By maintaining the profile of PE across school, pupils are made aware of the role that PESSPA plays in supporting pupils’ mental and physical health.</p> <p>By rewarding pupils for their sustained successes, pupils recognize the value of PE. Rewarding pupils raises self-esteem and acts as a motivating tool.</p> <p>Holding a Health Week promotes the importance of PESSPA and the value and importance of being healthy. It provides pupils with insight into ways that they can become healthier. It also raises the profile with parents. It models for pupils practices that they can adopt in their own lives in the future.</p> <p>The noticeboard offers another way of communicating the importance of PESSPA.</p> <p>By engaging with cross-curricular activities such as these, pupils are encouraged to use other skills to achieve great things, improving self-esteem and pride.</p>	
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<p>Engage with a range of activities and events from participatory festival to competitive sport to suit a range of learners.</p>		<p>Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>The school will engage in a range of activities to support all learners and meet the needs of all pupils.</p> <p>Within the curriculum pupils experience a broad and balanced curriculum experiencing Fundamentals, dance, gym, football, basketball, cricket, rounders, hockey, tag rugby, athletics, netball, swimming, stretch and flex, Volleyball, Fitness, Sports Day practice, Ball skills and Invasion games.</p> <p>Purchase a range of sports equipment to ensure that there are no barriers to staff delivering activities and pupils have the necessary equipment to successfully participate.</p> <p>Year 5 did 2 full days of Bikeability to improve their cycling skills and road safety awareness. Cycling skills took place within the schools grounds and some went out on the road.</p> <p>Year 2 – Skipathon Skipping sessions have been held in school through the Skipping School. The skipping coach comes in for one session and then each week the teacher leads the skipping. Children will attend the Skipathon on 17th June as a culmination to the project</p>	<p>A broad and balanced curriculum allows for good engagement as well as consolidation of skills. More pupils are getting involved in sport. Pupils are becoming more confident in taking part in different activities and this has been demonstrated as they are now doing well in external competitions</p> <p>Adequate equipment enable teachers to deliver pupils effectively and pupils to be motivated to take part.</p> <p>Good experience for children to get used to cycling and learn about cycling and road safety.</p> <p>Pupils receive expert tuition to develop an appropriate activity which can be easily taken part in and is an excellent activity to develop fitness as well as coordination. Attending the event will allow pupils to work alongside other children from different schools, providing a new experience for some children.</p>	<p>Cost? £820</p> <p>Cost?£300</p> <p>Cost?£500.0 Coach - £290</p>
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		<p><i>Specialist hockey coach from the university came in and delivered a 6-week session. Own scheme of work.</i></p> <p><i>Cricket coach from Yorkshire Cricket Foundation will carry out a cricket session for 6 weeks for Year 5. At the end of the session, they will make connections to local clubs.</i></p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p><i>Children in Year 4 and 5 received a 5-week series of lessons in Street Dance. Expert coaches worked alongside teachers to teach children the skills to perform a dance performance at the Points and Forge Dance festivals at The Crucible and The Canon Arena.</i></p> <p>Extra – curricular Clubs Tuesday Year 3/4 boys’ football - 18 – all year Wednesday Netball – 1 term Year 3-6 mixed (20) Wednesday KS1 multiskills – 2 terms (SUTD) 20 Thursday Y5/6 Boys’ football – all year 20 boys SUTD Thursday Y3-6 Girls’ football – 1 term – 20 girls</p> <p>Summary of Events attended Dance Projects x2 – 64 children Year 5 and 6 Girls’ Football Festival – 10 pupils Year3 and 4 Santa Dash (cancelled) KS1 Athletics – 30 children Year 1 Netball -10 children Y5/6 Girls Skipathon – Year 2 30 pupils (fallen on Eid) Year 3 Squash taster – one child has joined an</p>	<p><i>Pupils receive expert coaching in both hockey and cricket. Staff receive in-class CPD observing cricket sessions being carried out in their specific space with their particular class. This provides staff with support and insight for when they have to deliver cricket themselves.</i></p> <p><i>Pupils were not only exposed to a new style of dance from expert coaches, but also had the opportunity to perform to an audience in two prestigious local performance spaces i.e The Crucible Theatre and the Canon Medical Arena. This provided 64 pupils with a unique experience and provided cultural capital for these pupils.</i></p> <p><i>By providing a range of extra-curricular activities, pupils gain experience of participating in regular physical activity, developing both physical and cognitive (tactical) skills. Levels of PA are increased.</i></p>	<p>Cost? Not been charged for this</p> <p>Cost?</p> <p>As above.</p> <p>Cost?SUTDE7693</p> <p>Cost of transport and staffing to venues £2730</p>
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		<p><i>external club</i> <i>Team Building– 16 pupils Year 3/4</i> <i>Tennis Festival– 30 pupils Year 2/3</i> <i>Tennis – 30 pupils Year 2</i> <i>KS1 Network Games – Year 1 – 30 pupils</i> <i>Girls' Football – Year 5/6 10 pupils</i> <i>Basketball Festival Year 3/4 – 10 pupils</i> <i>Outdoor Education – Castleton 18 Year 6's residential (3rd – 5th July).</i></p> <p><i>Applied for and received the Premier Primary Stars kit.</i></p> <p><i>Attended external festival</i> <i>Year 1 100%</i> <i>Year 2 100% Skipathon in June Tennis in July</i> <i>Year 3 100%</i> <i>Year 4 100%</i> <i>Year 5 -100%</i> <i>Year 6 – 80%</i></p> <p><i>Sports Day -100% of all pupils from FS2 to Year 6 attend EIS for a day of athletics events.</i> <i>Pupils and parents attend the EIS for a day of celebration of sport.</i></p>		<p><i>This gives pupils the opportunity to experience a top-class venue and take part in a range of activities.</i></p>	<p>EIS £662.50 Transport £1390</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><i>This will form the first part of next year's plan.</i></p> <ul style="list-style-type: none"> <i>offer a broader and more equal experience of a range of sports and physical activities to all pupils</i> 	<ul style="list-style-type: none"> <i>Pupils have received a range of specialist</i> 	

<ul style="list-style-type: none"> • <i>increase participation in competitive sport</i> 	<p><i>support this year including street dance, skipping, cycling, hockey and cricket. This has enabled staff to improve in their subject knowledge of different sport and pupils to develop skills and progress across a range of sports.</i></p> <ul style="list-style-type: none"> • <i>100% of pupils across KS1 and 2 will have attended either a competition or a festival over the course of the year. The activities include skipping, dance, problem-solving, multi-skills, sportshall athletics, netball, basketball, football, squash and tennis.</i> 	
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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?	38.71 %	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35.48 %	<i>Use this text box to give further context behind the percentage. e.g., 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 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87.10%	<i>Use this text box to give further context behind the percentage.</i>
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	Catherine Thomas
Subject Leader or the individual responsible for the Primary PE and sport premium:	George Rowe
Governor:	(Name and Role)
Date:	

