



# 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.

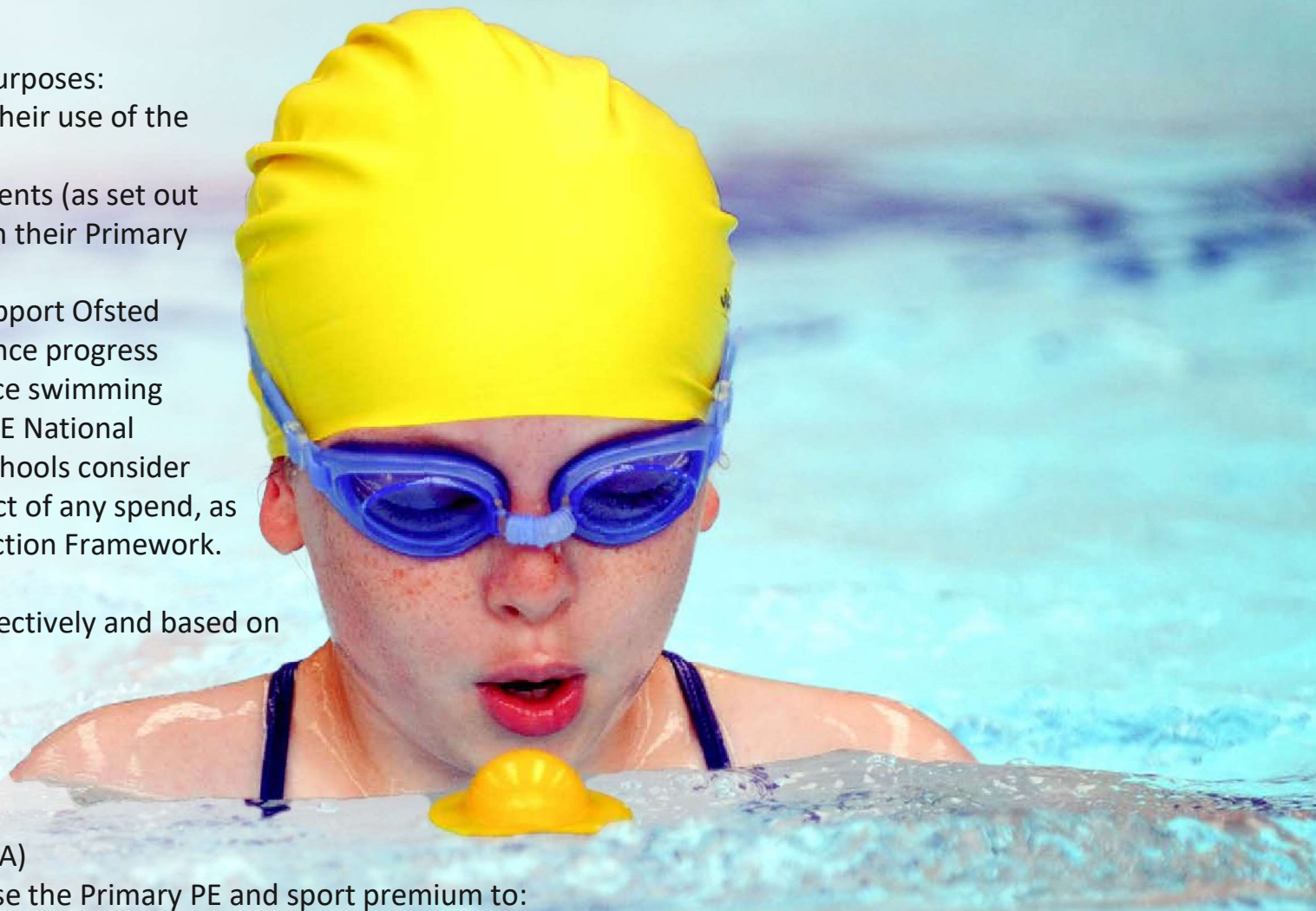
It is important that your grant is used effectively and based on

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](#).**

school need. necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards. The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



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.

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Activity/Action	Impact	Comments
Rotherham United – delivering sessions to students	<p>Consistency of working with the same cohort of students and delivering sessions with the same coach</p> <p><b>Key Indicator 1:</b> Engagement in regular PE/physical activity</p>	<p>This academic year a timetable has been created that allows the coach to work with every class in school to build experiences and engage in regular physical activities. This has been linked with the Sensory &amp; Physical Development faculty and sits alongside the PE sessions within the curriculum</p> <p><b>Key Indicator 2:</b> Raise profile of sport across the school</p>
Weekly PE lessons	<p>Every class has one 45-minute slot weekly for their core PE time.</p> <p>SOL are written for all classes and shared (Net/Wall Games, Invasion Games, Striking &amp; Fielding)</p> <p>Resources have been purchased to enable students to participate in the timetabled sessions for each half term</p> <ul style="list-style-type: none"> <li>• Dance props &amp; multi-skills/Badminton for the Autumn terms</li> <li>• OAA, Football &amp; Cardiovascular fitness for the Spring terms</li> <li>• Cricket &amp; Rounders &amp; Athletics for the Summer terms</li> <li>• Swimming for enrichment – every class one hour a week</li> <li>• Sensory PE – Staff training to ensure MATP (Motor Activity Training Programme – Special Olympics) is delivered to PMLD cohort (supplied by Lead Inclusion school The Abbey -31/10/23 &amp; 27/11/23). Body Awareness to waken the senses of students and observe their reactions.</li> </ul> <p><b>Key Indicator 2:</b> Raised profile of sport across school</p> <p><b>Key Indicator 4:</b> Broader experience of a range of activities</p>	<p>Planning is adapted by the class teachers to meet bespoke needs for each student.</p> <p>The PE curriculum is stand alone and does not always link directly with the topic across school.</p> <p>Opportunities for staff to liaise with specialist trained PE teachers (Kirsty Medcalf &amp; Matt Hamill)</p> <p>Certain students link with Physiotherapists and Occupational Therapists so they can access positional equipment (standing frames, walkers, wedges) and also, they can access therapy sessions in the form of Rebound and Hydrotherapy.</p> <p><b>Key Indicator 1:</b> Engagement in regular physical activity</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
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<p>Link with Lead Inclusion school and attend as many events as possible throughout the academic year</p>	<p>All students across school will have the opportunity to participate in a variety of activities that they enjoy. They will also experience visiting a range of different venues – <b>KI 1:</b></p> <ul style="list-style-type: none"> <li>• Cross-Country (22/09/23) at The Abbey School – <b>KI 4 &amp; 5</b></li> <li>• MATP celebration event where students demonstrated (03/10/23) held at Kelford School – <b>KI 2 &amp; 3</b></li> <li>• Step into sport leadership (10/10/23) held at Rotherham United Football stadium – <b>KI 4&amp;5</b></li> <li>• Boccia (13/10/23) held at St Anne’s Leisure Centre – <b>KI 4</b></li> <li>• Net4all taster session (11/12/23) held at English Institute for Sport – <b>KI 4&amp;5</b></li> <li>• Nexus Dance Festival (Feb 2024) held at Wingfield Academy – <b>KI 4&amp;5</b></li> <li>• Disney Girl’s football (16/05/24) held at EIS – <b>KI 4&amp;5</b></li> </ul>	<p>Key Indicators:</p> <ol style="list-style-type: none"> <li>1. Engagement in PE/Physical activities</li> <li>2. Increase confidence, knowledge and skills in teaching staff</li> <li>3. Increase confidence, knowledge and skills in teaching staff</li> <li>4. Broader experience of range of activities</li> <li>5. Increase participation in competitive sport</li> </ol>	<p>More students will be able to participate in activities of interest. This will raise the profile of certain sports and also allow students to be part of a wider experience.</p> <p>More students will want to participate in sport activities and also experience being out in the community and making new acquaintances.</p> <p>Staff will be trained in delivering and leading MATP PE sessions; therefore all students are accessing their entitlement in line with curriculum.</p>	
<p>Link across Nexus Trust to develop a working party to raise the profile of Sport and PE and establish a programme of activities and competitions.</p>	<p>Students will be able to mix with other young learners from the vast schools within the trust, thus building relationships and experiences for everyone involved.</p>	<p>Key Indicators:</p> <ol style="list-style-type: none"> <li>2. Raise the profile of sport across school</li> <li>4. broader experiences of a range of activities</li> <li>5. Increase participation in competitive sport</li> </ol>	<p>This will allow our students to broaden their experiences within the community and with other young people of the same age and ability.</p>	

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<p>Sustain links with Rotherham United to raise the awareness of football and skills associated with the sport across the whole school</p>	<p>Students will experience wider skills, such as turn taking, listening and working with others and this will run throughout the stages in school. For some students this will be their first experience of football and RU, but for others these sessions will help to reinforce previous learning.</p> <p>Staff also have the opportunity to learn teaching strategies to support the learning of their students from the professional coach.</p>	<p>Key Indicators:</p> <ol style="list-style-type: none"> <li>1. Engagement in regular PE/Physical Activity</li> <li>2. Raise profile of sport across the school</li> <li>3. Increase confidence, knowledge and skills in teaching staff</li> <li>4. Broaden experiences of a range of activities</li> <li>5. Increase participation in competitive sport</li> </ol>	<p>Sessions are planned and delivered by professional coaches.</p> <p>Links are established between school and the club and provide opportunities for new experiences for our students - possibility of visiting the stadium in the summer term?</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.

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Activity/Action	Impact	Comments
Inter-School Cross-country with the lead inclusion school	Sixth form students attended and showcased their leadership and coaching skills to support younger athletes from other schools.	This activity allowed students to be involved and meet their peers from other schools within the trust. It allowed for opportunities for students to participate, lead and deliver sessions around activities they enjoy.
Rotherham United support student learning throughout the academic year (45 minutes sessions per class)	<p>Sessions are planned and delivered by a professional coach, so they will also help upskill teaching staff.</p> <p>We have built and are sustaining links with between our school and a recognised football club and hopefully giving our students opportunities to learn new skills and possible enter into a football team outside of school</p>	We are hopeful that students will be able to visit the stadium for a competition in the summer term and represent Rotherham in the Disability Football tournament.
Active breaks (20 minutes) and lunch times (30 minutes)	Students are given the opportunity to enjoy different types of activities and be free to explore. They are awakening their senses and regulating again in the known time frame, before having to prepare for working conditions.	Students have access to 2 Active Walls (one stationery on the primary yard and one that is moveable in the secondary department), that works on the coordination and reaction. It also allows for competitions between peers and also individually. These can be accessed at both times of the day other lunchtime activities include Just Dance, Lego club, Makaton choir, Boccia/Curling and Film club (which link to Children's University)
Daily active challenge	Enables students to regulate and focus and can be incorporated into the school day accordingly.	Students have a daily challenge of completing a type of physical activity for a minimum of 10 minutes a day
House events – a calendar of events have been organised for the academic year and include a range of sporting activities, such as cross-country, Kelford Games, Just Dance, Target practice	Increased student participation and the belonging to an actual house to raise the identity across school.	These offer a perfect opportunity for students to have time out of structures sessions and be able to regulate/relax/recoup and they are fun to join in with.

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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?	0%	Due to levels of learning needs, pupils access water confidence sessions in the schools hydrotherapy pool.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	Due to levels of learning needs, pupils access water confidence sessions in the schools hydrotherapy pool.

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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	Due to levels of learning needs, pupils access water confidence sessions in the schools hydrotherapy pool.
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?	no	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	no	
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Signed off by:

Head Teacher:	S.Mulhall
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kirsty Medcalf
Governor:	Paula Williams
Date:	29/12/23

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