



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated April 2023

Commissioned by



Department
for Education

Created by



Your essential be used effectively and based on school need. The [Educate needs Inspection Framework](#) clarifies that there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the school's effectiveness.

Under the [Quality of Education](#), Ofsted inspectors consider

Intent - Curriculum design, coverage and appropriateness.

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings, which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of their offer of Physical Education, School Sport and Physical Activity (PESSPA) This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and by the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details about funding Please complete the table below.

The total amount carried over from 2021/22	£
The total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
The total amount allocated for 2022/23	£17310.00
The total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Children in the previous and current Y3 cohort have undertaken swimming water safety at National Curriculum level. Children who did not meet 25m swimming from the previous Y3 cohort had access to lessons in their Y4 year due to being allocated 35 spaces and a class of 28.
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	12.65%
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	29.41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94.21%
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

Action Plan and Budget Tracking

Capture your intended annual spending against the 5 key indicators. Clarify the success criteria and evidence the of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year:	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation:
37%				
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do and about what they need to learn and consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils know, and what can they do? Currently has changed?:	Sustainability and suggested next steps:

<p>All children receive 2 hours PE per week. Teachers deliver this and give children access to a wide range of sporting activities.</p> <p>There are wider links for PE throughout the day with a focus on 'active breaks' to provision at breakfast clubs, after-school clubs, guided lunch, and playtime activities to encourage a sporting ethos in school.</p> <p>Provision has been again improved with the purchase of equipment to facilitate active school breaks throughout EYFS and all Key Stages.</p> <p>All PE lessons are now video assessed to ensure that children are developing knowledge and skills in lessons to build confidence in their own abilities.</p> <p>The school has offered a wide range of clubs after school, such as Girls' football, Multi-sports, and Rugby.</p>	<p>We use planning that links in with the curriculum map, which in turn is triangulated with the skills and needs of the pupils in school to help improve the outcomes of all pupils.</p> <p>The school has had to replace equipment over the last 24 months so that we are better able to facilitate access to gymnastics and dance. So that this provision can be undertaken to a high standard, the planning teachers now have video exemplars to support the delivery of the curriculum.</p> <p>A more significant number of PDMs and training has been provided around PE to support teachers to meet the 30 minutes of regular exercise in school so that teachers are better prepared for active breaks and PE delivery.</p>	<p>Gym Mats & Storage £2233.45</p> <p>Equipment Storage £129.28</p> <p>Electric Ball Pump £113.50</p> <p>Badminton set £39.99</p> <p>Folding Gym Mat (EYFS) 238.14</p> <p>Chess sets £49.90</p> <p>Playground chalk £11.98</p> <p>Playground Equipment £145.07</p> <p>Nic Cassin</p> <p>Breakfast club and social time development pro rata over year £3248.56</p> <p>Eda Reynolds</p> <p>Breakfast club and social time development pro rata over year £278.25</p>	<p>Children have an improved PE vocabulary from previous years.</p> <p>All children have had the opportunity to work with a sports team from the University of Sheffield to understand skills in different sports better.</p> <p>Children have access to a broader range of sports, so they are better at using skills learned and applying this at competitions both within and outside the trust.</p>	<ul style="list-style-type: none"> • Sports ambassadors • Further use of the pupil's voice • Continued use of online surveys • Improvement of physical activity habits • Focus on social skills
---	---	---	---	--

Key indicator 2: The profile of PE/SSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do and about what they need to learn and consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils know, and what can they do? What has changed?:	Sustainability and suggested next steps:
Each year group has had three curriculum focussed external visits. These have been on foot and on public transport. All of these have been accessible to parents after they have been undertaken with Beyond4walls. Each visit has been focused on active learning and promoting a healthy body and mind. These visits have kept children engaged in their learning when back in class as they have been better able to relate to the subject from being out of class for their visit.	Continued development and improvement of the endpoints have supported a better progression map within the PE provision ensuring that all children are being set up to succeed in lessons.	Beyond 4 Walls £5250.00	Children have had the opportunity to search the local area and beyond. This has had several different impacts on the children. One of these is that they have explored areas that, although local, they have yet to visit. A further result is that while children are out, they have learned skills such as map reading and orienteering. Finally, children have improved their social skills as they have had to communicate, problem-solve, and interact in different environments.	<ul style="list-style-type: none"> Continued CPD to support teaching staff in their roles Continued positive approach to outdoor learning and development of thinking health and wellbeing, social and physical skills. Maintain and improve the current high level of social time provision in both Key Stages
Teachers are more aware of the endpoints and how they get children to do this through their curriculum learning within PE lessons. These outcomes are now more explicit and have video support so that teachers are better equipped to meet these and again improve pupil outcomes.	Staff meetings have been more frequent to raise the profile of PE/SSPA throughout Key Stages in school and ensure that teachers can ask questions that they feel are needed to aid their development.			
To better achieve the 30 minutes of activities a day, the provision of socially active time with a wide range of activities to promote social health and well-being thinking and physical skills.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 11%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do and about what they need to learn and consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils know and what can they do? Currently, has changed?: Sustainability and suggested next steps:
Teachers have access to a series of PDMs and CPDs throughout the academic year. These support teachers in developing their knowledge and skills in delivering PE. In addition to this, teachers have, over the course of 22-23 academic year, had access to a sports team from the University of Sheffield to again support confidence in teaching PE for the long term. School councils have been surveyed concerning activity and PE within the school, and their feedback has been acted upon to improve the provision in school again in the academic year 22-23. Staff surveys have been undertaken to identify areas of support needed which is fed back to the PE lead to help support teachers deliver lessons. Each teacher in the school has also had the opportunity to work with sports team coaching from the University of Sheffield.	<p>Sports coaches have worked with staff, offering a wide range of sports that have supported children with a wide range of abilities.</p> <p>Formal and informal training has been offered observations for improvement in lessons and thoughts on the provision map and outcomes.</p> <p>Informally all teachers have access to the PE lead to ensure that they are confident with the content they are delivering and can raise queries where needed.</p> <p>As part of continuing to include child views, children have had the opportunity to feedback about physical activity in school, which has led to changes in the school.</p>	<p>Sports Federation £100.00</p> <p>Archers £1330.00</p> <p>Primary PE Subscription £550</p>	<p>Improved staff confidence and skills in delivering PE in school. Better access to exemplars on how to teach different aspects of the curriculum to instil greater confidence in teaching ability.</p> <p>The opportunity for children being better able to continue physical and health/wellbeing skills inside and outside of school.</p> <p>Children have been included in the feedback on PE, which has helped PE lessons become more reflective of children's views.</p>	<ul style="list-style-type: none"> • Ensure that skills are refreshed in the next academic year, and documentation and follow-up are actioned. • Continue with the promotion of physical activity inside and outside school. • Child views collated electronically and then actioned upon.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	15%
Your school focus should be clear r what you want the pupils to know and be able to do and about what they need to learn and consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils know and what can they do? What has changed?:	Sustainability and suggested next steps:

<p>Children from both Key Stages have merit awards each week recognising their contribution to sports outside of standard PE lessons. This could be for a local team (some children have joined rugby and cross-country teams after attending school clubs) or for social time sports. The hallowed school plays different sports, such as cricket, tennis, badminton, and volleyball, all offered at break and lunchtime. This has led to reduced behaviour incidents as children have access to a broader range of sports that better caters to all needs of children in school.</p> <p>The University of Sheffield has delivered lessons in mainstream and outlier sports to raise the sports profile of children played at a university level.</p> <p>Network meetings amongst trust schools to share ideas and good practices, along with the development of an overarching physical activity plan, have happened regularly. Through these, we have organised TSAT Trust competitions to raise the profile of PE and round.</p> <p>Physical activity in the local community through exploring local areas on foot by children has also contributed to children having access to a broader 'area' of sporting interests.</p> <p>Afterschool clubs have been offered yearly to develop children in specific skills. These have been well received and undertaken by a broad section of children from all key stages.</p> <p>We have teamed up with Access Sport and have also offered Y5 children the opportunity to have a bike course PE lesson in Summer Two to help them access biking in a safe environment.</p>	<p>Children are included in the delivery and recognition of sports in school is one area that was used from the school council feedback to the Kabocca survey that is now undertaken twice per year.</p> <p>Having skilled people deliver sports that they are passionate about has positively affected children and teachers providing lessons.</p> <p>Children not only have experienced sports that many were unfamiliar with, so they have developed new skills, but this has also facilitated an interest in a broader range of sports for children, including using functional fitness, biking and scooters.</p> <p>Seeing how other schools plan and deliver their activity provision has widened the school's sports horizon to consider implementing new areas in school. This has helped develop a more robust curriculum that has an increased number of competitive opportunities for children.</p> <p>Children accessing their local areas has been vital in developing physical activity beyond the school day. This could be that they use the local park that has been rebuilt near the school or the sports centre that now offers more activities (Girls' football etc.) for school-aged children.</p> <p>Children have been offered a range of sports clubs at afterschool to develop their skills further.</p>	<p>Sports Day EIS £1678.08</p> <p>Sheffield Rugby £925</p>	<p>Engagement of pupils and parents to share in their child's achievement in school. This was seen at Sports Day attendance when we held our sports day at the English Institute for Sport so that children could participate in track and field events at a renowned venue while parents could spectate.</p> <p>Children have taken up sports offered by students outside school again this year, from Women's rugby to cross country.</p> <p>A broader approach to how the school looks at and delivers sports has meant that a more general numb, more comprehensive sports and facilitating these sports have been offered at social times in the school day.</p> <p>An improvement in specific skills was delivered to a small group of mixed-ability students throughout the year. This could be the events for SEND-only children or supporting typical children on their sporting journey through 'developing' competitions to support early sporting confidence.</p>	<ul style="list-style-type: none"> • Improve the playleader role to facilitate skills of children at social times. • Ensure that we build on the two healthy eating sessions and access to Eat Smart Sheffield that develops a more long-term healthy lifestyle. • Develop relationships with other schools both inside and outside of the Trust so that college and secondary school students can be used to support primary-aged children in school. • Further improve this offer to improve parent engagement.
--	--	--	---	---

Created by:   

Supported by:   

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do and about what they need to learn and 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 do? What has changed?: Sustainability and suggested next steps:
I am taking part in competitions throughout the year. These have been in various sports and physical activities, from football to dance. Inclusion of TSAT competition days that target developing children and elite so that children can compete at a level that is right for them.	A more comprehensive range of competitive sports has been undertaken this year. We have subscribed to Archers TSAT programme, meaning that Wisewood has competed with other TSAT schools at different venues across the city.	Archers Competition Membership £850 Competition Transport £138.80	As children have access to a broader range of competitions in PE, social times and outside competitions, children are developing their competition focus. Children have signed up to play different sports for teams outside of school. Children have been successful in this from KS1 and KS2 and have started to play competitive games away from just football. This could be in Rugby, cycling, martial arts and boxing outside of school.	<ul style="list-style-type: none"> • Increase in competition variety building on what we have achieved this year • Organised competitions at social times • Structured PE approach that is guided by upcoming competitions to ensure children are ready to participate
Inter-class competition to ensure that children can take part in healthy competition in PE lessons. This has been seen in rounders, football, and basketball throughout the year.	Outside school, children have brought competition experience back to share with their peers so that children are better competition ready.			
Competitions between children at social times in basketball and football have been undertaken this year with a more competitive and sportsperson-like attitude, with these values being modelled by staff.				

Signed off by	
Head Teacher:	Ben Ramsden
Date:	11/7/23
Subject Leader:	Jon Jones
Date:	11/7/23
Governor:	Julia Paton
Date:	11/7/23

Created by:



Supported by:

