



# 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
<p>Use of sports premium funding to improve lunchtime opportunities:</p> <ul style="list-style-type: none"> <li>- Employ a play leader to increase range of physical activities available at lunchtime</li> <li>- Purchase new equipment for lunchtime use</li> <li>- Sports Coach employed to lead sports clubs over lunchtimes</li> <li>- Train Class 5 to become play leaders to lead activities</li> </ul>	<p>Employment of sports coach has been a success. Initially this was via an outside provider but the coach is now employed directly by the school. Children are more actively engaged in physical activity at break and lunchtimes Children are positively engaged in physical activity. Children have the chance to experience a range of physical activities.</p> <p>C5 children all received training as playleaders and have applied this, leading enjoyable activities for younger children.</p>	<p>Positive impact of play leader and sports coach on lunchtime activity levels. Enjoyment by the children was mentioned in the parent review to Ofsted – continue with this 2023-4 year.</p>
<p>Use of sports premium to increase confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> <li>- Subject leader time to train on new curriculum</li> <li>- Employ sports coach to upskill staff, who will shadow and work alongside</li> </ul>	<p>There is clear progression through the school of the different strands of PE. Children are able to develop sporting skills and have shown their enjoyment through their commitment to out of school activities.</p> <p>Staff are positive about the curriculum and feel the new scheme provides more support to develop their subject knowledge than the previous scheme. Staff that have worked with the sports coach have</p>	<p>Further develop staff confidence with new scheme – provision of CPD 2023/4.</p> <p>Continue employment of sports coach – direct support to providing CPD for HLTA in 2023-34 (HLTA covering PE lessons therefore needs CPD to ensure confidence).</p>

<p>Use sports premium funding to increase range of sports offered.</p> <ul style="list-style-type: none"> <li>- Audit PE resources and equipment. Purchase new equipment to widen opportunities.</li> <li>- Two sports clubs provided free to children for the year (focus on range of sports across year)</li> <li>- Purchase Digimaps to enable orienteering to be further developed within school.</li> <li>- Specialist to introduce how activity and care of the body can increase physical and mental health</li> <li>- Allocate funding to allow all children access to outdoor adventurous activities that cannot be fulfilled within school or the local area. Transport to Robinwood.</li> </ul>	<p>been able to apply skills learnt from the modelled sessions to their own lessons.</p> <p>PE is well resourced – good range of equipment to deliver different areas of PE.</p> <p>All children are given the opportunity to compete in sports beyond the school day via after-school clubs/ tournament offer. Clubs offered allow a variety of opportunities for free. Children have been targeted to widen engagement.</p> <p>Cross curricula links between PE and geography with the use of Digimaps within orienteering have been further developed.</p> <p>Children are aware that positive mental health can be supported through physical activity.</p> <p>All children, who wanted to, attended Robinwood – some children would not have been able to without financial support. This has seen huge social benefit for various SEND children.</p>	<p>Next year: Audit PE equipment and identify areas that need further investment for resourcing.</p> <p>Continue to employ a sports coach to deliver out of school clubs.</p> <p>Explore other outside providers to broaden after-school offer.</p> <p>Look at different providers that are able to link mental health with physical wellbeing.</p> <p>Continue to provide support to ensure access of all to Robinwood visit, ensuring outdoor and adventurous activities.</p>
<p>Use sports premium to increase access to competitive sport:</p> <ul style="list-style-type: none"> <li>- Employ a TA to allow staffing for after school inter school competitions</li> <li>- Membership of Penistone4Sport who organize interschool competitions.</li> <li>- Develop intra-school competitions</li> </ul>	<p>Millhouse Primary School was represented in the vast majority of locality sports events. 90% of Y6 children attended after school events with 76% of all KS2 children. The only events missed were due to timetable clashes with other school events. Millhouse Primary School children have achieved success in competitive sports activities. KS1 have won around 30% of their events.</p> <p>Intra-school competitions piloted with one class. Pupils have shown positive attitudes and values through the increased sporting involvement and success. Some SEND children have used PE as a pathway to understanding emotions through their experience within intra-school competition.</p>	<p>Continue to employ TA to facilitate participation in competitive sports events.</p> <p>Continue membership to Penistone 4 Sports to ensure competitive sports opportunities inter-school.</p> <p>Further explore inclusion of intra-school competitions.</p>

## 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
<p>Use sports premium funding to ensure high levels of physical activity at lunchtime and break-times:</p> <ul style="list-style-type: none"> <li>- Employ a play leader to increase range of physical activities available at lunchtime.</li> <li>- Employ a sports coach to lead sports clubs at lunchtime, ensuring a variety of sports focused on</li> <li>- Purchase additional equipment to support active playtimes.</li> </ul>	<p>Play leader/ sports coach – they lead the activities</p> <p>Pupils</p> <p>Children will be actively engaged at lunchtimes with sporting activities.</p> <p>Children will be active and reach recommended daily physical activity levels.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines 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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Children were targeted and exposed to a variety of sports and activities.</p> <p>All children have received access to quality provision which sees greater participation and enjoyment. This focus will be continued.</p>	<p>£2389 – sports coach for lunchtime sessions</p> <p>£1848 – lunchtime play leader</p> <p>£244.96- playground equipment</p>

<p>Use sports premium to extend range of sports and activities offered in order to encourage wider participation/ increased activity levels:</p> <ul style="list-style-type: none"> <li>- Skipping Workshop</li> <li>- Circus skills workshop</li> <li>- Tennis coaching</li> <li>- Audit PE resources and equipment. Purchase resources to extend curriculum offer e.g tennis/ Boccia / fitness/ orienteering</li> <li>- Funding support for residential (outdoor and adventurous activities)</li> </ul>	<p>Pupils – they will be provided with wider opportunities to participate in a range of sporting/ physical activities.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils encouraged to take part in PE and Sport Activities. Children targeted and exposed to a variety of sports and activities. All children have received access to quality provision which sees greater participation and enjoyment. Some of activities can be pursued in and out of school The tennis courts are close to school and open through the year (weather permitting). They are free to use. Anticipated that following sessions, there will be greater participation outside of school hours. On residential, children were exposed to different physical activities that are not feasible within a school environment. New sports introduced. We have seen children continue these sports after attending Robinwood. Skills of orienteering allow life-long activity for all abilities Skipping is a low cost, easily accessible and high level of activity exercise. Following workshop, high uptake on playground. Also some families purchased ropes for use at home. Similarly hosting of Circus workshop promoted exercise which can be transferred out of school.</p>	<p>Skipping workshop - £383.50 Circus Workshop - £350 Tennis coaching - £350 Resources to extend curriculum offer - £2079.47 Residential support - £785</p>
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<p>Provide top-up swimming sessions for pupils in Y5 and Y6 who did not achieve National Curriculum standard at end of curriculum swimming sessions.</p>	<p>Y5/ 6 pupils who haven't achieved NC standard (Many children seem to have missed swimming over the last two years with a combination of Covid and the cost of living crisis. Our percentage achieving age related expectation is lower than previously therefore now a priority).</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children to be safe around water and confident in the NC swimming expectations. Swimming is an activity pupils can participate in outside school to increase physical activity. Where pupils have not got access outside school, ensuring they can swim provides skill in an activity they can pursue/ engage in in the future. Positive impact of this focus can be seen – see data/ information below.</p>	<p>Top up swimming costs (pool hire / staffing/ transport) - £3210</p>
<p>Extend opportunities for physical activity within EYFS provision through purchase of new equipment (balance bikes/ scooters).</p>	<p>Pupils – they will be actively engaged within outdoor provision</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>From start of schooling at Millhouse, this means children will be spending as much time as possible in active learning as well as physical activity. Development of sound gross motor skills of our youngest children will support wider physical activity as they move through school.</p>	<p>Outdoor provision physical activity resources - £640</p>
<p>Provide opportunities for pupils to engage in out of school sporting sessions: Sports Coach led sports sessions on 2 nights a week (Y1-3 session/ Y4-Y6 session) – clubs provided free of charge.</p>	<p>Sports Coach to lead activity  Pupils – they will be able to engage in physical activity beyond school day</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The varied program of afterschool clubs allows children to see different ways of continuing their activity levels. As there is no cost, participation is widened. This will be a continued focus next year.</p>	<p>After-school clubs - £1195</p>

<p>Encourage and support pupils to travel actively to school: Purchase scooter pods</p>	<p>Pupils – able to travel to/ from school on scooters as secure place to leave them</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>Pupils have requested via School Council support for using scooters to come to school. Provision of scooter parks will encourage pupils to travel actively to school. This can be extended in the future if popular with a cycle pod for older pupils.</p>	<p>Scooter pods - £858</p>
<p>Provide opportunities and increase participation in competitive sport:</p> <ul style="list-style-type: none"> <li>- Continue to fund a TA to facilitate pupils' attendance at competitive sports events.</li> <li>- Membership of Penistone4sport – provides inter-school competitions regularly throughout year</li> <li>- Development of intra-school competitions</li> <li>- Hold competitive whole school sports day</li> </ul>	<p>Staff- TA/ PE lead to accompany pupils to competitive sports events organized by P4S. Sports coach involvement in planning/ delivering intra-school competitions including Sports Day</p> <p>Pupils – participating in competitive sports evets</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>All children have had the opportunity to partake. Broad range of events appeal to different children's interests. Pupils targeted to participate to increase numbers involved. Links are made with different clubs allowing children to access and continue sports as they pass through school. Pupils develop positive attitudes and values through increased sporting involvement and success. Children work as teams and be part of a team.</p>	<p>Membership of P4S - £1290 TA accompanying pupils to tournaments - £500</p>



<p>Release of subject leader to ensure effective PE teaching across school:</p> <ul style="list-style-type: none"> <li>- Subject leader time to review current spending and impact of sports premium funding.</li> <li>- Explore effective use of sports premium in other schools (Ofsted reports/ local schools)</li> <li>- Subject leader to provide support to staff re curriculum, planning and assessment of PE</li> <li>- Membership of Association for PE</li> </ul>	<p>Subject leader – release time ensures subject valued at whole school level. Subject leader has skills to lead subject effectively.</p> <p>Staff – subject leader supports effective PE teaching across school.</p> <p>Pupils – achieve well in subject.</p>	<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Children make clear progress in PE through the school. Staff confidence increased in delivery of PE. Effective assessment allows children to be identified for support and challenge.</p>	<p>Membership of AforPE - £105</p>
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<p>Increase confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> <li>- Purchase CPD resources including video links</li> <li>- Employ sports coach to provide CPD to staff – work alongside/ model/ coach</li> <li>- Professional tennis coaching will provide CPD for two members of staff</li> </ul>	<p>Teaching staff including HLTA.</p> <p>Pupils – improved performance/ learning due to increased staff skills in teaching of PE.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Staff more confident to deliver effective PE. This will ensure positive pupil outcomes. Continued employment of sports coach planned to provide targeted PE CPD - will support training of new HLTA next year (appointed September 2024).</p>	<p>Sports coach CPD sessions - £1195  CPD resources - £495  Tennis coach CPD for staff (costed above)</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
<p>Use sports premium funding to ensure high levels of physical activity at lunchtime and break-times:</p> <ul style="list-style-type: none"> <li>- Employment of sports coach and play leader to lead activities at lunchtimes.</li> </ul>	<p>Children are actively engaged at lunchtimes with sporting activities. Children are positively engaged in physical activity. Children have the chance to experience a range of physical activities. School Council feedback very positive – children would like provision to continue. Play leader has been able to facilitate development of skipping following skipping workshop held in school.</p>	<p>To continue employment of sports coach and play leader to facilitate active lunchtime 2024-25.</p>
<p>Use sports premium to extend range of sports and activities offered in order to encourage wider participation/ increased activity levels:</p> <ul style="list-style-type: none"> <li>- Skipping Workshop</li> <li>- Circus skills workshop</li> <li>- Tennis coaching</li> <li>- Audit PE resources and equipment. Purchase resources to extend curriculum offer e.g tennis/ Boccia / fitness/ orienteering</li> <li>- Funding support for residential (outdoor and adventurous activities)</li> </ul>	<p>Broader range of sports offered to appeal to all pupils. Skipping workshop was very popular and children in all classes have enjoyed variety of skipping activities (individual and group) at break and lunchtimes. Enthusiasm for tennis evident following tennis coaching sessions – children have opportunity within village to pursue this. Staff have encouraged pupils to use local court out of school.</p>	<p>Explore new sports next year to further extend offer and enthusiasm of pupils for sporting activities.</p>
<p>Provide top-up swimming sessions for pupils in Y5 and Y6 who did not achieve National Curriculum standard at end of curriculum swimming sessions.</p>	<p>These sessions were successful – clear in data shared below.</p>	<p>Top up sessions worked well with clear impact– consider use of funding in this area again.</p>
<p>Provide opportunities for pupils to engage in out of school sporting sessions: Sports Coach led sports sessions on 2 nights a week (Y1-3 session/ Y4-Y6 session) – clubs provided free of charge.</p>	<p>Most clubs over-subscribed. Range of sports offered via clubs means that more children become involved in extra-curricular sporting activities. Clubs are inclusive – SEND pupils well represented.</p>	<p>Review choices of clubs with children to ensure maximum appeal.</p>
<p>Use of sports premium to increase confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> <li>- Employ sports coach to upskill staff, who will shadow and work alongside</li> </ul>	<p>Sports coach supported HLTA and ensured greater confidence within teaching of PE via modelled lessons/ team teaching. Next year a different member of staff will receive CPD.</p>	<p>Clear impact on staff confidence. New member of staff next year therefore CPD needed.</p>
<p>Use sports premium to increase access to competitive sport:</p> <ul style="list-style-type: none"> <li>- Employ a TA to allow staffing for after school inter school competitions</li> <li>-Membership of Penistone4Sport who organize interschool competitions.</li> </ul>	<p>Positive impact of membership of P4S – large number of children participated in competitions.</p>	<p>To continue with membership to ensure competitive opportunities provided.</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?	90%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
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?	Yes	We provided top up swimming sessions to Y5/6 pupils who had not achieved NC standard at end of previous year's curriculum swimming sessions. 77% of these Y5/6 pupils achieved 25 metres following top-up sessions. Prior to these top up sessions, 65% Y6 pupils had achieved the standard. This increased by 25% to 90% following top up sessions.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No - not directly	School staff present at sessions where pupils taught by specialized swimming teachers, therefore receiving incidental CPD.

Signed off by:

Head Teacher:	Karen Gray
Subject Leader or the individual responsible for the Primary PE and sport premium:	Matt Ritchie (Assistant Headteacher/ PE subject leader)
Governor:	Christopher Outrum
Date:	16.7.24