



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
Key staff to lead games to promote active breaktimes – from PE Pro planning led by SPh.	Less behaviour issues at break times, children having fun whilst doing purposeful and focused activities.	This has been developed this year where staff have been trained and given time to implement games. Children allowed to use PE equipment at breaks to promote games. Staff still require some direction and training in terms of delivering specific games on the playground.
2-hour sport focused lesson delivered weekly.	All children reaching 2 hours of physical activity per week in all year groups.	Children shown an active interest in PE lessons.
Differentiated groups within PE.	Development and progress for children - particularly in green group.	

Inclusive PE and sport therapy.	Development and progression in FMS leading to more success for children with SEND/PP/Disadvantaged as well as engagement and enjoyment.	Pupil voice found this really beneficial – helping to create a better culture of PE throughout school.
Links with SGO and RUCST for festivals and sporting experiences.	Confidence and enjoyment increased – helping to create a lifelong love for PE/PA.	Continue these links and aim to provide these experiences for more children.

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
Pupils to have the opportunity to access inclusive and high-quality Physical Education.	Children across school will be taught by confident and qualified staff. Staff will feel more confident in delivering a range of activities.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> • provide pupils with inclusive and high-quality Physical Education, facilitated by confident and qualified staff, will significantly enhance the overall effectiveness of PE delivery across the school. • lead to increased confidence, knowledge, and skills among the teaching staff, enabling them to deliver a diverse array of activities more proficiently. • Ongoing professional development and access to specialised training will be prioritised, fostering a culture of continuous improvement and maintaining high standards in PE and 	Free course through Rotherham SG. Free course through Royal Opera House.

			<p>sports education.</p> <ul style="list-style-type: none"> • Staff members are able to cascade their knowledge to other members of staff. 	
<p>Staff voice conducted to ensure staff are confident and support can be provided if needed.</p>	<p>Staff to ensure they are receiving support they require. Subject leader to ensure they are aware of their teams' strengths and areas for support. Children across school so they are being taught by confident and skilled staff.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • Staff to deliver high quality lessons and to be supported by internal/external staff if required. • Identifying individual strengths and areas requiring improvement, the subject leader can tailor professional development and resources to meet these needs effectively. • Continuation of staff voice at the end of each term to reassess strengths and areas for development to inform CPD. • Fostering open communication, continuous support, and targeted training, ultimately enhancing staff confidence, knowledge, and skills in teaching PE and sport. 	N/A

<p>Sports coach and PE HLTA to deliver PE lessons across school.</p>	<p>All school staff and all children.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • Class teachers/Learning coaches to observe high quality PE lesson from specialists. • Students receive high-quality PE instruction. • ECT accessed excellent PE teaching modelling and now more confident to plan and deliver PE lessons on their own. • Staff will develop increased confidence, knowledge, and skills in teaching PE and sport. • Ongoing mentorship and collaboration between PE specialist, and school staff, fostering a continuous learning environment and ensuring the long-term enhancement of PE teaching standards. • PE coach for JMAT to provide support, deliver and increase opportunities for skill development linked to learning within high quality PE lessons. 	<p>25% of BB/SP salary = (£5,366.75 + £8,136.50) £13,503.25.</p>
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<p>Subscription to PE Pro for lesson plans.</p>	<p>Teachers who will have a scheme to follow for PE progression.</p>		<ul style="list-style-type: none"> • Comprehensive resources and lesson plans have significantly enhanced the quality and consistency of PE instruction across the school. • Structured approach will empower teachers with the tools and confidence needed to deliver engaging and effective PE lessons, thus improving their overall teaching skills. • Regular updates to the scheme and ongoing training sessions will be provided, ensuring that staff remain adept with current best practices and methodologies in PE teaching 	<p>PE Pro - £1,200</p>
<p>Subscription to iMoves for active time/brain breaks during the school day and active learning encouraged.</p>	<p>All children.</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p>	<ul style="list-style-type: none"> • Children to participate in active brain breaks as and when they are needed during the school day. • Encourages active learning and integrates short, energising breaks into the daily routine, enhancing students' focus, behaviour, and overall well-being. • Embedding these activities into the school culture, training staff to effectively utilise the iMoves platform in 24/25. 	<p>Free subscription</p>

<p>All children to access 2 hours of PE lessons per week in a timetabled manner with the use of PE Pro.</p>	<p>All children who will get 2 hours of high-quality PE per week.</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p>	<ul style="list-style-type: none"> • Specialists to deliver and increase opportunities for skill development linked to learning within high quality PE lessons. • PE lessons not to be missed and if this is the case due to hall usage/events then PE to be rescheduled. • This structured and consistent approach not only supports the physical health of the pupils but also contributes to their mental well-being and academic performance. • PE timetabled to be devised for 23-24 year. • Ongoing CPD and training for all staff who will be teaching PE in 24/25 by PE specialist/JMAT specialist or external. • PE curriculum to be constantly reviewed and adapted. 	
<p>Playground Leader scheme introduced for active breaks/lunches.</p>	<p>All children across school during break and lunch times.</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p>	<ul style="list-style-type: none"> • Less behaviour incidents at breaktimes – leading to more learning time in lessons. • Enhance the engagement of all pupils in regular physical activity during breaks and lunchtimes • Pupil voice showed an improvement in enjoyment of break times. • Girls only activities timetabled and monitored to ensure equal 	

			<p>opportunities.</p> <ul style="list-style-type: none"> • Equipment trolleys to be implemented in 24/25 to increase opportunities for children to be active at break times. • Empowers older students to take on leadership roles, organizing and leading various games and activities for their peers, thus fostering a culture of active play and peer collaboration – supporting the development of essential life skills. • Continuous training and support for Playground Leaders, regularly updating activity options to keep students motivated, and integrating the scheme into the school's broader physical activity and health strategies. 	
Raise the profile of after school clubs and offer a wider range of sporting clubs for all children.	Children and parents.	Key Indicator 2: Engagement of all pupils in regular physical activity.	<ul style="list-style-type: none"> • Implementing a well-balanced after-school sporting program of study. • Create a long-term plan for sports afterschool clubs to ensure all year groups are targeted. • Conduct parents and pupil voice to understand the demand for sports clubs. • Look at focus groups and plan accordingly – girls, SEND, PP. 	

Active travel week and walking bus offered.	Children, parents and staff.	Key Indicator 2: Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> • 30% of each class walking to school daily, will significantly boost pupils' engagement in regular physical activity and foster healthier lifestyle habits. • Involving and motivating parents in this initiative enhanced community spirit and ensured a supportive environment for children to stay active. • Helps reduce traffic congestion and improve air quality around the school, contributing to a healthier environment. • 24/25 Active Travel Week, providing incentives and recognition for participation, and working with parents and local authorities to maintain safe walking routes. 	
Weekly inclusive PE lessons lead by PE coach/lead.	Children who are not always able to access the PE curriculum	Key Indicator 2: Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> • Ensures that every child, regardless of ability, has the opportunity to participate/benefit from PA. Providing tailored support and accommodations, such as modified activities or specialised equipment, create a welcoming/supportive environment where all students feel included/empowered to engage in PA. • Ongoing training for staff on inclusive 	

			teaching practices, collaboration with specialists to address individual needs, and fostering a culture of respect and acceptance among students.	
Sports Therapy sessions weekly for selected pupils.	Select children who are in need of sports therapy.	Key Indicator 2: Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> • Effective approach to address individual needs and support them. • Provide targeted interventions such as injury prevention, rehabilitation, and performance enhancement, enabling pupils to overcome barriers and fully engage in sports and physical activities - maximizes their potential for participation and enjoyment in sports. • Work with SENDCo to establish clear criteria for selecting pupils, collaborating with healthcare professionals or sports therapists, and integrating ongoing assessment and monitoring to track progress and adjust interventions as needed. 	

<p>Promote and celebrate participation and achievement in PESSPA across school for all children.</p>	<p>All children</p>	<p>Key indicators 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> • Target groups across school, working with Rotherham United Football Club to promote healthy living and being physically active. • Implement PE noticeboard, PE newsletter, use of Twitter and School Games dashboard and certificates in 24/25. • According to DfE guidance, such initiatives contribute to improved behaviour, attendance, and academic performance. 	<p>RUCT – £600</p>
<p>Staff to attend CPD for a range of activities.</p>	<p>Staff to have a wider range of skills. Staff who will be able to confidently deliver a broader curriculum.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Staff to attend NFL Flag Football workshop through Rotherham School Games and to implement this into the curriculum to offer a range of activities. • Staff to share planning/scheme received from NFL Flag Football as CPD. • Ensures that PE lessons are engaging and varied. • Regular CPD opportunities, encouraging knowledge sharing among staff, and continuously updating the PE curriculum to incorporate new and exciting activities. 	<p>Free</p>

<p>RUCT Partner subscription of events: Inflatable day, banter vs bullying, joy of movement programme,</p>	<p>Children across all year groups.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Pupils access a variety of sporting opportunities beyond traditional PE lessons, including workshops, coaching sessions, and participation in events organized by the trust. • Exposing pupils to different sports and activities, the partnership enriches their overall experience and encourages them to explore new interests and talents. • Contributes to the holistic development and engagement of all pupils. • 24/25 partnership activities into the school's extracurricular program, promoting ongoing participation, and seeking feedback from students to continually assess and adapt the offerings to meet their preferences and needs. 	
<p>Children to attend School games festivals as well as events through RUCT to access and be involved in as many intra and inter school competitions as possible.</p>	<p>Children who have been selected to attend festivals.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • Children have had access to attend these different events: Shooting stars' girls football event, festival, Multi skills festival, Football festival, Pentathlon festival along with over 10 more. • The school Games calendar events ensure inclusion with us attending events aimed at the following: girls only, competitions, inspire and 	<p>School Games - free</p> <p>RUCT – £600</p>

			<p>participation routes.</p> <ul style="list-style-type: none"> • In 24/25 a register and a log of children who have attended to ensure equality and aim for all children to experience this whilst at BSJS. 	
Year group intra competitions to consolidate learning.	All children	Key indicator 5: Increased participation in competitive sport.	<ul style="list-style-type: none"> • To consolidate learning, children to participate in year group intra-competitions every half term which embed the schools PE values. • PE Pro used to introduce competition within PE lessons – warm-up games, end of lesson mini-games etc. 	PE Pro - £1200
Girls only PE lessons and extra-curricular clubs offered throughout the year linking to girls only school games festivals.	Girls across all year groups.	Key indicator 5: Increased participation in competitive sport.	<ul style="list-style-type: none"> • Supportive environment where girls feel comfortable and empowered to participate in physical activity can help overcome potential barriers such as self-consciousness or social pressures. • Focus on activities that appeal to girls' interests and promote inclusivity, fostering confidence and enthusiasm for sports and physical activity. • Regularly reviewing and adapting the program based on feedback from 	

			participants, promoting positive role models, and providing opportunities for leadership and skill development.	
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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
Playground leaders to lead games to promote active breaktimes.	Less behaviour issues at break times, children having fun whilst doing purposeful and focused activities.	Continue to be developed next year where children will be regularly trained and given responsibility over playground games and equipment. More equipment bought to be used to promote active playtimes including scooters and a scooter track to promote purposeful use of these. Regular communication and training with staff to ensure safe and meaningful activities at break times.
2-hour PE lessons delivered weekly.	All children reaching 2 hours of physical activity per week in all year groups.	Lessons to be led partly by class teachers moving forwards due to staffing changes. CPD will be required – either external or via JMAT PE specialist. Staff survey completed and CDP follow this. Staff surveys to be completed termly to track confidence in teaching to provide support. Scheme of work to be purchased for staff to follow.
Inclusive PE and sport therapy.	Development and progression in FMS leading to more success for children with SEND/PP/Disadvantaged as well as engagement and enjoyment.	Moving forwards, assessment to determine which children attend as well as teacher judgement – who needs more support? How will this be decided?
Links with SGO and RUCST for festivals and sporting experiences.	Confidence and enjoyment increased – helping to create a lifelong love for PE/PA. 6 SG events, 2 JMAT events and 11 RUCT events attended.	Continue these links and aim to provide these experiences for more children. Aim to attend more JMAT events and possibly host an event at BSJS.
Active travel week	30% of each class walking to school daily and this initiative enhanced community spirit and ensured a supportive environment for children to stay active.	Plan 24/25 Active Travel Week, providing incentives and recognition for participation, and working with parents and local authorities to maintain safe walking routes.

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?	96%	3 children were unable to swim 25m confidently – all 3 children have additional needs and are on BSJS SEND register.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	96%	As above.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All children were able to perform self-rescue confidently.

<p>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?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>Use a local swimming bath with L2 trained swimming instructors. Staff were directed by swimming instructors who led all swimming sessions.</p>

Signed off by:

Head Teacher:	Laura Robson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mollie Goodwin
Governor:	
Date:	