



# 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/Reflections
<p><b>Key indicator 1: The engagement of all pupils in regular physical activity I</b></p> <ul style="list-style-type: none"> <li>● Pupils wear PE kit on allocated PE days to allow sufficient time to be spent on physical activity and maximise allocated time to physical activity.</li> <li>● Continue to drive initiatives such as Daily Mile (KS1-2) Wake-up Shake up (KS1), Go Noodle, Bike-ability (KS2) Balance Bikes (EYFS &amp; KS1), Woodland Wednesday (EYFS), Swimming lessons (Y5) and sensory circuits (SEND)</li> <li>● Development of extra-curricular provision including full afterschool timetable, holiday provision, active breakfast club, lunch and playtimes to give children exposure to new and challenging experiences</li> </ul>	<ul style="list-style-type: none"> <li>● All children EYFS-KS2 participating in 2 hours high quality PE per week and barriers for losing time changing/sourcing kit have been removed</li> <li>● 73% of children have participated in extra-curricular provision due to range and variety of clubs on offer</li> <li>● 13% of children have participated in holiday clubs</li> <li>● 55% of children attend KS2 active breakfast club including 70% PPG children and 58% SEND</li> </ul>	<p>Wearing PE kit to school is well embedded and has become part of the school culture. This has maximised the time spent being physically active. We will carry this on in future years.</p> <p>In the year 22/23 we offered 120 extra-curricular clubs to all year groups. This worked well and offered a wide variety.</p>

<p><b>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> <ul style="list-style-type: none"> <li>● Increase focus on vocabulary within planning and in delivery of lessons, with particular attention to keywords and terminology</li> <li>● Work with School Games Coordinator and engage in competitions and events</li> <li>● Ensure we meet the Gold criteria by using assurance tool and have network discussions about PE and Sport Maintain and/or develop links with outside clubs to enhance PE and Sport provision (in and out of curriculum time)</li> <li>● Introduce 'Sports Person of the week' for each key stage in assembly to raise profile. Winners will receive a trophy and certificate.</li> <li>● Maintain strong links with schools in the BLPP network and within the Trust network to share good practice and develop partnerships.</li> <li>● Share examples of PE on social media to celebrate and demonstrate achievements of individuals, teams and the school as a whole</li> <li>● To host the annual sports awards ceremony in an external venue.</li> </ul>	<ul style="list-style-type: none"> <li>● Partnership links established with Grassroots, Kixx, Barnsley Football Club, Mini First Aid, School Games, Horizon Academy, Bike-ability, BMBC &amp; Team Activ, Love Life Football</li> <li>● 22% of children attended the Sports Awards evening</li> <li>● Oakhill achieved the Gold Standard 2022-23</li> </ul>	<p>Pleased to have achieved the Gold mark again this year and will apply for 23/24.</p> <p>Established links with many external sporting clubs provisioning more opportunities and pre-pandemic levels.</p>
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>● Progression of the PE curriculum is clearly articulated and understood by staff (Soundbites/ CPD in staff meetings)</li> <li>● PE CPD opportunities for all staff and matched to the needs of the teaching team (Playground Leaders course, Cheerleading, PE Conference, Festival of Learning, Josie TV)</li> <li>● PE Network meetings for PE development and analysis of what has been taught and provide support videos to provide a 'how to' guide for different sporting techniques PE joint observations with the PE specialist</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of staff completed Playground Leaders Award CPD</li> <li>● 2 successful OFSTED inspections with deep dives in PE with joint observations</li> <li>● QA of all planning and updated to reflect feedback from staff</li> <li>● PE Lead delivered CPD for the Wellspring Festival of Learning</li> </ul>	<p>Many opportunities for CPD throughout the year in different forms, which will continue into 23/24.</p> <p>Would like to do more around the development of Josie TV and virtual CPD materials.</p>

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p> <ul style="list-style-type: none"> <li>● Implement active breakfast club/ jump ahead/ sensory circuits targeted at specific groups</li> <li>● Y6 residential, Y5 Bike-ability, KS1 balance bikes to offer a range of activities and different experiences</li> <li>● VOTL to find out pupils' views of PE and Sport</li> <li>● Extra-curricular provision to include many different activities and include EYFS to KS2</li> <li>● Sports Leaders to run activities at playtime</li> </ul>	<ul style="list-style-type: none"> <li>● Extra-Curricular participation: 55% of SEND 67% Girls 64% Boys 52% PPG 44% of EYFS 62% of KS1 76% of KS2</li> <li>● 39 pupils have taken part in bike-ability</li> <li>● 25 KS1-2 pupils have achieved their Play Leaders Award</li> </ul>	<p>Planned activities throughout the year through PE curriculum and beyond. This worked well.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>● Contact with sporting organisations</li> <li>● Communication of sporting opportunities to parents Map out competitions to ensure high quality coaching and preparation</li> </ul>	<ul style="list-style-type: none"> <li>● 5 children trialled/ represented Barnsley Boys</li> <li>● 10 children joined new clubs (Rugby Clubs, Momentous Football Academy, Goalkeeper training)</li> <li>● 1 child accepted for Dance scholarship</li> </ul>	<p>Many opportunities provided for competitive sport and signposting to outside clubs. Continue to develop opportunities with other schools.</p> <p>The timetable was carefully planned to support the competitions and to ensure preparation for the events. This worked really well.</p>

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending of **£18480**.

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
<p>To use a range of assessment to focus on the competences in the content as well as the physical aspects.</p> <p>Further development of teachers through CPD in staff meetings and curriculum networks</p> <p>Increase staff knowledge so success criteria to be shared with pupils so there is a clear understanding of what is expected of them</p> <p>Team Teach mentoring programme and access to resources</p>	<p>Teaching staff</p> <p>Support staff</p> <p>Pupils</p>	<p><b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> To develop a series of virtual CPD materials to support the implementation of the high quality curriculum and pedagogy.</p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> Focus subject leaders on the evaluation &amp; impact of their work, including the quality assurance of planning resources, pupil/staff conversations.</p>	<p>Teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil's attainment in PE.</p> <p>Networks established to develop collective planning opportunities and ensure high quality, assured plans for all staff to access</p>	<p>TOTAL £8500</p> <p>£8000 CPD development &amp; development</p> <p>£500 Development of new assessment tool</p>
<p>Use of playground areas and outdoor provision to promote active play and learning</p> <p>To further develop Active Travel to and from school using the secure shelters for bikes/scooters</p>	<p>Pupils and their families</p>	<p><b>Key indicator 2: The engagement of all pupils in regular physical activity and sport</b></p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> Continue to focus on the development and use of the outdoor environments available at each academy.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>TOTAL £290</p> <p>Playground leaders CPD for all staff</p> <p>Certificates programme</p>



<p>Development of partnerships and links with outside agencies and clubs to offer a wide variety</p> <p>Development of competition opportunities beyond BLPP</p> <p>Sports Award Evening to recognise and celebrate sporting achievements</p>	<p>Teaching staff Support staff Pupils External agencies Secondary Schools</p>	<p><b>Key Indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>More pupils taking part in clubs outside of school to promote lifelong participation.</p> <p>For more pupils to experience competitive sport against pupils from other schools.</p>	<p>TOTAL £1600 Sports Awards Quality Mark</p>
<p>Development of pupil leadership and volunteering opportunities</p> <p>To continue to create positive experiences to support character development of targeted young people (SEND, PPG, Girls) including 100 experiences</p> <p>Development of Holiday provision for pupil</p>	<p>Pupils</p>	<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p> <p><i>LINK TO SCHOOL DEVELOPMENT PLAN</i> <i>Establish outdoor learning at the heart of the 100 experiences curriculum to ensure that children have the opportunity to visit and experience a wide range of geographical contexts.</i></p>	<p>More pupils able to access holiday provision from all backgrounds</p> <p>More pupils able to apply and volunteer for leadership roles within school in different disciplines i.e sports leader</p>	<p>TOTAL £6500 Equipment £5000 Sports Leaders Programme £500</p>
<p>Continue to develop sporting competition for all local schools working with Schools Games</p>	<p>PE Lead Pupils Staff</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>More pupils to receive an recognition for attending and taking part in school games competitions</p>	<p>TOTAL £1590 Trophies, Medals, Stickers, kits</p>



## 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/Reflections
<p>Use of playground areas and outdoor provision to support active learning</p> <p>To further encourage Active Travel to and from school making use of the secure shelters for bikes/scooters</p> <p>Development of partnerships and links with outside agencies and clubs to offer a wide variety</p> <p>Development of competition opportunities beyond BLPP</p> <p>To use a range of assessment to focus on the competences in the content as well as the physical aspects. Increase staff knowledge so success criteria to be shared with pupils so there is a clear understanding of what is expected of them</p> <p>Development of pupil leadership and volunteering opportunities</p> <p>Development of holiday provision for pupil</p>	<p><b>All pupils</b> in school access outdoor spaces (Fort in the main playground and purpose designed EYFS space) which has developed creative play and outdoor and active learning.</p> <p><b>Increase</b> in pupils coming to school on scooters and bikes from all age groups.</p> <p><b>All children are aware of how to evaluate/ analyse their performance for self-improvement</b> and how they progress using the 'Head, Heart, Hands' model as an assessment tool. This has been rolled out to all classes in school with posters in every classroom and in main teaching spaces.</p> <p>63% of pupils have attended an extra- curricular clubs this year</p> <p>10% of our Y5/6 pupils have attended a leadership conference and gained their Sports Leaders Award</p> <p>28% of our Y6 pupils are prefects with leadership responsibilities</p> <p>15% of pupils (14% male and 15% female) have accessed Grassroots holiday provision</p> <p>32% of pupils have attended Grassroots after-school provision</p>	<p>With the introduction of the bike shed, we have more children coming to school in their bikes and scooters.</p> <p>We have worked closely in partnership with schools beyond our Trust and with the School Games co-ordinator. This has opened up more opportunities for our children.</p>

## Swimming Data

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?	81%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81%	<i>In Self-rescue swim lessons children were taught to find air and safety by turning onto their back and floating in the event of an aquatic emergency.</i>
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Lisa McCarthy</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chloe Goodman</i>
Governor:	<i>Michael Sanderson</i>
Date:	<i>May 2024</i>