



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2024



Commissioned by



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Employ sports coaches to run lunchtime clubs (Sheffield Wednesday).	This really helped to motivate children on the playground last year as it was a well organised session that lots of children could engage with. It enhanced their social skills (especially UKS2 boys) as it facilitated different friendship groups playing together. It acted as a good model to other staff as to how to implement sports games and competitions in school and we've taken that idea and run with it for this year with our own staff delivering similar sessions.	
Purchase lunch time and PE equipment	Money was spent on refreshing and updating equipment. New equipment such as table tennis was very popular as was swing ball and skipping on the playground.	
To ensure PE subject leader is upskilled in their role to through training, linked support from the trust and leadership time.	The subject leader (KS) was afforded time out of class to develop PE across the school, organise school sport across the school, upskill his own subject knowledge as a leader through local and national conferences and organising and delivering sports day across the whole school. This has ensured that there was consistency across all areas of PE and School Sport and allowed the PE Lead to grow the offer of what was available at school e.g sports competitions offered to all children no matter their ability, creating links with local clubs such as Sheffield Wednesday and Sheffield Eagles to deliver in-school coaching and literacy sessions and gave him time to observe and coach PE across the school.	
To subsidise the cost of Y6 Thornbridge residential	This ensured that the residential was a realistic option for all families at school (£100). Residential had not run at High Hazels since COVID lockdowns so it was vital to get as many children back involved and enjoying outdoor learning experiences which they may not get the opportunity to do in their everyday lives.	
Engage with Sheffield Sports competitions in all year groups - Membership of Sports Links Partnership (£3,000) - Membership of	Every child from Year 1 – 6 has had the opportunity to represent the school in a wide variety of sports, from traditional (football, athletics, cricket etc.) to the more niche (circus skills and bouldering). South Sheffield School Sport Partnership and local secondary and primary schools are vital to this offer and	

Sheffield Federation for School Sports (£500) - Travel costs (£5,000).	covering transport costs ensured that all children could access these competitions and experiences for free. Covering transport also ensures that our children have access to top-class sporting facilities available in Sheffield which we hope will inspire them to seek more opportunities themselves.
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## 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
Membership of OPAL Primary Programme	<p><i>Children and adults</i></p> <p><i>We see OPAL as fundamental for delivering the best possible active playground for children at High Hazels. The focus of the programme is play, creative opportunities and improved social skills. Staff will be trained by OPAL to lead and deliver play sessions and children will have access to engaging spaces which facilitate imaginative play.</i></p>	1,2	<p><i>Better quality play and activity on the playground will ensure that children are achieving an hour of their recommended 3 hours activity at school.</i></p> <p><i>Good quality play will also help foster friendships across year groups and classes in school to ensure a more harmonious school.</i></p> <p><i>Upskilling of staff through training which is transferable across school. The strategies and pedagogy learned through OPAL can be readily applied to all subject areas.</i></p>	£3,000

<p>Purchase lunchtime and PE equipment</p>	<p><b>Children</b>  <i>Access to high quality resources is essential for accessing the PE curriculum. In order for children to learn, develop and master new skills we want them to have as many touches, as many repetitions, as many performances as possible. Our equipment also needs to be fit for purpose so we are not compromising on the quality of their PE lessons.</i></p> <p><b>Teachers</b>  <i>Access to all the resources needed to fulfill the curriculum – In order to deliver the GetSet4PE curriculum as intended, it is essential that teachers have all the equipment needed for children to take part in lessons and not use learning time waiting for a ‘turn’ with resources.</i></p>	<p>1</p>	<p><i>This is ensure that Get Set 4 PE Curriculum Areas have the appropriate equipment. Once bought, most equipment can be re-used.</i></p> <p><i>New resources needed:</i></p> <ul style="list-style-type: none"> <li>- Nets for tennis, badminton etc.</li> </ul> <p><i>Renewal of current equipment to replace lost footballs, basketballs, tennis balls used at breaktimes and for after-school clubs.</i></p>	<p>£8,000</p>
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<p>To re-introduce the role of Sports Leaders across school through ‘play detective’ role</p>	<p><b>Children</b>  <i>All children on the playground will have play detective role models to look up to and seek support from.</i>  <i>The play detectives themselves gain excellent leadership experience and will take more ownership of the playground.</i></p> <p><b>Adults</b>  <i>It will give adult supervisors more freedom to join in and target groups of children on the</i></p>	<p>2</p>	<p><i>This role can continue year on year and be something children strive to achieve. This will ensure that the playground is an exciting and engaging place to be and all children will have someone to seek support from, whether that be from an adult or play detective.</i></p>	<p>£0</p>
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	<i>playground who need support and more structured play.</i>			
To ensure PE subject leader is upskilled in their role to through training, linked support from the trust and leadership time.	<p><i>PE lead to engage in support from the trust and PESSPA to upskill their knowledge of the curriculum and progression.</i></p> <p><i>PE lead to deliver whole staff training on PE progression and high-quality lessons.</i></p> <p><i>PE lead to have time to work with sports coach and delivering effective PE lessons.</i></p>	3	<p><i>This will ensure that all class teachers can take ownership of their own PE curriculum, with support the sports coach and PE lead as required.</i></p> <p><i>Gives the PE lead time to target support to teachers who need to develop their PE practice so that every child receives high quality PE for 2 hours per week.</i></p>	£3,500



<p>To subsidise the cost of Y4, Y5, Y6 residential in Autumn and Summer terms</p>	<p><i>Outdoor residential provide hands-on learning opportunities that go beyond the classroom. Children can engage in activities that enhance their understanding of subjects like science, geography, and history through real-world experiences.</i></p> <p><i>Social and Emotional Development</i>  <i>These trips encourage teamwork, communication, and problem-solving skills. Children learn to work together, support each other, and build stronger relationships with their peers and teachers, fostering a sense of community and belonging.</i></p> <p><i>Increased Confidence and Independence</i>  <i>Being away from home in a new environment helps children develop independence and self-confidence. They learn to manage their own belongings, make decisions, and navigate new situations, which are crucial life skills.</i></p> <p><i>Physical Health and Well-being</i>  <i>Outdoor activities promote physical fitness and a healthy lifestyle. Children participate in various physical activities such as hiking, climbing, and team sports, which can improve their overall health and well-being.</i></p>	<p>4</p>	<p><i>This ensures that the residential was a realistic option for all families at school (£100). Residential had not run at High Hazels since COVID lockdowns so it was vital to get as many children back involved and enjoying outdoor learning experiences which they may not get the opportunity to do in their everyday lives.</i></p> <p><i>Starting residential in Y4 will give families a chance to see and experience residential for the first time. We have seen that families who have had a positive residential experience in the past has meant that they are more likely to go again in later years.</i></p>	<p>£9,500</p>
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<p>Engage with Sheffield Sports competitions in all year groups</p> <ul style="list-style-type: none"> <li>- Membership of Sports Links Partnership (£3,000)</li> <li>- Membership of Sheffield Federation for School Sports (£500)</li> <li>- Travel costs (£5,000)</li> </ul>	<p><i>Children will have greater access to outside competition, giving them meaningful platforms to showcase their PE development</i></p> <p><i>Continue to give every child from Year 1 – 6 the opportunity to represent the school in a wide variety of sports, from traditional (football, athletics, cricket etc.) to the more niche (circus skills and bouldering).</i></p> <p><i>South Sheffield School Sport Partnership and local secondary and primary schools are vital to this offer and covering transport costs ensured that all children could access these competitions and experiences for free.</i></p> <p><i>Covering transport also ensures that our children have access to top-class sporting facilities available in Sheffield which we hope will inspire them to seek more opportunities themselves.</i></p>	<p>5</p>	<p><i>Increased participation in intra-school activities in our local area due to new links with schools and better facilities at local secondary schools with which we have very strong links with.</i></p> <p><i>Taking part in these activities showcases the excellent facilities and opportunities available to our children in the local area (e.g Depot climbing, Park Springs mountain biking, Woodbourn Rd astro turfs, Woodbourn Rd Stadium, Olympic Legacy Park, cycle paths etc.).</i></p>	<p>£8,500</p>
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## 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?	11%	<i>This cohort has missed out on swimming in Year 3 and 4 due to COVID regulations. Aiming to get them into swimming lessons again in summer term to plug the gap.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	11%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>		<p><i>Use this text box to give further context behind the percentage.</i></p>
<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>Yes/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>Yes/No</p>	<p>Aiming to put this in place when catch up swimming in provided,</p>



Signed off by:

Head Teacher:	<i>Ms Marie Elliott</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Kieron Sexton</i>
Governor:	<i>Mr Shufqat Khan</i>
Date:	25/10/24