

# 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](#) 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 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](http://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 no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£20,010
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,190
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£20,190

## 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><b>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</b></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><b>N.B.</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>	78%
<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>	76%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	99%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: 2022/23		Total fund allocated: £20,190		Date Updated: July 2023	
<p><b>Key indicator 1:</b> 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</p>					<p>Percentage of total allocation: 44%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><u>Sports leaders</u> To train and select 30 sports leaders from Year 6 to lead structured physical active sessions each week enhancing levels of physical activity and team building activities. The intent is to target specific groups of children promoting self-confidence, self-belief and to support the development of team building skills.</p> <p>The sports leaders will also be fully involved in our school games day, leading sporting, team based activities.</p>	<p>We have a total of 30 trained Sports Leaders who have successfully begun creating inclusive environments where everyone is supported and encouraged regardless of ability in the playground. Every lunchtime, the leaders initiate a variety of sporting activities in which an average of 30-40 children attend across the school.</p> <p>The sports leaders have all experienced leading activities across at the infant school every week since December. This has been a great success; they have relished the opportunity to work with the infants.</p>		<p>£660</p>	<p>The sports leaders have worked tirelessly this year to encourage teamwork, self-belief, respect and determination amongst their younger peers. The leaders create an inclusive environment where everyone is supported and encouraged - regardless of ability. The impact they have had on the children has been incredibly positive - with approximately 40 children attending the sessions each week - they have inspired many to follow in their footsteps and continue to highlight the importance of sport.</p> <p>Our sports leaders have also played a huge part in contributing to the success of our new</p>	<p><u>Next steps</u> To train and select sports leaders for 2023 / 2024 training the leaders to run some of the structured lunchtime provision activities for all children in the school.</p> <p>Next year, the sports leaders will hold assemblies once a half term to talk to the children, receive feedback and reviews on how they can improve their activities. As well as this, our Sports leaders will run activities for Sport Relief and for the infant school sports day.</p>

			<p>lunchtime provision system. They have supervised and led activities in the playground such as table tennis, netball, football and basketball and team building games.</p> <p>Our sports leaders have been a crucial asset this summer, we have used their skills to support us during our Sports day and other sporting initiatives.</p>	
<p><a href="#">Skipathon</a></p> <p>In signing up to the Sheffield Schools Skipathon 2022, our intent was to promote regular physical activity through: promoting skipping activities, developing skipping skills, enhancing fitness levels, providing opportunities for problem solving &amp; interaction &amp; to enhance team working skills.</p>	<p>The Sheffield Schools Skipathon was a week long initiative. Skipping resources were purchased for each year group and on-line resources supported the progression of skills, the activities the children became involved in and providing coaching strategies for teachers.</p>	£600	<p>The whole school Skipathon was a great success with all of the children in our school involved and participating in the skipping activities. We also combined this event with a Children in Need Fundraiser.</p> <p>Skipping activities are used regularly during active breaks, PE lessons and in sports leaders lunchtime activities.</p>	<p>To sign up to the next Skipathon in 2023 / 2024 and to continue to promote skipping across the school.</p>
<p><a href="#">Trimtrail</a></p> <p>In installing a new trim trail on our playing field, our intent was to promote physical activity combined with improving cognitive development and problem solving skills during non-structured times of the day and also targeting children who need regular active breaks and inactive children.</p>	<p>The trim trail is a popular part of our structured lunchtime provision and we have set out a rota for using this piece of equipment due to its success.</p>	£7,568	<p>Children's balance, strength and coordination have developed using this piece of equipment. Inactive children are evidencing enthusiasm in being outside and using the trim trail and are becoming much more confident in taking risks.</p>	<p>To continue to promote the use of the trim trail to ensure this expenditure and investment is sustainable.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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>Our intent - linked to our PESSPA school survey is to:</p> <p><b>Use physical activity to support the physical, social, emotional and mental health of our pupils and promote an active healthy living environment.</b></p> <p><u>Lunchtime Provision</u></p> <p>The intent of our lunchtime provision is to provide a variety of structured, adult-led activities to enhance the role of play - which is a key part of our Trauma Informed Practice (Thrive) and to promote active lunchtime opportunities for all of the children in our school.</p>	<p>Lunchtime provision now provides a variety of play zones to support the needs and interests of all our children. Areas are chosen carefully - with sensory seeking and sensory avoiding activities designed to regulate and stimulate neurotypical and neurodivergent children alike.</p> <p>The Sports Premium has been used to purchase: scooters, table tennis equipment, basket balls, space hoppers and den building resources.</p> <p>Active zones include scooters, space hoppers and organised sport to encourage teamwork and safe risk taking. These both contribute to physical and emotional fitness.</p>	£1,000	<p>Staff have reported calmer children after lunchtimes who have relaxed and are ready for their learning. Less 'fallouts' occur as children are engaged in an activity they enjoy - one member of staff stating 'they are too busy having fun to fallout.' The money provided allows us to replace damaged equipment and improve provision. This also links in with our behaviour policy as a tool for whole school improvement.</p>	<p>To continue to review the successes of the provision, discuss the needs of our key children and continue to adapt and build upon our play zones.</p>

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 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><a href="#">Subscription to Points Learning Network</a></p> <p>Dobcroft Junior School pay an annual subscription fee to the Points Learning Network. This provides the opportunity for our school to attend high quality PE and sport competitions and festivals (the Network Games), the Network also provides support in the strategic planning of PE, developing links and contacts within our cluster of schools and enables training and coaching opportunities to be considered for our school - thus raising the profile of PE and sport in our school.</p>	<p>As part of our subscription package, subject leaders have attended termly network meetings, 2 development meetings, CPD training and the school has had a PE health check.</p> <p>There are regular discussions based around sports premium funding opportunities for our school and the subject leaders received training in a number of team sports and are given the opportunity to trial new equipment.</p> <p>Subject leader is in regular contact with our Network representative to review our whole school PE overview, progression of skills, our action plan and our Sports Premium expenditure</p>	£1,370	<p>This year - using our partnership with Points - we have attended a whole host of festivals and competitions. During the Spring terms we were part of the Sheffield Skipathon and subject leaders have received regular updates on local and national initiatives.</p> <p>As part of the year 6 'be ready for secondary week' post SATS, the subject leader provided coaching to all of the Y6 pupils in tennis skills - drawing on the training received from Points during the last academic year.</p>	To continue our membership with the Points Network during the next academic year 2023 - 2024 to enhance the sporting opportunities for the children in our school and to continue to evolve and improve our provision of PE at our school. To meet with our Points representative in the Autumn term to carry out a PE Health check reviewing our action plan and planned Sports Premium expenditure for the next academic year. The package also includes free cpd opportunities and support in PESSPA planning and access to many exciting city-wide events involving all the children in our school.

<p><u>CPD</u></p> <p>The intent, this year, has been to enhance the confidence, knowledge and skills of the subject leaders in PE, this can then be relayed back into school.</p> <p>A number of conferences have been attended including:</p> <p>1) The annual PE conference. Workshops discussed covid-catch up strategies - ensuring lessons are fully inclusive of all children and to enhance levels of activity within our school.</p> <p>2) A conference - hosted by the YST - to gain an insight into the new sports premium reporting format, the equal access movement (ensuring girls and boys in our school are offered the same sporting opportunities) and also to raise the profile of 2 hours of quality PE lessons each week to every child in our school.</p> <p>3) In-house gymnastics coaching for staff member by subject leader.</p>	<p>Subject leaders have rewritten the planning for each year group - year 3 to year 6 - in games, dance and gymnastics skills. Knowledge gained during cpd has been a useful tool in ensuring planning is progressive and inclusive and provides equal opportunities for all - drawing on the needs of the children in our school.</p>	<p>£789</p>	<p>Subject leaders are confident that high quality planning is in place with supporting KLPs and assessment documentation for all classes in our school.</p>	<p>To continue to provide support to teachers in our school to ensure they are confident in leading and coaching PE skills. In September 2023, subject leaders will assess knowledge / confidence levels of staff and deploy CPD as required.</p>
--	--	-------------	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
Our intent is to offer a wide range of sporting activities to all of our pupils and support pupil voice in the activities in which we offer.	We have used part of the sports premium to ensure that we have sufficient resources for all of the children to access high-quality PE lessons and also to maintain the safety and quality of our long jump pit. This ensures that every child in our school has the opportunity to learn long jump skills - including a standing long jump, a running long jump and a triple jump. We have also taken a group of children to a bouldering event at the local climbing wall - which is a fun, inclusive event offering bouldering opportunities. Resources purchased include: football goals, rhythmic gymnastic ribbons, new sports kits, footballs, basketballs, netballs, windballs, hurdles and sand for the long jump pit.	£4,070	Every child in our school has benefitted from long jump coaching and was able to compete successfully in our long jump activity during our School Games Day. Confidence levels and jumping abilities have developed.  Our school hosted a competition and invited local cluster schools to our sports field to use our long jump pit and sports field and compete against our year 6 pupils.	Sports Leaders during the next academic year to carry out a survey to find out which activities / events children would like to try out in our school. The aim being to introduce and develop a life long love of a range of sporting activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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><u>Cross Country</u></p> <p>The intent is to provide the opportunity for children wanting to be part of our running team to compete in cross country events on Saturdays during the Autumn and Spring terms to increase the level of participation in competitive sports.</p>	<p>Specialist games coach accompanies children to the weekend cross-country events and monitors take up levels and achievements of our school and individuals. Achievements / certificates are celebrated during achievement assemblies to raise the profile of PE and competitive running in our school.</p>	<p>£1,803</p>	<p>The cross -country events attract approximately 40 runners from our school - 10 from each year group. Numbers are increasing each week. This season our runners have won all of the races and events. During the final relays event , 52 runners attended. The cross country club is always over subscribed . The impact on the children is incredibly positive and supports their fitness and stamina, team building skills - in the relay events &amp; their general enjoyment of running. The race meetings include hundreds of children across Sheffield.</p>	<p>To continue to offer cross-country running opportunities during the next academic year and to promote our club.</p>
<p><u>Competitive Events</u></p> <p>Our intent is to provide a wide range of competitive opportunities giving every pupil the opportunity to take part in competitions (intra or inter) in our school.</p>	<p>Our games coach carefully selects a range of competitive opportunities to maximise competitive involvement for the children in our school, drawing on the strengths and experiences of the children in our school. This includes football, futsal, cross country, athletics, cricket, orienteering, bouldering, swimming and tag rugby events.</p>	<p>£2,330</p>	<p>In July 2023, Dobcroft Junior School were awarded the 'Compete Award' in the Sheffield Schools Get Active Awards due to the level of our participation &amp; successes in competitive events.</p> <p>Each half term our games coach writes a newsletter for parents providing details of: lunchtime</p>	<p>To consider competitive events for the next academic year to maximise competitive opportunities for all of the children in our school.</p>

			<p>sports clubs, results from competitive events and also writes special mentions to celebrate successes and achievements for individual athletes. Photographs and special mentions are posted onto our class dojo pages.</p> <p>The competitions and festivals attended together with our results are on our website:  <a href="https://www.dobcroft-jun.sheffield.sch.uk/newsitems">https://www.dobcroft-jun.sheffield.sch.uk/newsitems</a></p>	
--	--	--	---	--

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rachel Conroy
Date:	10 <sup>th</sup> July 2023
Governor:	
Date:	