



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
For all Y6 pupils to know and understand how much physical activity they need to do each day, and understand the benefits of leading a healthy active lifestyle. For all pupils to achieve 30 mins of moderate to vigorous physical activity each school day.	Assembly delivered to year 6 by SSCO on the benefits of a healthy active lifestyle. Achievements in and outside of school celebrated in assemblies, embed culture of celebrating success. 95% of pupils believe that PE is very important and has a real impact on health and well-being.	Students have gained a real sense of the importance of PE and sport and its link to mental and physical health. It is important this culture and understanding is continued into the next academic year and beyond.
	Provide equipment to facilitate physical activity during social times. Promote the use of the mile track.	Use of the mile track is important to promote going forwards.
	Breaktimes PA with students bringing own equipment. Mile track used by significant number of students, particularly in the autumn and winter months.	Students bringing their own equipment has helped greatly to avoid school equipment being lost and equipment levels have maintained for PE lessons.
	Leaders appointed and used successfully to support the Shelley Pyramid and First School sports days.	This is an on-going success and has numerous benefits to all involved.
	Successful extra-curricular program implemented during lunch times and after school. Registers demonstrate high participation rates. Close links forged with community clubs, particularly Emley Rugby Club,	Extra-curricular has been successful once again, doing a variety of clubs and competing in many fixtures. We will investigate the use of some external coaches be used to allow time for PE staff to attend

<p>Develop pupils' ability to manage behaviour during unstructured times, lessons and develop social skills.</p>	<p>Emley Cricket Club and Clayton West Cricket Club. Pupils introduced to clubs and school use clubs facilitates to facilitate participation in competitive sport.</p> <p>Pupils identified and regularly attending structured play. Reduction of incidents of poor behaviour during social times. 48% of pupils feel that their learning in PE helps them concentrate in other subjects</p>	<p>more fixtures.</p> <p>This provision has started to have a positive impact on students' social time and the behaviours they're displaying. Continuation of this next year is necessary to embed the success.</p>
<p>Build confidence and reduce anxiety when transitioning between schools/ develop networking between schools. Develop relationships between school & parents.</p>	<p>The Shelley pyramid program run successfully with large participation figures. Pupils participate in sporting events at both middle schools and Shelley College before transitioning. They recognise and build relationships with school staff (SSCO's) and have a familiar face in school on transition. Pupils also meet pupils from other schools before coming together at the middle school or Shelley College.</p>	<p>This is very much part of the annual plan and will continue going forwards.</p>
<p>Sports Leadership Program to develop strong leadership skills and role models.</p>	<p>Sports leaders trained and used to facilitate events within the pyramid. Sports leaders are role models in school. Leader used more effectively in school to facilitate PA social times.</p>	<p>Continuation of this going into the next academic year.</p>
<p>To increase confidence, knowledge, and skills of staff with particular focus on newly qualified teachers.</p>	<p>PE is delivered by a team of specialist PE teachers at SMS. We have developed a link with the Dance teacher at Shelley College. The PE staff were able to work collaboratively with her to increase their confidence, knowledge and skills in the teaching of Dance. Dance modules delivered to all students by SMS PE staff early career teachers.</p>	<p>This has been successful in many ways, ECTs have been able to develop their own skills and knowledge of Dance in order to enhance the delivery of these lessons.</p>
	<p>Early career teachers have had the opportunity to team teach with experienced PE staff. 90% of pupils feel they are making good progress.</p>	<p>Team-teach opportunities have been invaluable and it is clear students have felt they've made good progress. Team-teach opportunities will be looked at going forwards.</p>
	<p>94% of pupils believe their PE teacher has high expectations of their performance in lessons.</p>	<p>High expectations of all students, even from ECTs is embedded across the PE curriculum.</p>

<p>Increase ability to deliver high quality OAA.</p> <p>To offer a broad and balanced curriculum for boys and girls with equality at its heart. To develop the range of extra-curricular activities on offer.</p>	<p>This was a big success and all staff have said they are now confident to successfully deliver this block of work effectively using the scheme of work developed by the Head of PE.</p> <p>SMS pupils are taught a broad and balanced curriculum of activities which cover the full range of the national curriculum. In year 6 there is a particular focus on skill mastery and development of key knowledge around health and fitness. Participation and enjoyment rates are very high, and PE is successfully delivered within school. The pupils voice suggested that 94% of our pupils enjoyed their PE lessons. Our EC programme strengthens this and encourages participation and also some competition. The dance club have performed at the Christmas Shelley Dance Festival. They have worked hard to practice and rehearse their routine and then been given the opportunity to perform and celebrate it. The Year 6 sports teams have been given every possible opportunity to represent their school in their chosen activity. We have had A and B teams in competitions and continue to provide a broad and balanced curriculum and extra-curricular program. We have entered some festival based and inclusion themed events to include all pupils who wish to take part. We do have some elite performers who have had a huge amount of success in a variety of competitions over the year and we are pleased we have been able to support this through the use of external coaches to support our PE department. The new equipment will support our curriculum delivery and hopeful make the lessons more active and engaging. Bikeability went ahead this year with 2 cohorts participating in level 2 and a cohort completed level 3. Dance coaches were employed to provide extra-curricular dance opportunities for 14 boys and girls.</p>	<p>Continued provision into the next academic year with tweaks here and there to continue the success.</p> <p>It is fantastic to see the curriculum continuing to be successful. On occasions, facilities do let us down but provision is maximized and opportunities are provided to ensure students get the best deal.</p>
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<p>Compete in School Games Competitions. Enter all regional, County and National Competitions where we feel we can compete. Provide transport to away fixtures. Allow staff to accompany sports teams to competitions.</p>	<p>SSCOs have remained in post supporting our feeder first schools and helping with transition for the year 5 into year 6 students. They have supported the first schools in their delivery of high-quality PE and Sport and provided some opportunities for competition where possible for our year 6 students. The students have had the opportunity to take part in competitive sport in a number of different activities, these include Football, Netball, Cross Country, Sports Hall Athletics, Cricket, Rounders, and Tennis. 89% of pupils agree that they have been given an opportunity to take part in competitive sport.</p>	<p>Students gain a lot from the SSCOs and this really helps with the transition.</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
Continue to facilitate broad/balanced curriculum in PE for all students. Be able to support this by purchasing equipment to ensure students can access fully the activities on offer. Have the option to differentiate further and stretch and challenge students more with increased and varied equipment.	Teachers – delivery of content. Students – skills and knowledge.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All students will have access to a rich PE curriculum with opportunities linked to their need. Planning can be done fully and equipment will be available to allow flexibility, stretch and challenge to all PE lessons.	£252
SSCo deployment to aid delivery of KS1 and early KS2 PE curriculum and support transition.	Teachers within first schools. First school students feeding into our school. Middle school pupils in year 6 who are taught by SSCOs and attend pyramid events.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 3: Raising the profile of PE and sport across the school to support whole school improvement.	Continuing and maintaining this SSCO deployment helps upskill the first school staff in their delivery of PE to the whole school, thus contributing to the sustainability. Embedding good practice and providing skills and knowledge will continue to strengthen and enrich students' sporting experience. Have the SSCO will also provide a familiar member of staff to students coming up to middle school in	£6211.00

<p>Enter increased amount of school games competitions including SEND specific.</p>	<p>Any students who wish to compete.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>addition to increasing confidence of first school staff to ask for PE lesson delivery and planning support.</p> <p>Increased amount of events will broaden students' experiences and allow them to access events which they might not have done before or wish to get better at.</p> <p>To enable SEND students to access specific events in addition to mainstream events all to suit their needs and provide equal opportunity.</p>	<p>£10,130</p>
<p>Further enhance OAA provision via Enrich Education.</p>	<p>PE staff and the wider staff for the whole school improvement.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 3: Raising the profile of PE and sport across the school to support whole school improvement.</p>	<p>Extending this provision this year will allow the OAA section of the curriculum to become richer with content, skills and knowledge in addition to making wider curriculum links and recognising the bigger picture.</p> <p>Students will be able to start thinking about the importance of both academic and practical subjects, recognising how the 2 can go hand in hand.</p>	<p>£1400.00</p>
<p>Continue extra-curricular Dance provision and make this more regular.</p>	<p>Performance staff. Students – all years.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines</p>	<p>Students can access dance provision more regularly, which supports their skill</p>	

		<p>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>	<p>development and experience within this section of the curriculum.</p>	<p>£1040.00</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
Continue to facilitate broad/balanced curriculum in PE for all students. Be able to support this by purchasing equipment to ensure students can access fully the activities on offer. Have the option to differentiate further and stretch and challenge students more with increased and varied equipment.	All students have had access every PE lesson to high quality, broad and balanced content aided by a variety of equipment to fully support their learning. This has enriched students' experiences of the various activities and opened doors for many who have gone out into the community and joined clubs or indeed participated in extra-curricular provision here in school. Students have enjoyed learning skills and knowledge in many different areas of the curriculum and have in some cases, started to take on leadership roles within lessons.	Reward trips and experience trips would be a further addition to supporting the provision of our PE curriculum and would provide further richness and contribute greatly to students' cultural capital. This would also reinforce curiosity, enjoyment and a willingness to participate and develop going into year 7 and beyond.
SSCo deployment to aid delivery of KS1 and early KS2 PE curriculum and support transition. Also to support Year 6 in middle schools.	It is evident that this has helped skill and knowledge development of the current year 6 within PE. This has been seen through performance, observations, student voice and Q&A. First school staff have gained skills and knowledge in various aspects of the curriculum to increase confidence and competence in teaching PE.	Having this deployment is crucial to the on-going upskilling of first school staff, in addition to student experience, learning and transition.
Continue extra-curricular Dance provision and make this more regular.	Having the weekly Dance club has provided a consistent commitment to this area of the curriculum and supported the learning blocks of Dance we do in the curriculum. It has provided students with opportunities to learn further skills and knowledge, whilst also providing competitive and participation opportunities, giving them the chance to showcase their performances. It has enabled staff within the performance department the chance to combine events with other areas of performing arts.	Move It Dance exhibition could be a fantastic way to raise the profile further of Dance and enrich the dance provision within the curriculum and encourage further numbers to attend extra-curricular and/or community clubs.
Enter increased amount of school games competitions	This has enabled PE staff to attend many school games events to give students as many competitive and	By being able to get transport and cover for these events, has helped greatly with the link between

<p>including SEND specific.</p> <p>Further enhance OAA provision via Enrich Education.</p>	<p>festival sporting opportunities as possible. Students have learnt a range of skills and knowledge related to PE/Sport but also recognised the importance of British Values i.e. rule of law and maximized their cultural capital. SEND students, have had access to a number of specific events as well as the mainstream events.</p> <p>Having the OAA provision installed by Enrich has enabled us to strengthen and broaden the OAA provision, whilst providing whole-school resources and links to other subjects that can enhance and support these. It has also provided further opportunity for stretch and challenge and varied students' experiences within OAA, particularly orienteering.</p>	<p>learning in PE and application of this into bigger and more competitive environments, whilst learning to work with other people and the values of the school games.</p> <p>Further CPD will be of great use in the coming year to strengthen the delivery of this program.</p>
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Swimming Data – N/A completed prior to pupils arriving at Middle School

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?	%	<i>Swimming is completed by the First Schools prior to coming to Year 6 at Scissett Middle School.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	
<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>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>	

Signed off by:

Head Teacher:	Chris Taylor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Amy Crossley- Strategic Second in PE
Governor:	John Jolly – Chair of Governors
Date:	19 th July 2024