



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
At lunchtime play, the playground will have a range of equipment to promote physical activity (skipping ropes, stilts, bats, balls, space hoppers & beanbags). Action: Children have access to range of equipment All stock has been replenished so that staff can deliver a well-balanced PE curriculum. Children have access to a range of equipment that promotes their curiosity, engagement, fundamental skills and physical activity.	School have replenished their PE equipment (footballs, basketballs, Frisbees & beanbags). Lunchtime supervisors and playground leads get out lunchtime equipment so all year groups can access it. All stock has been replenished so that staff can deliver a well-balanced PE curriculum.	The school needs to continue to do regular stock checks to ensure that there is equipment for everyone. PE equipment needs to be put neatly away in the PE cupboard. PE equipment needs to be replenished when needed.
Support for additional year groups to access further swimming lessons where they were at an initial stage of swimming	Increase in the number of children who are able to swim who would not normally access swimming lessons	Teachers feel more competent and confident at delivering PE. Children attend and access more sporting competitions.
School PE Subject Leader supports the teaching and learning. Their knowledge is used to improve CPD and to act as a legacy to enhance PE teaching across the school. Action: PE is delivered by an experienced member of staff to enhance their PE sessions. • Children have a better understanding of	PE Subject Leader has attended DSAT PE CPD School PE HTLA who leads lunchtime sports clubs and afterschool clubs. PE coordinator and HTL Attend and take lead on sporting competitions. Experienced staff have supported teaching staff, shared knowledge of how to deliver the school's PE scheme of work (PEplanning.org). They work with all year	The school will continue to use the peplanning.org next year
		The school have continued to buy with the Rotherham united silver package.
		More clubs will be available this year for KS1 & KS2. This will enable them to be active and provided additional childcare for

<p>each activities' rules and specific technique • Children can be identified as gifted and talented or a child who needs additional support.</p> <p>The School has achieved Gold Active school games Award, to works towards the platinum award. School continues to work towards the Healthy Schools Accreditation</p> <p>Implement the peplanning.org scheme of work to enable the staff to make accurate assessments of the children's ability.</p> <p>Action: Children are exposed to a structured, broad and balance curriculum · They are aware of the skills (procedural knowledge) and declarative knowledge for each activity · They improve their knowledge of fundamental skills, rules, technique, tactics and terminology.</p> <p>The school signed up to Rotherham United Community Package.</p> <p>Action: This package offers: Staff CPD/ Whole School Sports Festivals /Additional inclusive competitions/ Cross-curricular workshops / Prize incentives.</p> <p>Fullerton will offer afterschool Clubs throughout the academic year.</p> <p>Action: Boys and girls football (Autumn) Gymnastics and apparatus club (Summer) Netball (Summer) Multiskills (Autumn) Rounders (Summer) Archery (Spring) Hockey (Spring) Rugby (Spring).</p> <p>Use of outside agency to expand children's sporting experience CreActive breakdancing workshop</p> <p>PE leaders' collaboration across the academy.</p>	<p>groups and are able to support the school's assessment of pupils. It is essential for the identification of both gifted and pupils and pupils who need support. HLTA has been used in the school's Nurture provision in the afternoon to support children with SEMH needs, using sporting activities.</p> <p>Because of the experience the children have had in taking part in school games competitions and school based clubs, 30% of children have taken up an additional out of school sport including, gymnastics, rugby football, breakdancing and netball.</p> <p>Staff are confident at delivering well-structured PE lessons. The assessments of the children's abilities are clear which will support their summative assessment of each child.</p> <p>Children gained an in depth understanding of different sports through the festivals · More children got exposure to competitions · Children accessed cross curricular learning delivered by experienced Rotherham United Coaches. Staff gained CPD to enhance their teaching. Each class has attended numerous external whole school sporting festivals delivered by Rotherham United. St Thomas attended a Halftime Superstars Competition on a Saturday where KS2 children played at the New York Stadium during halftime. The additional competitions are inclusive and have enabled more children to experience competitions.</p> <p>Children gained additional opportunities to improve their activity levels. The school offered</p>	<p>parents. We will continue to deliver a range of afterschool clubs.</p> <p>Collaboration to continue next year.</p>
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<p>Action: PE leads across DSAT have organized school competitions</p>	<p>a range of sporting experiences aimed at most year groups. The clubs promoted school to club links. It Increased the children's chances of leading a healthy lifestyle.</p> <p>The key ethos of this company is to promote confidence, support children with their mental health. Children took part in breakdancing and mental health activities.</p> <p>Inter and intra school competitions organised.</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 continue to gain the School Sports Games Gold/Platinum Award	<ul style="list-style-type: none"> -Children attend a broad sporting calendar. (School Games / D Sat Academy Cluster / Rotherham united Community Sport Trust) -Afterschool clubs enhance the children's exposure to leading a healthy lifestyle. -Further intra school competition -Playground leaders are trained to deliver physical activities. -Whole school brain/sensory breaks opportunities to promote physical activity. 	<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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1000

PE specialist to continue to raise PE profile	-Sports lead is used to enhance PE. Deliver afterschool clubs & lunchtime clubs. Attend sporting events. Support staff.	Key Indicator 3. The profile of PE and sport is raised across the school as a tool for whole school improvement Key indicator 5: Increased participation in competitive sport.	PE specialist will have a timetable for lesson cover, lunchtime & afterschool clubs and dates on the sporting calendar.	£10, 000
Delivery of a broad and balanced curriculum	Sports equipment is replenished in order to deliver a broad and balanced curriculum Class sets of sporting equipment External coaches to provide a broader range of experiences			£6000
Travel to and from sporting competitions	School to provide coaches to travel to and from sporting events		Wide range of children to be able to access sporting competitions.	£100

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?	91%	<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]?	91%	<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?	91%	In year 4 and 5 school access swimming lessons to ensure that a high proportion of the children are able to swim safely and perform self-rescue by the end of year 6
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	Analysis of year 4 swimming data highlights the children who need further swimming lessons in year 5.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Children are taught to swim by experienced swimming pool coaches. These lessons are supported by school staff.

Signed off by:

Head Teacher:	<i>Amy Gurner</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Bethany Jade Schofield</i>
Governor:	
Date:	31/07/24