

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear 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 effectiveness of the school’**.

Under the Quality of Education judgement, 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 Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 no later than the 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0.00
Total amount allocated for 2023/24	£17380.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0.00
Total amount allocated for 2023/24	£17380.00
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 17380.00

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 as best you can. 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>Current Y3 children have practised safe self-rescue along with following the National Curriculum for their swimming lessons.</p> <p>This is the same for the Y4,Y5 and Y6 cohorts.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?</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 2023.</p> <p>Please see note above</p>	18%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	29%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94%
<p>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?</p>	Yes/No

Action Plan and Budget Tracking

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

Academic Year: 2023/24		Total fund allocated:	Date Updated:	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £2555	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>We have fostered a robust framework for staff development within Physical Education (PE). Cultivating a multifaceted approach encompassing Continuous Professional Development (CPD) opportunities, collaborative engagement, and strategic utilization of resources is imperative.</p> <p>Within this integration of CPD sessions and Professional Development Meetings (PDMs) which have happened throughout the academic calendar have served as cornerstones in staff development, and awareness, of a well taught PE curriculum.</p> <p>This has included facilitation of GetSet4PE as this starts to better support, plan and develop staff knowledge and understanding within the primary framework.</p> <p>Using the strategic partnership with the University of Sheffield has created a</p>	<p>A collaboration of students and staff has been developed throughout the year to develop a more robust programme for teachers to have access to training throughout the year. This will continue with termly questionnaires starting to drive gaps and how school can continue to develop staff knowledge in PE.</p> <p>Informally 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. We have developed a more secure subject knowledge that supports staff where further knowledge is required. This training could be from either internal or external sources.</p>	<p>£100.00 Sheffield Federation of School Sports</p> <p>£495.00 GetSet4PE</p> <p>£1960 Arches Membership</p>	<p>Instituting a strong staff development framework has not only bolstered teacher confidence and proficiency in delivering PE but has also engendered a transformative shift in pedagogical practices.</p> <p>Enhanced access to exemplars through University of Sheffield and GetSet4PE has bolstered teacher understanding of instructional methodologies. Consequently, teachers are better equipped to nurture a student's knowledge both inside and outside of the classroom.</p> <p>Moreover, the integration of children's perspectives into the feedback loop has proven instrumental in refining the PE curriculum to align more closely with the needs and aspirations of the student body.</p>	<p>Continue with termly surveys of provision and development</p> <p>Ensure School Council involvement in PE skills development in school</p> <p>Continue creating a robust framework for teacher development for 24-25, including other stakeholders.</p>

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<p>culture of excellence in PE pedagogy as teachers have had access to high quality experts for both pedagogy and application of skills in a PE lesson.</p> <p>The engagement with a dedicated sports team from the University not only bolsters our current skills but also develops requisite skills for teachers to signpost children on their fitness journey outside school.</p> <p>These initiatives have been implemented after extensive feedback from school councils, teachers and children. Subsequently, these insights serve as the foundation for targeted interventions and strategic initiatives aimed at optimizing the efficacy and inclusivity of PE programming.</p> <p>In conclusion CPD opportunities, collaborative engagements, strategic partnerships, and data-informed decision-making have all served the school's PE development over the course of the year and will continue to do so in the future.</p>	<p>Training has been offered following observations to aid supportive development. outcomes.</p> <p>Sports coaches have worked with staff, offering a wide range of sports that have supported children with a wide range of abilities.</p>			
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Key indicator 2: The engagement of all 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:
				29%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £5077.80	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All children benefit from a comprehensive two-hour weekly PE curriculum facilitated by dedicated teachers, providing diverse sporting opportunities. This commitment extends beyond formal lessons, emphasising promoting an active lifestyle throughout the school day. From energising 'active breaks' during breakfast clubs to engaging after-school sessions and guided lunchtime activities, a pervasive sporting ethos permeates the school environment. Furthermore, investments in equipment have further enriched the provision, facilitating dynamic and engaging school breaks across all age groups. By harnessing the power of video assessment, teachers meticulously monitor children's progress, ensuring that each lesson catalyses personal growth and confidence-building. This holistic approach nurtures physical prowess and instils self-assurance and accomplishment in every child. Additionally, an eclectic array of after-school clubs, including Girls' football, Multi-sports, Rugby, hockey, and frisbee, further underscores the school's commitment to fostering a love for physical activity beyond the confines of the classroom. Through these	Adhering to a well-planned and designed framework aligned with the curriculum map lies at the heart of our pedagogical approach, ensuring a seamless integration of critical skills and pupils' individual needs. We use our curriculum map as an evolving document to underpin PE development for children. This triangulated approach serves as a linchpin in our concerted efforts to enhance the educational outcomes of all learners, fostering a culture of inclusivity and excellence. Recognising the pivotal role of equipment in facilitating holistic physical development, the school has undertaken proactive measures on a rolling programme to improve and replace resources. Moreover, in our ongoing quest for pedagogical excellence, teachers are now equipped with video exemplars to underpin their curriculum delivery. This invaluable resource serves as a beacon of best practice and empowers educators to impart instruction with precision and efficacy, ensuring optimal learning outcomes for every pupil. Furthermore, a comprehensive array	Breakfast and afterschool club provision £5077.80	Fostering meaningful engagement between pupils, parents, and the school community is a cornerstone of our ethos, facilitating a shared celebration of every child's achievement. This ethos was shown during our Sports Day hosted by the English Institute for Sport, where pupils showcased their talents in track and field events. Parents have also attended several other sporting events, such as the Frisbee Club, which was run in the spring. Beyond the school gates, our pupils have enthusiastically embraced sporting opportunities presented by external partners, from women's rugby to cross country and girls' football, enriching their extracurricular experiences and broadening their athletic horizons. A paradigm shift in our approach to sports delivery has heralded a more inclusive and comprehensive array of sporting offerings, supporting a culture of participation and enjoyment throughout the school day. This holistic approach extends to targeted interventions aimed at honing specific skills among mixed-ability groups, ensuring that every	<ul style="list-style-type: none"> Improved roles of sports ambassadors to facilitate skills of children at social times in both KS1 and KS2 yards. Healthy cooking sessions for all KS2 children. Build on current parental engagement in school sports. Continue the development of relationships with other schools in the trust. Continue to foster relationships with primary schools outside of TSAT.

extracurricular offerings, children are afforded invaluable opportunities for skill development, teamwork, and camaraderie, immeasurably enriching their overall educational experience.	of Professional Development Meetings (PDMs) and targeted training sessions has been instituted to fortify teachers' proficiency in engaging in PE sessions and facilitating active breaks. By equipping teachers with the requisite skills and knowledge, we endeavour to inspire and empower pupils on their journey towards physical fitness and well-being.		child receives tailored support and encouragement on their sporting journey. By embracing this multifaceted approach, we strive to nurture physical prowess and instil pride, confidence, and camaraderie among our pupils, parents, and the wider school community.	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement				Percentage of total allocation:
				44%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and consolidate through practice?	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £7689.17	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>The group embarks on three curriculum-focused external visits each year, fostering active learning and promoting holistic well-being. These excursions, undertaken on foot or via public transport, are not only accessible to parents through Beyond4walls but also serve as potent catalysts for engaging children in their studies by bridging the gap between classroom learning and real-world experiences.</p> <p>Moreover, heightened awareness among teachers regarding curriculum endpoints within PE lessons has precipitated the adoption of explicit learning outcomes underpinned by video support to enhance instructional efficacy and improve pupil outcomes.</p> <p>Furthermore, to facilitate the attainment of the recommended 30 minutes of daily physical activity, the provision of socially active time has been expanded, offering a diverse array of activities aimed at nurturing social, cognitive, and physical skills while fostering a culture of well-being and inclusivity.</p>	<p>Sustained enhancement of the curriculum endpoints has facilitated the refinement of a comprehensive progression map within the PE provision, equipping teachers with the tools necessary to chart each child's journey towards success in lessons. Moreover, staff meetings have been aimed at bolstering the prominence of PE across Key Stages within the school. These meetings serve as invaluable forums for teachers to seek clarification and guidance, fostering their ongoing professional development and efficacy in delivering high-quality physical education.</p>	<p>£5880</p> <p>Beyond 4 Walls</p> <p>£1809.17</p> <p>English Institute of Sport Hire & associated transport</p>	<p>Children have been allowed to explore the local vicinity and areas further afield, yielding diverse benefits. Not only have they ventured into previously unexplored local regions, but they have also honed invaluable skills such as map reading and orienteering during these outings. Additionally, these experiences have fostered the development of social skills as children engage in communication, problem-solving, and interaction within varying environments.</p>	<ul style="list-style-type: none"> Continued positive approach to outdoor learning and development of thinking, health wellbeing, social and physical skills. Maintain and improve the current high level of social time provision in both Key Stages Improve links with parents to signpost where children have been so they can revisit within the local community.

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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1535.23	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>The school emphasises clarity in its educational focus, ensuring pupils grasp what they need to know and do, consolidating learning through practice. Merit awards commend students across Key Stages for sporting achievements beyond PE, fostering participation in local teams and enhancing social sports engagement during breaks and lunchtimes.</p> <p>Wheelie Wednesday provides KS1 pupils with scooter access, while SEND pupils receive tailored support. A lunchtime chess club further enriches extracurricular offerings, fostering strategic thinking and camaraderie among participants.</p> <p>Participation in diverse sports, including cricket, tennis, badminton, athletics, and volleyball, during breaks and lunchtimes, has again reduced behavioral incidents.</p> <p>Collaborations with the University of Sheffield have broadened sporting horizons, introducing children to mainstream and outlier sports and elevating the school's sports profile.</p> <p>Regular network meetings among trust schools facilitate the exchange of ideas and best practices, underpinned by a</p>	<p>Incorporating children in sports delivery and recognition, gleaned from school council feedback and bi-annual surveys, has enriched our approach. Skillful instructors passionate about their disciplines have engendered enthusiasm among children and teachers, enhancing lesson delivery.</p> <p>Exposure to unfamiliar sports has broadened children's horizons, fostering newfound skills and igniting interest in diverse activities, including functional fitness, biking, and scooters.</p> <p>Gaining insights from other schools' activity provision strategies has broadened our sports horizon, prompting consideration of new implementations. This has contributed to a more robust curriculum, offering increased competitive opportunities.</p> <p>Utilising local resources has been instrumental in extending physical activity beyond school hours. Whether using the revamped park or the expanded sports centre, which offers activities like Girls' football, children</p>	<p>YPO Sports Equipment</p> <p>Amazon</p> <p>£1535.23</p>	<p>It is paramount for pupils and parents to celebrate their children's achievements. This was evident during Sports Day, held at the renowned English Institute for Sport, where children thrived in track and field events while parents cheered them on. Furthermore, children have enthusiastically embraced extracurricular sports opportunities, ranging from women's rugby to cross country, enriching their sporting experiences beyond the school walls.</p> <p>A holistic approach to sports delivery has resulted in a broader range of activities offered during social times throughout the school day. This inclusive approach ensures that all children can access sporting opportunities tailored to their interests and abilities.</p> <p>Additionally, targeted skill development initiatives have been implemented to support mixed-ability groups throughout the year. Whether catering to SEND-only children or fostering early sporting confidence in typical children through</p>	<ul style="list-style-type: none"> • Strengthen the playleader role to bolster children's skills during social times. • Enhance parent engagement through an improved offering. • Cultivate partnerships with other schools within and outside the Trust to utilise college and secondary school students to support primary-aged children. • Build upon the success of the two healthy eating sessions and access to Eat Smart Sheffield to promote long-term healthy lifestyles.

comprehensive physical activity plan. TSAT Trust competitions further promote PE and rounded development. Exploring local areas on foot enriches children's engagement with physical activity in the community, broadening their sporting interests. Annual afterschool clubs target skill development across all key stages, fostering inclusivity and participation.	benefit from enhanced accessibility to sporting opportunities. Furthermore, various afterschool sports clubs cater to diverse interests, enabling children to hone their skills further and deepen their engagement with physical activity.		developmental competitions, these efforts underscore our commitment to nurturing every child's sporting journey.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £522.80	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Throughout the year, we have actively participated in competitions spanning various sports and physical activities, including football, dance, and more. Our involvement extends to inter-school competitions at Wisewood Sports Centre, providing children with opportunities to engage in healthy rivalry across different schools. These events are about winning and fostering a spirit of sportsmanship and teamwork among young athletes. Furthermore, parents are regularly invited to join us for the ultimate frisbee club, creating a community-oriented atmosphere where family members can participate in the sport's excitement and support their children. We also prioritise the TSAT competition days, designed to cater to a broad range of abilities. These days allow children to compete at levels appropriate to their skill set, from novice to elite, ensuring a nurturing environment for personal growth and competitive achievement. Within PE lessons, we emphasise inter-class competitions to maintain a culture of healthy competition. This approach has been implemented in yearly activities, including rounders, football, and basketball. These competitions enhance physical fitness and promote teamwork and camaraderie among students.</p>	<p>This year, we have significantly expanded our range of competitive sports, allowing our students to engage in more diverse activities. By subscribing to the Archers TSAT programme, Wisewood has been able to compete with other TSAT schools at various venues across the city. This collaboration has allowed our students to experience different competitive environments and broaden their horizons.</p> <p>Notably, we have made strides in inclusivity by organising special events for our disadvantaged students and those with Special Educational Needs and Disabilities (SEND). Disadvantaged children had the opportunity to participate in an Olympics-style event, enabling them to experience the thrill and camaraderie of a large-scale sporting event. Meanwhile, our SEND students participated in a dedicated SEND sports competition, ensuring their needs were met in a supportive and inclusive competitive setting.</p> <p>Outside of school, children have brought their competition experiences</p>	<p>Coach and Hall hire £522.80</p>	<p>Children now have access to a broader range of competitions in PE, during social times, and in external settings, so they are developing a more focused and refined approach to competition. This expanded access has led to notable improvements in their understanding of various sports and their ability to participate effectively.</p> <p>What Pupils Now Know and Can Do:</p> <ol style="list-style-type: none"> Diverse Sporting Knowledge: Pupils understand various sports beyond traditional activities. Through participating in competitions organised by the Archers TSAT programme, they have encountered sports played in different venues across the city, such as football, rounders, basketball, and ultimate frisbee. This exposure has broadened their knowledge of game rules, strategies, and sportsmanship across multiple disciplines. Enhanced Competitive Skills: Pupils have developed more vital competitive skills with 	<p>1. Expand Access to Specialized Training and Coaching</p> <p>Objective: Enhance pupils' skill levels and competitive readiness by providing access to specialised training.</p> <p>Actions:</p> <ul style="list-style-type: none"> Collaborate with Local Sports Clubs: Partner with local sports clubs to provide expert coaching in rugby, cycling, martial arts, and boxing. Introduce Workshops and Clinics: Organize workshops and clinics led by professional coaches to offer advanced training in specific sports. These could be conducted during school holidays or as after-school programs. Adaptive Sports Programs: Expand the range of adaptive sports available to SEND pupils to ensure their needs are

<p>Moreover, during social times, children have engaged in basketball and football matches with a renewed focus on competitive spirit and sportsmanship. Our staff's modelling of these values has been instrumental in fostering a positive and respectful sporting environment, contributing to the overall development of our students both on and off the field.</p>	<p>back to share with their peers, enriching the school's sporting culture. This exchange of experiences helps students better prepare for future competitions by learning from each other's successes and challenges.</p> <p>By integrating these diverse competitions, we aim to foster a comprehensive understanding of sportsmanship, teamwork, and healthy competition among all our students. These experiences enhance their physical skills and contribute to their personal development, ensuring that every child, regardless of background or ability, can compete and excel in a supportive and inclusive environment.</p>		<p>regular inter-school competitions at Wisewood Sports Centre and inter-class contests in PE lessons. They understand the importance of teamwork, fair play, and resilience in competitive settings. Furthermore, the TSAT competition days have allowed them to compete at levels suited to their abilities, from novice to elite, honing their skills progressively.</p> <p>3. Inclusion and Adaptability: Pupils have also gained insights into the inclusivity and adaptability required in sports. The organisation of an Olympics-style event for disadvantaged children and a dedicated SEND sports competition has highlighted the importance of creating supportive environments for all participants, teaching pupils to appreciate diversity in abilities and backgrounds.</p> <p>Changes Observed:</p> <p>1. Increased Participation in External Sports: More pupils are signing up to play various sports for teams outside of school. This trend extends from Key Stage 1 (KS1) to Key Stage 2 (KS2), with children now exploring and competing in sports such as rugby, cycling, martial arts, and boxing. This shift reflects their growing confidence and</p>	<p>met and they can participate in a broader variety of sports.</p> <ul style="list-style-type: none"> • Family and Community Engagement: Increase engagement with families and the community to raise awareness about inclusive sports opportunities and encourage greater involvement.
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			<p>eagerness to engage in competitive sports beyond football, driven by broadening their horizons through school-led initiatives.</p> <ol style="list-style-type: none"> 2. Improved Social Interactions: During social times, children engage in more structured and sportsperson-like competitions, particularly in basketball and football. Staff modelling positive competitive values has fostered a respectful and cooperative atmosphere, leading to healthier interactions and a stronger sense of community among pupils. 3. Shared Experiences and Preparedness: Pupils who have participated in external competitions bring their experiences back to share with their peers. This exchange enriches the school's sporting culture and better prepares all students for future competitions. By learning from each other's experiences, students develop a more comprehensive understanding of what it takes to compete successfully, and the various dynamics involved in different sports. <p>These changes demonstrate significant growth in pupils' sporting knowledge, competitive skills, and inclusivity awareness. The broader range of competitions has enhanced their athletic abilities and fostered a more</p>	
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			inclusive, confident, and sports-oriented student body.	
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Signed off by	
Head Teacher:	Ben Ramsden
Date:	2/7/24
Subject Leader:	Jon Jones
Date:	2/7/24
Governor:	Julia Paton
Date:	2/7/24