



# 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
Continuation of SEND additional support – sensory circuits.	Pupils targeted to attend <b>sensory circuits</b> benefit from the daily activity as it provides a safe space to assist with the transition from home to the start of the school day. The carefully considered activities, based on training and research, supports and nurtures the children physically, emotionally and socially. The impact that sensory circuits have on improving pupils' readiness to learn, highlights the importance of PESSPA for whole school improvement.	To continue into next academic; review equipment and updated or replace where necessary.
Active travel widely promoted through Modeshift Award and School Street Scheme.  School promotion through numerous citywide schemes and installation of scooter racks.	The school has been awarded <b>Very Good Level Award</b> This is evidence of how DIS has worked hard to encourage different active travel initiatives across the school and community. Being part of the ' <b>School Streets Scheme</b> ' has highlighted to the school community the importance of active travel. <b>Scooter racks</b> have been installed around school to respond to the growing numbers of pupils bringing	

<p>Promotion of active breaks with use of Junior Sports Leaders from Dobcroft Junior School and targeted lunch clubs and active lessons.</p> <p>Wide range of after school clubs provided to support a range of needs including Girls only football.</p> <p>Wide range of additional sporting opportunities provided including dance workshops, tennis, mini first aiders, mental health day, cycling proficiency, skateboarding workshop and balance bikes.</p> <p>CPD for PE lead through membership of points and access to a range of training opportunities including whole school CPD for gymnastics, sensory circuits.</p> <p>Physical development in early year's course.</p> <p>Development of fine motor resources and large construction items to promote movement and gross motor skills within FS.</p> <p>Wide opportunity for children to access inter school competitions; SEND bowling, Points Network Games, Year 2 football festival for boys and girls.</p> <p>Participated actively in FA super hub transition project to support girl's transition into community clubs for football.</p>	<p>scooters and to encourage even more travel to school using scooters.</p> <p>This ensures that as many children as possible achieve the Active 30:30 chief medical officer's recommendation.</p> <p>Girls are more likely to take part in football than before and aspire to take part in a new sport, previously not considered. Perceptions of girls' sport is changing.</p> <p>Offering breadth of choice ensures that as many pupils as possible are encouraged to become active and potentially pursue activity moving forwards.</p> <p>CPD enables continuity of quality delivery and sustainable development.</p> <p>By targeting early years' skill development, pupils are encouraged to progress their skills from an early age, supporting the progression of skills through later key stages. Identification of pupils requiring additional support enables delays in development to be supported and pupils to catch up with their peers.</p> <p>Girls supported to join external clubs and continue their participation in a community setting, supporting sustainability.</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
<p>To continue to enhance the lunchtime sport and physical activity provision within school including after school clubs.</p>	<p>Welfare Supervisors – they will be leading activities.</p> <p>PE lead – will be supporting and coordinating sports leaders.</p> <p>Deputy Head and PE lead to develop new lunchtime rota.</p> <p>Pupils – will be taking part in activities and providing feedback</p>	<p><b>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.</b></p> <p>Lunchtime PESSPA provision - Use of Y6 sports leaders from Junior School to run sports sessions for KS1 and FS2 on a weekly basis.</p> <p>Re-evaluating the lunchtime activity rota to ensure a wide range of structured activities provided. Year 1 football Year 2 football Girls football</p> <p>Targeted sports club run by Soccereds – focused on children who do not attend external or afterschool clubs are SEND or Pupil premium.</p> <p>Enhancement of equipment available to use including barriers to create a football zone with collapsible football nets.</p>	<p><b>Lunch-club Activities</b> Pupils that are targeted to take part in the lunch time clubs, benefit from the structured activities that these sessions provide. This builds confidence in these particular children, enhances their 30 minutes of daily activity within school and develops skill. Behavioural issues that could arise due to certain pupils not coping with unstructured play, are reduced. This assists readiness to learn when returning to afternoon lessons where concentration is improved.</p> <p><b>Sports Leaders at Lunchtimes</b> Liaising with the Junior School that our school feeds to, acts as an excellent link for our pupils. The leaders have worked with our pupils engaging them in a number of pre-planned activities. This has developed both physical confidence in some of our pupils, but the leaders act as a good role model for the infant children who aspire to be like their leaders when they move up to Juniors.</p> <p><b>Active lesson ethos</b> The whole school profile of having active lessons at the heart of what we do has ensured children are more</p>	<p>£0 sports leaders</p> <p>£0 PE leaders time to support year 6 sports leaders.</p> <p>£3570 Soccereds lunchtime club</p> <p>£2,200 playground equipment</p> <p>£0 sensory circuits – run in house.</p> <p>£0 after school clubs – costs covered by parents.</p>

		<p>Whole school PESSPA promotion- Continued used to active lessons and outdoor learning. Continued promotion of active and sensory breaks. Continued use of sensory circuits for SEND children to support them with their transition into school. Use of hall space for our vulnerable SEND to support their gross motor skills.</p> <p><b>After-school Clubs -</b> School sports clubs take place every night after school. A breadth of activities take place to engage a range of different interests. Organised sports clubs after school in the following areas:</p> <ul style="list-style-type: none"> <li>• RUGGER Eds</li> <li>• Soccer Eds (Mixed) x 2</li> <li>• Soccer Eds (Girls)</li> <li>• Fit Kids Forest Skills</li> <li>• Shake Up Dance and Gymnastics</li> <li>• Yoga</li> </ul>	<p>engaged with their learning and accessing teaching which support their learning needs in diverse and interactive ways.</p> <p><b>Sensory circuits</b> Pupils targeted to attend <b>sensory circuits</b> benefit from the daily activity as it provides a safe space to assist with the transition from home to the start of the school day. The carefully considered activities, based on training and research, supports and nurtures the children physically, emotionally and socially. The impact that sensory circuits have on improving pupils' readiness to learn, highlights the importance of PESSPA for whole school improvement.</p> <p><b>After-school Clubs</b> A wide range of sports and activity clubs take place every day. There is at least on active sports club after school every evening after school. The clubs run all year. Attendance during a typical half term is roughly 45% of KS1 students. This provides capacity each week for over 57% of our children to access a sports club. Children who attend these clubs develop new skills, build confidence and enhance their physical health. The breadth of activities engages a range of different pupils, which engages pupils with different interests. Certain pupils are targeted for specific activities i.e. Yoga may be recommended for pupils who may</p>	
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			<p>require strategies for remaining calm or managing challenging situations. Pupils acquire new skills both physically and socially.</p> <p>Attending sports clubs at an early age encourages habits of being active and pupils are more likely to both have the skills and confidence to continue this. This increases the chances of sustainability.</p>	
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<p>To provide all pupils with rich and varied curriculum which targets the development of their motor competence, understanding of rules, tactics and strategies and healthy participation.</p>	<p>PE lead – to ensure rich and varied curriculum is in place with additional activities to enhance.</p> <p>Teaching staff – to follow curriculum map for the year to ensure all areas of curriculum are covered.</p>	<p><b>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.</b></p> <p>All children within KS1 participate in two hours of PE each week with lessons being taught both inside and outside. All pupils within FS2 have 1 hour of PE per week as well as access to high quality continuous provision.</p> <p>Year 1 outdoor learning developed to ensure high quality provision is developing gross motor skills.</p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p>All children receive a broad range of activities within the curriculum – Games – fundamental skills, striking and fielding games, net based games and invasion games. Gymnastics Dance Yoga Skipping Mini first aid for year 2 Swimming for year 1 Supermovers fundamental skills for FS2</p> <p>All children within KS1 have had access to the following wider curriculum activities –</p>	<p><b>Diwali Workshop Taster</b> 100% of pupils from pre-school to Year 2 took part in a 40-minute Diwali workshop allowing them to experience a culturally diverse dance style. This exposed and educated all children about a new style of dance.</p> <p><b>Mini-First Aiders Mental Health Workshops</b> Children learnt how being active and staying fit and having a healthy lifestyle can improve physical and mental health. 100% of Year 2's received workshops to support mental health. This enabled pupils to explore issues such as resilience, dealing with different moods, actions to regulate emotions. This provided pupils with a range of tools that they could use to support their mental health in the future.</p> <p><b>Chinese Dance Workshop and Diwali Dance workshop</b> 100% of pupils from pre-school to Year 2 took part in a 40-minute Chinese Dance and Diwali workshop allowing them to experience a culturally diverse dance style. This exposed and educated all children about a new style of dance.</p> <p><b>Olympic Event</b> Whole school Olympic event meant 100% of children from pre-school to year 2 participated in an obstacle course to celebrate running to Paris. Adapted due to poor weather. Grandparent of a child who has played</p>	<p>£0 implementation of new yoga curriculum</p> <p>£1530 mini first aiders program for y2</p> <p>£599 Diwali dance workshop</p> <p>£670 Chinese New Year dance workshop</p> <p>£180 participation in Sheffield Skipathon</p> <p>£250 Martial arts taster session for KS1</p> <p>£397 Balance bikes afternoon for FS2</p> <p>£1275 mats for use within lessons</p> <p>£0 Graves Tennis Roadshow</p> <p>£0 year 1 scooter workshop</p> <p>£200 cover for PE lead to run Olympics event.</p>
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		<p>Sheffield Schools Skipathon Graves Tennis Roadshow Diwali Dance workshop Chinese Dance workshop Martial Arts Taster session</p> <p>FS2 have had access to balance bike training.</p> <p>Year 1 have had scooter workshop provided by modeshift.</p> <p><i>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</i></p> <p>Whole school Olympic event.</p> <p>Use of celebration newsletter to celebrate children's sporting achievements both within and outside of school including participation in London Mini marathon, tough mudder events and Ju Jitsu competition.</p>	<p>for England at the Olympics in Beach Volleyball and was a torch bearer at the 2012 Olympics came into school to talk to all pupils about this.</p>	
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<p>To ensure high quality provision of PE is provided in school which targets the development of children's motor competence, rules, strategies and tactics and healthy participation.</p> <p>For all staff to be confident in using the curriculum map and progression of skills documents as a guide to planning and teaching.</p>	<p>PE lead – will ensure all documentation is current and suitable for development of staff CPD.</p> <p>To ensure CPD opportunities are provided to staff including in house and external training.</p> <p>To work with outside agencies to develop assessment within PE to enhance staff knowledge.</p> <p>To audit staff's subject knowledge in order to support development.</p> <p>To work alongside ECT's to enhance their knowledge and teaching of PE.</p> <p>Teaching staff – those will be delivering PE teaching.</p> <p>Familiarize selves will new assessment documentation.</p> <p>To seek support with SEND children.</p>	<p><b>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</b></p> <p>PE lead to develop skills progression map to support the assessment of PE within school and to ensure skills progress through the key stages and develop staff awareness of prior knowledge.</p> <p>PE Lead attended the Sheffield PE Conference, the PE Network Meetings and 1-1 meetings with Points LN to ensure access to opportunities and requirements for the year.</p> <p>PE lead development of yoga curriculum to be taught within KS1 and CPD given.</p> <p>PE lead has lead staff meeting on PE to ensure updates on assessment new skills progression map and crucial knowledge organisers.</p> <p>Staff audit completed in September to assess needs of staff regarding CPD and staff confidence and knowledge in teaching PE.</p> <p>Staff have had access to CPD from Points network and PE lead worked alongside staff to develop knowledge and skills.</p> <p>Ensured the maintenance of PE equipment to ensure lessons can be</p>	<p><b>Points Learning Network,</b> Being a member ensures the school can stay up-to-date with a range of activities and initiatives that are going on locally, city-wide and nationally. Network meeting enable the PE lead to discuss and network with other PE leads. It also enable the school to access a range of local opportunities i.e. Tennis CPD, Send events and Chance to Shine scheme at no additional cost.</p> <p><b>Communication</b> of the importance of PESSPA in DIS ensures the school community, including parents and carers, are aware of the importance of encouraging their children to be physically active. By using a range of media methods the school attempts to capture the attention of and communicate its messaging to a wide range of people. PESSPA is celebrated at DIS and this ensures that clear messages are shared with pupils and the whole-school community.</p> <p><b>Staff CPD</b> Just like any other subject at the school, PE is valued and this is evident by the time set aside for staff</p>	<p>£1,725 points network to support PE lead and teacher CPD</p> <p>£1000 to cover PE lead to ensure documentation up to date and time to support staff.</p> <p>£1700 PE equipment</p>
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		<p>delivered to a high standard.</p>	<p>training to support staff subject knowledge.  All staff benefited from the Gymnastic CPD that took place at the start of year, providing staff with up-to-date subject knowledge in a specialist area of the curriculum. This enabled all staff and in particular ECTs to access quality training to support them to deliver effective gymnastic lessons. Additional support in Cricket and Tennis also benefited staff subject knowledge.</p> <p><b>Curriculum Development</b>  Implementation of new curriculum areas of yoga has supported children to develop their fundamental movement skills and has offered wider opportunities and experiences for children to engage with. Development of skills progression document will ensure clear progression of teaching across the school and will ensure teachers develop their confidence with assessing PE.</p>	
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<p>To enhance active travel opportunities within school.</p>	<p>PE lead to ensure active travel initiatives shared across wider school and that opportunities are accessed.</p> <p>Pupils – will be participating in new active travel initiative.</p> <p>Parents – support children to take part.</p> <p>Teachers – to familiarize selves with new initiative and to support children to use the system within class.</p>	<p><b>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.</b></p> <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p> <p>Introduction of WOW Living Streets Campaign to support active travel.</p> <p>Re-introduction of park and stride initiative for parents.</p> <p>Road Safety awareness lessons within school.</p> <p>Promotion of school newsletter</p> <p>Whole School Road safety workshop and assembly to promote road safety week.</p> <p>Eco day – June 2024. All classes participated in a range of Eco activities including looking at carbon emissions, den building and litter picking.</p> <p>Mayor’s walk and wheel challenge week participated in and promoted on newsletter.</p> <p>Scooter workshop for year 1 and</p>	<p>School has been awarded very High level by Modeshfit Stars.</p> <p><b>WOW Travel tracker</b> By using the WOW travel tracker we have been able to closely monitor how pupils are coming to school and our data shows 98% of children are coming to school in an active way at least once per week with so far at least 1,320 active trips made within June.</p> <p><b>Road Safety</b> As more active travel is being encouraged, it is imperative that pupils are educated in safe active travel i.e. crossing roads etc. Pupils are now more aware of how to travel safety when walking, scooting or cycling.</p> <p><b>Walk and Wheel Challenge</b> Through this event the importance of active travel was highlighted to parents and by running a challenge, pupils were motivated to carry out a sustained period of travel.</p> <p><b>Eco Day</b> During this day pupils were doing lesson in a physically active manner during the majority of the day. This</p>	<p>£0 WOW Travel initiative funded by department for Transport.</p> <p>Eco day and relevant assemblies carried out by in house staff.</p> <p>£800 – cover for PE to arrange, organize and maintain travel initiatives.</p>
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		<p>promotion of travelling by scooter to school.</p> <p>Use of walking trips and public transport to access trips widely promoted throughout school.</p>	<p>highlighted to both pupils and staff that children learn when they are engaged in an active way. Some pupils who struggle with sedentary activities flourished on this day. This day helps staff to recognise the value of active lessons, further emphasising the importance of this style of teaching and its benefits.</p>	
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<p>For all children to be provided with an opportunity to engage with competitive sport.</p>	<p>Teaching staff – to support children to access competitions. To use personal challenge to promote competition within class. To ensure high quality teaching of games to ensure pupil knowledge of rules, strategies and tactics.</p> <p>PE lead – to ensure provision and opportunities are provided.</p> <p>Pupils – for taking part in competitive sport activities.</p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p> <p>Whole school ethos embedded on using personal challenge throughout the curriculum and within lessons to ensure that children are focusing on improving their own skills.</p> <p>72% of KS1 children have attended at least one competition or festival within the academic year including –</p> <ul style="list-style-type: none"> <li>KS1 athletics festival</li> <li>Points Network Games</li> <li>In house orienteering festival</li> <li>KS1 Girls football festival</li> <li>In-house run Santa fun run,</li> <li>Tennis festival run by Hallamshire Tennis Club</li> </ul> <p>100% of children have attended a school sports day participating in a range of competitive activities.</p>	<p><b>Personal Challenge</b> – this is a feature of all lessons where a child will try to improve on a skill or movement from start to finish. This is designed to ensure that children can set themselves achievable goals that they will then work towards. This encourages pupils over time to develop a growth mindset where they have a belief that they can develop and improve from any starting point, provided they persevere. It is hoped that as children experience this way of working they will become more resilient.</p> <p><b>Points Network Games</b> 100% of the Year 2's attended the event at EIS. Attending such a big event in a large high-profile venue gave pupils a unique experience to compete against each other and other schools. Children were able to experience working as a team, experiencing a range of activities and competing against other teams in an appropriate environment.</p> <p><b>Year 2 Football Festival</b> will allow 20 KS1 girls to experience a football-specific festival at a football venue.</p>	<p>£900 – KS1 games package within points network to enable children to attend out of school festivals including points network games, girls football festival.</p> <p>£800 Points Network Games</p> <p>£0 work with Points to establish in-house orienteering competition. Children to compete against other schools.</p> <p>£1,460 – coaches to attend out of school competitions</p> <p>£500 – whole school sports day</p>
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			<p>This will allow pupils that have been taking part in after-school football sessions to put their newly acquired skills to the test against other teams in a nurturing environment.</p> <p>Sports Day led by Soccer Eds attended by the school with Parents and carers where all children got chance to undertake 5 different sporting activities in their sports day session.</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
At least 45% of KS1 children attend at least one after school club each half term.	Enhanced levels of activity within children and promotion of local clubs and school development. Skill development and confidence of pupils.	Continue to offer a wide range of different after school clubs to engage children and meet their needs including girls only football.
72% of children within KS1 have attended at least one competition or festival within the year.	Increased resilience of children when participating in competitions alongside other children in new environments. Development of sporting attitudes for children and experiencing success and failure.	To continue to offer a range of competition and festival opportunities for KS1 and to look at enhancing further opportunities for year 1.
98% of children within KS1 travel in an active way to school at least once per week.	Children are more engaged with active travel and are working towards ensuring they are active for at least 60 minutes each day. Healthy and active lives are being promoted throughout the whole school.	To encourage children to be active more than once a week and to continue to use WOW travel tracker to monitor activity levels within school.



## 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?	%	% NA Infants School
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	% NA Infants School
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	% NA Infants School

<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>% NA Infants School</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>% NA Infants School</p>

Signed off by:

Head Teacher:	Cathy Rowland
Subject Leader or the individual responsible for the Primary PE and sport premium:	Eleanor Sutherland
Governor:	Sarah HInchcliffe
Date:	17 <sup>th</sup> July 2024