

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,050
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,050

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances, priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. 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 2022.</p> <p>Please see note above</p>	57.89% (5.11% increase from the previous year)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	57.89% (6.5% increase from the previous year)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93% (4.11% increase from the previous year)

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

No

	<p>different choices.</p> <ul style="list-style-type: none"> • Use qualified external coaches to support with the extra-curricular offer (Rotherham United – Girls Football) • Put together a mile a day timetable for all classes to follow per week. • Carry out a school questionnaire to ask pupils about what type of after school clubs they enjoy or would enjoy if they had the opportunity. • Put together a timetable so that staff know what zones to supervise on their duty. 		<p>school clubs we have offered has supported the achievement of the Platinum School Games Award for 2 years.</p> <ul style="list-style-type: none"> • The 15 minutes of the mile a day adds towards the 30 active minutes in school. • Staff have commented on how more pupils look to be more active during break and lunchtime as the zones allow the pupils take part in a variety of activities. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

16%

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:
Try to improve the atmosphere in the hall at lunchtime when pupils are eating and promote a positive outdoor experience for pupils which allows them to be physically active or engaging with their healthy minds in games such as connect four or tic tac toe.	<ul style="list-style-type: none"> • E-mail Paul (Better Lunchtimes Operations Director) to organise a date to attend. • Complete and send lunchtime audit to Paul. • Analyse and implement changes suggested by 	£1400	<ul style="list-style-type: none"> • Lunchtimes now run smoother. • There are organised, active and well zoned areas on the playground. • Outdoors, zones are enforced for activities that promote physical 	<p>In September, continue transition progress made with Y3 pupils to follow our new school lunchtime format.</p> <p>Adjust lunchtime timetables (if needed) to ensure staff are aware of their roles at</p>

			<p>pupils wanting to participate in the sessions that the Values Leaders were delivering. I believe these sessions support with keeping behavioral incidents low during lunchtime.</p> <ul style="list-style-type: none"> The Y6 pupils were enthusiastic and hardworking throughout the year in their role and positive feedback from staff supported this. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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>Renew the PE HUB resource for the third year so that there is consistency with the lessons that are planned and delivered by staff.</p> <p>Subject Leader to provide training, work alongside other staff to support with their confidence in the subject and run after school clubs so that pupils have access to a wide range of extra-curricular activity.</p>	<ul style="list-style-type: none"> Complete requisition form for PE HUB renewal. Encourage and ensure staff are using the PE HUB resource as it coincides with our long-term plan with the lesson sequences. Carry out lesson observations with other staff members. 	<p>£350</p> <p>£6538</p>	<ul style="list-style-type: none"> Again, staff have given positive feedback about the PE HUB resource. All staff have easy access to planned lessons that are instantly printable and provide all the knowledge and questions required to challenge the pupils in the lessons. Some staff commented that they found themselves adapting the lesson plans to 	<p>PE subject leader would like to attend training on how to support SEN pupils more in PE lessons.</p> <p>PE subject leader will look to use the SGO's new partnership with Abbey School to try and achieve this.</p> <p>Continue to support staff wherever possible so that PE can be delivered with the</p>

	<ul style="list-style-type: none"> Carry out pupil voice sessions. 		<p>meet the needs of their specific classes which is positive as it shows confidence to be able to do this.</p> <ul style="list-style-type: none"> Pupils were able to explain some lesson content from as far back as 2 years. All pupil voice pupils stated that they enjoyed PE. The main reasons coming out of the session was that they just found it fun and enjoyed the competition part of lessons. 	<p>highest quality possible.</p> <p>Lead a staff meeting to cover areas that staff most feel needs improving.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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>Purchase more playground equipment to provide more activities to take part in during break and lunchtimes.</p> <p>Order handball equipment for pupils to try out as a new sport in PE.</p>	<ul style="list-style-type: none"> Liaise with Headteacher to put together a 'wish list' of activities to be carried out on the playground at break and lunchtimes. Identify areas on the playground where the activities could take part. 	£166	<ul style="list-style-type: none"> Looking at breaktimes and lunchtimes, it is clear to see more pupils being physically active or engaging with a healthy mind with other pupils playing board style games. Having these opportunities is allowing pupils to be more sociable with each other, 	<p>Continue to give the pupils opportunities to use this equipment at break and lunchtimes.</p> <p>Look to purchase new equipment. Pupil voice could have a say in what they may like to see on the playground when they come outside for</p>

	<ul style="list-style-type: none"> Order equipment Input lesson objectives for handball into long term plans for all year groups. 	£274	<p>whether that is playing an active game or just communicating with each other while they take their turns at board style games.</p> <ul style="list-style-type: none"> Pupils enjoyed learning the new sport to them which was handball. They noticed how they could adapt skills from other sports such as basketball and netball to support them with skills of a new format. 	<p>their break.</p> <p>Include handball again in the curriculum map and long-term plan to allow some continuity with the sport.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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>Plan and deliver individual year group sports days to support the current bubbles in school (Sports Week).</p> <p>Re-enter primary school football league to compete in as many football matches as possible.</p> <p>Provide pupils with the opportunity to compete in as many level 1, 2 and 3</p>	<ul style="list-style-type: none"> Timetable an afternoon per year group and arrange cover for SCI to deliver (Mon-Thurs). Split year groups into 3 teams across the school (Team Passion, Respect and Resilience). Team captains (teachers) to 	£540	<ul style="list-style-type: none"> The sports week again was a success as it was visibly clear on each day to see the pupils engaged with the event throughout. The idea of keeping the results until the very end due to all year group totals being added together really keeps 	<p>Early discussions with local SGO's suggest that there will be more SEN sports festivals next year due to a new partnership with the Abbey School therefore we will look to enter into as many of these as possible.</p> <p>Continue to enter as many</p>

<p>competitions through the School Games. This includes entering SEN sports festivals wherever possible.</p>	<p>organise pupils so that each one participates in an event for their team.</p> <ul style="list-style-type: none"> ● Order Gold, Silver and Bronze medals so that every pupil will receive one. ● Parents to be invited again to watch their child participate ● E-mail other schools to try and arrange football fixtures. ● Book mini bus to travel to and from the competitions/festivals. ● Complete Evolve forms for each event. ● Provide as many opportunities as possible in PE lessons for pupils to be competitive with each other. 	<p>£500</p>	<p>the pupils in suspense therefore, promoting the positive thinking and enthusiasm about sports and the sports day itself.</p> <ul style="list-style-type: none"> ● Many pupils kept asking each day when the sports day medals would be given out and who was winning. ● Pupil feedback from all sports competitions/festivals were positive for many different reasons. Reasons included: <ul style="list-style-type: none"> □ 'Never been chosen before' □ 'The thrill of winning a competition with a trophy presented' □ 'Competing in sports they never have played before' □ 'Fun to be out of school for the day with friends and taking part in sport' □ 'want to now join a club and continue playing' ● Allowing pupils to be competitive in PE lessons gives them opportunities to put their new skills into practise and feel the different pressures of applying these skills at the correct moments. ● In addition to the previous point, more and more pupils are asking to play games 	<p>sports competitions/festivals as possible.</p>
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			where they can be competitive as this is what they enjoy taking part in the most.	
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Signed off by	
Head Teacher:	JENNIFER DAWSON <i>J Dawson</i>
Date:	29/07/23
Subject Leader:	SHAUN CASSELL <i>S Cassell</i>
Date:	28/07/2023
Governor:	TRACEY LEESON <i>Tracey Leeson</i>
Date:	18/10/2023