



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023



Commissioned by



Department
for Education

Created by





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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](https://www.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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17820
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17820

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 practiced 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>Contact Email and Details of person who can provide this information if not available:</p> <p>Tim Ward Timothy.Ward@sheffield.gov.uk</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>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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: 2022/23	Total fund allocated:	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: %
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?:
<ul style="list-style-type: none"> Provide a range of different sports activities in the yard during break and lunchtime to engage as many pupils as possible. targeted activities or support to involve and encourage the least active children encouraging active play during break times and lunchtimes establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered adopting an active mile initiative raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should 	Suggested Activities: <ol style="list-style-type: none"> Sensory Circuits Encourage Active Brain Breaks in lessons. Active Lesson to be timetabled into lessons once a week. Target Inactive pupils Change equipment and playground design to encourage more activity Ensure Personal challenge is a feature of school life. Use a Personal Challenge weekly to challenge pupils to be active. This will be done through the Active Challenge Board. Hold events that encourage physical activity such as Skipathon Hold 'Happy and Healthy Week' to reinforce the value of being active. Hold Active travel events to promote travelling actively to school. 	£	<ul style="list-style-type: none"> Porter Coft engages a range of children in PESSPA by offering a range of lunchtime and breaktime opportunities to its pupils. Equipment goes out lunch and break times. Two classes out at a break time at one time, due to staggered lunch. The following timetable has been in operation during the summer term. <ul style="list-style-type: none"> Monday – Cricket Tuesday – Tennis Wed – Volleyball Thu – Badminton Fri – Funky Feet Friday The above activities are supported and led by sports leaders. children. In addition, skipping ropes every day and balance boards. This further engages different pupils with varied interests. The yard is an active place where pupils are motivated by the activities to stay active. Active Breaks in lessons takes place and are

<p>leave primary school able to swim</p>			<p>encouraged throughout the whole school. Staff recognise the benefit of having active breaks on concentration and learning. Pupils focus better after completing an active break, increasing productivity.</p> <ul style="list-style-type: none"> • Active Lessons are timetabled once per week, see below for impact. This is encouraged not monitored. • Active Breaks Challenge Board – A Personal Challenge is available each week that children can work towards. • The school took part in the Skipathon during the Skipping Week in November. 100% of pupils took part. • Happy and Healthy Week taking place in June. All classes get to try a range of activities from yoga, taekwondo, circus skills, mental health champions, cycling proficiency, fun run each day (10 minutes to run round the heart line). This promotes the benefits of physical activity and puts it front and centre of the children’s minds. Each class must do an activity in a class with a cross-curricular theme. Health week includes a Cookathon, children cook or prepare a dish in class. • Dr Bike is also a feature of the school year – A member of staff encourages pupils to bring their bikes in to repair them so that they can be used. • Virtual Velodrome took place in school in school. All classes had a go at the virtual velodrome to try to become top of the Leader Board. • There is an Active Travel focus once a half-term. Pupils are rewarded with a sticker for travelling actively to school. This raises the awareness of active travel to pupils and parents. 	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>%</p>

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:
<ul style="list-style-type: none"> We will actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity through Sports Buddies. embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching Maximising the activity time in PE lessons. 	<ol style="list-style-type: none"> Year 5 and 6 pupils to be trained as Sports Leaders to support active play in the yard. Sports Buddies to work with unengaged pupils. Encourage Active Travel throughout various projects. Encourage Active Breaktimes and Lunchtimes by using a good breadth of activities and leaders' support in the yard. Encourage Active Classrooms by programming active lessons within the week. Use cross-curricular projects to promote PESSPA as a vehicle for whole-school learning. During Health week all classes to engage in PESSPA activities. Pupils to come to school in PE kit on PE lessons days to maximise activity time. Staff to wear PE Kit in lessons to raise the profile and importance of PESSPA. Apply for KS1 SportsMark and/or KS2 GamesMark to show that PESSPA in school is a good level. Maintain PE display board at school to advertise and promote the successes of pupils. Hold sports assemblies during the year Use Global events to promote Sport 	£	<ul style="list-style-type: none"> Year 5 and 6 leaders received some training to equip them with the skills to lead mini-games and activities in the yard. Selected pupils taken out of lessons to train up with mini-games and practices That they could use. These leaders then took charge in the yard for 2 – 2.5 terms. Change up in the final term to maintain interest. Each week 6 leaders each week. In total 24 were trained up. This is 46% of the Year 5 and 6 cohort. The school encourages Active Travel and various initiative have been used to encourage this. A member of staff (TA) encourages children to bike to school and carried out Dr. Bike to support pupils to maintain their bikes. The impact of the sports leaders has been to improve the communication and organisational skills of the leaders. It has improved social cohesion across the different age groups. Activity levels in the hard has been raised with a lot more children getting involved. Active classrooms are encouraged across the whole school. Each class has one 'active less' programmed each week to encourage lessons to be taught actively where appropriate. This raises the profile and importance of getting children active outside of PE lessons. This happens across 100% of classes each week. Health week took place and 100% of children undertook a range of different activities to support their understanding and engagement in PESSPA. This supports pupils' understanding of the importance of Health and Fitness and 	<p>Consider how to structure the leadership roles to ensure that the leaders' enthusiasm and interest is maintained throughout the entire year.</p> <p>Consider children only running activities for 1-2 days per week, so that they get a chance to also 'play' in the yard.</p> <p>Consider how pupils can be encouraged to improve safety of biking to school by encouraging children to wear bike helmets.</p> <p>Use Leaders next year for Year 1 children.</p>

	<p>and PA.</p> <p>13. Offer residential opportunities to pupils to experience outdoor education activities.</p> <p>14. Raise awareness with school community about the value of PESSPA.</p>		<p>its' value to all pupils for their well-being.</p> <ul style="list-style-type: none"> • By pupils coming to school on PE days already in PE kit, issues linked to engagement, and lost time getting changed are removed. Pupils' activity time is maximised and the system works well minimising disruption caused by changing. • By all staff wearing PE kit on PE days, staff model good practice. Children come in PE kit during PE days, not KS1. All pupils receive 2 hours of PE each week. • KS1 Sportsmark and KS2 Gamesmark -Bronze have been applied for. • Notice Board displays PE successes, certificates etc. This emphasises to all pupils and staff the importance that is placed on PESSPA in school. • At end of each half term there is a sport assembly. This recognises pupils' successes, raises the profile of PESSPA and also the self-esteem of the pupils receiving the awards. • There has been a Women's World Cup focus in lessons to raise the profile of Women's sport in general and specifically Women's football. This expands pupils' perspectives and addresses some of the imbalance between women's and men's sports. • Children in Year 3 and Year 6 are invited to attend a residential experience where they can take part in a range of outdoor education opportunities. • Loosehill Hall – 70% of Year 6's (21/30) took part. YHA Castleton for 3-days residential (2 nights). Year 3 attended Kingswood for 2 nights 3 days of activities. This broadens children's range of experiences and enables pupils to develop a range of physical and inter-personal skills. • Communication with parents to raise awareness of importance of PESSPA. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school use qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively 	<ol style="list-style-type: none"> Join Points Learning Network and utilise offers of CPD that are provided throughout the year. Use the Network as a resource to support training and development needs throughout the year. Whole-school CPD carried out to support all staff in a particular area. PE lead attended Network Meetings, PE conference and relevant training to support own knowledge and training. Introduce Get Set 4 PE into the PE curriculum effectively for staff to be able to use it effectively. Support staff with regular emails to assess CPD needs and any barriers to their delivery. Monitor the quality of delivery of PE lessons for all staff. Encourage the use of specific vocabulary in lessons for different activities. Monitor the progress and attainment of pupils in PE. Take Assessment Folder into each lesson. Encourage teachers to record exceeding or not achieving 	£	<ul style="list-style-type: none"> Porter Croft are signed up to Points Learning Network and access the CPD that is offered throughout the year. The PE lead has run 3 – 4 staff meetings to support activities that are coming up within the curriculum. This gives staff ideas as to how to teach certain activities more effectively and their confidence in subject knowledge has been raised. Lessons are taught more effectively and pupils are given better quality teaching assisting with their learning. The school and PE Lead is kept up-to-date with local and national training opportunities relevant to supporting PESSPA within school. The PE lead attended the conference and a range of training opportunities to ensure that they are get up to speed with local events and initiatives. Meeting held at start of year regarding Get Set 4 PE. Staff were given valuable information as to how to use Get Set 4 PE effectively. Staff feel more confident using GS4PE and like it. This raised confidence supports delivery and ensures that lessons are taught enthusiastically and effectively. Staff sent email at start of each term to check any need. Each class has a display in class that shows what activities they are doing that term. Knowledge organiser with key vocabulary. All staff have a progression and skills doc to support. Lesson observations have taken place twice for 	<p>Active break more established</p> <p>Take part in more school games activities</p> <p>Be involved in the cluster activities.</p>

	<p>on the skills progression document.</p> <ol style="list-style-type: none"> 9. Use assessments to know who to target and challenge. 10. Pass on the information to the next year group to assist with transition between year groups and teachers. 11. Purchase necessary equipment to remove barriers for teachers and pupils. 		<p>each teacher. This not only emphasises the importance of effective PE teaching but also supports staff to receive constructive feedback from lessons observed and make any necessary adjustments.</p> <ul style="list-style-type: none"> • During observations it was evident that staff are more confident about the specific vocabulary used within PE lessons. Activity-specific vocabulary is used more frequently. This improves pupils' literacy skills. Lessons feel more structured and have a clear pathway of progression. • Staff use an assessment folder in each lesson and keep track of pupils' progress. Staff are encouraged to look at the end point by the end of the block to gauge what the end point looks like. This helps them to envisage the process from beginning to end. • The assessment document assists in helping teachers to identify which pupils require support and who might need additional attention in future lessons. It also identifies which pupils may need additional challenge. It also helps with groupings. • This is passed onto the next year group. This helps to focus the teacher and to know who to support. • A range of equipment has been purchased to support teaching and learning. Use of a range of equipment such as batting Tees to support rounders, supports skill development and facilitates good teaching and better organisation. • % of pupils reaching expectation at the end of the year has increased. Those not reaching expectation have been targeted for further support – pupils are monitored and their progress formatively recorded during each lesson through exceeding and not yet met categories. 	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>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:	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>Additional achievements:</p> <ul style="list-style-type: none"> introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities partnering with other schools to run sports and physical activities and clubs providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations 	<ol style="list-style-type: none"> Increase the range of activities that children at the school can access through both the curriculum and through a range of other opportunities. Identify certain groups that can be targeted for attendance at certain activities i.e. girls' football. Offer a range of out-of-hours activities that children can take part in. 	<p>£</p>	<ul style="list-style-type: none"> Pupils at Porter Croft are given a broad range of activities to try both in the curriculum and through out-of-hours and additional experiences. The PE curriculum includes Fundamentals, dance, gym, football, basketball, cricket, rounders, hockey, tag rugby, athletics, netball, swimming, stretch and flex, Volleyball, Fitness, Sports Day practice, Ball skills and Invasion games. Pupils have had access to a range of different sports within the school programme. These include Volleyball – Playground balls, Squash Tasters, Tennis days, Circus Skills, Tag Rugby Tasters, Climbing Works Competitions, Santa Run, Balance Bike Training, Cycling Proficiency, Taekwondo, Yoga, Skipping festival, KS1 Sports Hall Athletics Competitions, Network Games and Teambuilding More pupils are getting involved in sport. Pupils are becoming more confident in taking part in different activities and this has been demonstrated as they are now doing well in external competitions <ul style="list-style-type: none"> 10 new activities were introduced during the school year. Pupil voice suggested that certain activities were popular with less engaged pupils and 26 number of children were invited The school has offered the following out-of-hours clubs this year: boys and girls football clubs from year's 3 to 6; boys and girls netball for years 5/6. FS2/KS1 Fundamental/Multi skills clubs. 30% of children from Porter Croft have attended these activities. 	<p>Conduct further pupil voice surveys to find out what sort of activities might appeal to less-engaged pupils. Provide targeted pupils with opportunity to attend different activities. Attend Colour Run and Alternative Day.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
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?:
<ul style="list-style-type: none"> increasing and actively encouraging pupils' participation in the School Games organising more sport competitions or tournaments within the school coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations 	<ol style="list-style-type: none"> Offer as many pupils in school the chance to take part in competitive sport either as an intra competition or an inter competition. Enter Points LN festivals and competitions throughout the year Enter SFSS competitions. Offer Personal Challenge opportunities for children within lessons or at break or lunchtimes. Offer pupils a Sports Day within the academic year. Reward pupils who perform well in competitions and festival. 	£	<ul style="list-style-type: none"> Pupils have been offered a range of competitions throughout the year. This has enabled a large range of pupils to access competitions and experience competing against other children in suitably challenging environments. The following events have been attended: <ul style="list-style-type: none"> Football Competitions Boys and Girls' Football Festivals Y5/6 Netball Festival KS1 Santa Fun Run KS1 Sports Hall Athletics Network Games Skipathon at EIS Attendance at competitions enable pupils to experience new situations, new environments and encourages team work. It allows pupils to work together towards an end goal and to deal with both losing and winning. 65% of Porter Croft pupils attended competitions this year. 65% of children in KS1, KS2 and across the whole school that attended a competition off-site. Sports Day was held at EIS. Using an iconic venue provided pupils with a unique experience to
			Sustainability and suggested next steps:

			<p>compete in a top-class venue. This helps to raise aspiration and pupils are motivated to do well.</p> <p>Year 1 and 2 100%</p> <p>Year 3 and 4 75%</p> <p>Year 5 and 6 75%</p> <p>(Some attendance was impacted by Eid)</p> <p>Personal Challenge is a ongoing aspect of the lunchtime activity.</p> <ul style="list-style-type: none"> • Pupils take part in a Sports Day at school and compete against other children in a nurturing and non-threatening environment. • PE Awards are given out each half term in assembly. 1 child chosen for best effort and one for best attainment. A certificate is presented and they get to choose a piece of equipment that they can keep. • Pupils enabled to undertake personal challenge tasks learn the importance of target setting and striving to beat a personal target. This can help with future life skills and adopting a growth mindset. 	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	