



# 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.

<b>2022 2023 REVIEW £19420 Full spend. No carry forward.</b>				
<b>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</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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: £13 600	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To provide opportunities for all children to participate in a range of different physical activity initiatives.	Use a wider range of activities to increase daily activity: - Use of ICT programs such as Go Noodle and Cosmic Yoga to increase activity levels. Monitor during monthly learning walk.  Extended Key Stage 2 Active 10 sessions to include Key Stage 1 to increase physical activity. Minimum of 3 per week.  Gain pupil voice. Consider pupils who aren’t active, What would make them active?	£0  £0       £100	Increases concentration to engage pupils in their learning. Used to boost active learning and active or calming breaks as needed in addition to a P.E slot.  JW trained teachers to share expertise about how to use such programmes to boost activity in small spaces. Spring 24.  Active 10 delayed due to circumstances within school	Continue to review and evaluate termly/yearly.         Consider for 24 25

	<p>Utilise expertise of Sports coordinators: NFL Flag Football Training and development.</p> <p>ROSIS and JMAT PE Lead Meetings. Applying for the School Games Mark Platinum Status, submitting study for 2022-2023.</p>		<p>Staff voice used to select new PE scheme. Pupil voice used for extra curricular. 24 25 to use for curriculum.</p> <p>Attended. Impact – new PE scheme. Skills transferred into PE staff meetings. Clearer link needed between training and sharing with staff.</p> <p>AA (sports coach) and JW used successfully to promote teamwork and active playtimes.</p>	<p>JMAT meetings useful to share good , policy and organizational details.</p> <p>Continue.</p>
<p>Continue to develop active playtimes through the:</p> <ul style="list-style-type: none"> <li>Development of the role of Sports Leader</li> </ul>	<p>Establish a clear set of actions to continue to develop playground zones. Order necessary equipment.</p> <p>Once SL's established, assess how their role can be further developed to motivate and get even more children involved and active.</p> <p>Playtime and lunchtime Sports Leads to organize and lead opportunities for the children to be active reviewing practice in line with pupil voice and the availability of equipment and spaces.</p> <p>Launch of playground board to demonstrate to children the play / game choices at playtime and lunchtime.</p>	<p>£500</p> <p>£250</p> <p>£12850</p>	<p>Bi annual meeting has identified what's working well and actions for improving the zones moving forward.</p> <p>This year, the rota system has worked well allowing PL's to lead all the different zones. This has kept it fresh and interesting for leaders and numbers of leaders has stayed consistently high throughout the year.</p> <p>Correct use of equipment modelled by staff.</p> <p>Wide range of activities available with team work narrative and rules of the game.</p> <p>Sports Leaders helped with sports days and</p>	<p>Bi annual meeting taken place to train and move practice forward.</p> <p>Need termly meetings with leaders to update, gain their voice, and empower e.g to design a questionnaire, report to parents. Dojo post each termly.</p> <p>Need to reinstate organisation board had good impact during Autumn and Spring – directed children to activities and to the choices available. Improved respectful behaviour and clarity of expectation.</p> <p>Use of AA and HLTA to model and facilitate games at the beginning and end of lunchtimes.</p> <p>Clearer set of rules for SL's and staff so SL's are better supported</p>

				<p>when faced with problems.</p> <p>Explore what other schools in the cluster have done with PL's to motivate and get more children active.</p> <p>Explore challenges/competitions the PL's can lead that encourage active play and rewards that motivate participation.</p> <p>PE Pupil Voice needed termly (link to above) to ascertain what is working well and what needs to be tweaked or changed. Discover what the children enjoy and what they would like to see at playtimes.</p> <p>Pupil voice results to be analysed and a meeting of professionals held to look at next steps.</p> <p>Organisation board to be reinstated – disappeared over the summer.</p> <p>DK to keep overview to be kept of sports achievements outside school</p>
<p>Create opportunities children can be active together – after school clubs.</p>	<p>Continue to use community providers to extend the current curricular offer.</p> <ul style="list-style-type: none"> <li>• RUFC</li> <li>• All Stars and Dynamo - Cricket initiatives with J.Younis and D Kempton</li> </ul> <p>Further alternatives to be explored.</p>	<p>Continue to take advantage of community schemes offered to schools for free or reduced fees.</p>	<p>RUFC, All Stars, Dynamo.</p> <p>Children have chance to develop skills in a wider range of sports. Equipment is correctly modelled by staff. Children have a better understanding of teamwork and game play. This has a positive impact on engagement in sport</p>	<p>Little Messis set up for</p> <p>Dojo to be sent to parents before Summer hols for recommendations of other external providers.</p>

			<p>Explored with other JMAT schools and through Dan Bennett providers that have been successful in providing after school clubs that encourage pupils and parents to be active.</p> <p>Parent Voice regarding interest in extra curricular.</p>	
<p>To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.</p>	<p>Continue Pastoral support role with health and wellbeing.</p> <p>Explore through pupil and staff voice, how to develop practice in mental health.</p> <p>Use Jigsaw to promote wellbeing through teaching in school and marking of key dates such as Mental Health Awareness Day and Anti- Bullying Week.</p> <p>Rotherham United to work with y5 Summer 2 – healthy lifestyles and life choices programme of work</p> <p>Make progress towards re accreditation of Healthy Schools award. Seek advice about healthy snacking, healthy diet etc. Healthy eating event – link with school dinners etc.</p> <p>Continue to promote active travel. Maintaining links with Modeshift STARS active travel, with a view to sustaining Platinum accreditation.</p>	<p>Jigsaw funded through PP strategy.</p>	<p>Children with social and emotional needs thrive from pastoral care. Timetabled specific children to work outside on physical activities such as deep pressure work within the garden area and wilderness area to increase activity levels that don't often engage with sport and mindfulness activities such as Yoga.</p> <p>Anti-Bullying week, Mental Health week and Children's Mental Health week – work carried out through school to increase awareness. Feedback shows children know who to turn to if in need of support or to talk.</p> <p>Rotherham United worked with Y5 successfully.</p> <p>Ongoing success with Active Travel.DK evidencing involvement and gain accreditation – Silver this year.</p> <p>School Games Mark Platinum</p>	<p>Schools initiative not progressed in school as yet. Needs to be explored 24 25 depending on Rosis subscription. Explore other ways of promoting this and possibly look to designating a particular curriculum focus for a fortnight to launch.</p> <p>Work with Active Travel to continue with their new staff. All year groups to continue recording the active travel scores and walks within the community e.g sports activities, library, history walks etc. Ensure consistency across school. Explore how to link</p> <p>Explore new avenues for cycling training due to the current provider not working in Rotherham next year. Maintain offer for pupils.</p>

	Children to participate in cycling training and active travel to school weeks - regular bike and scooter counts are logged.		Accreditation awarded March 2023.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Raise ambition for all with a focus on disadvantaged groups and vulnerable children who, on evidence, are not meeting their required milestones.	To actively encourage the participation of girls taking part in a range of sports including football.	£750 Equipment	<p>Pupils are engaged in learning and encouraged to take part in new experiences while meeting milestones.</p> <p>All girls in Y2 and Y3 participated in both 'This Girls Can' and 'Let Girls Play' football events organized by D.Bennett and E.Flowers.</p> <p>JW – PP groups multisports – teamwork and motor skills. Fundamental skills.</p> <p>Increased participation for PP children through the number of friendly competitions.</p>	<p>Ensure analysis takes place to gauge impact of such objectives with data available for SLT.</p> <p>Consider building this into the curriculum explicitly as an equity in sport content.</p> <p>To continue to promote girls' participation in football through the Youth Sport Trust Pledge.</p>
Continue to celebrate physical activity in and out of school through the website, media, PE noticeboard and in assemblies.	<p>Continue to celebrate physical activity through regular updates on social media and Dojo.</p> <p>Reintroduce 'Sporty Special Mentions' during the weekly celebration assembly and a termly 'Sports Achievement</p>		<p>Class Dojo and social media is an effective way of celebrating PE. Posts are viewed by pupils, parents and the wider community.</p> <p>Sports celebrated within each class</p>	<p>DK to monitor half termly to ensure balance and representation</p> <p>Ensure the continuity of 'Sporty Special Mentions' - not sustainable. Or Friday assembly –</p>

	<p>Award' (one child from KS1, LKS2 and UKS2 to be selected by Sports Coordinators).</p> <p>Reintroduce a PE noticeboard in the Sports Hall (Hall 2).</p>			<p>any other achievements (with evidence)</p> <p>More manageable Empower Sports Leaders to update their board.</p> <p>Ensure sports leaders are displayed for others and agreement signed.</p>
<p>Raise pupils' ambition, confidence and resilience through positive sports' role models – local, national and international.</p> <p>Raise the profile of sport amongst readers whilst further motivating those already engaged in sport.</p> <p>Further embed school values and provide context for school values.</p>	<p>Link with Reading Leads to ensure t a breadth of text is available in school to promote a range of sport and targets equity of opportunity as mentioned above.</p> <p>Follow curriculum project map to increase the visibility of sport role models.</p>	£250	<p>Through reading about sports, pupils understand that barriers can be broken and success can be achieved.</p> <p>Shaun Gaffney led an assembly</p>	<p>Greater rigour in partnership working to ensure that sport and equity of opportunity is threaded through the curriculum, including literature in school.</p> <p>More opportunities to be planned to welcome alumni to their success as well as some high profile sports people.</p> <p>Arrange meeting with reading leads to give input in the ordering of new texts in order to ensure that sport is included – both fiction and non fiction.</p>

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p> <p>£450</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>



<p>Increase the confidence of staff to deliver high quality PE lessons.</p> <p>To further improve the quality of teaching in PE and assessment of PE in school to ensure the pitch and challenge are appropriate.</p>	<p>Following the Val Sabin PE Scheme for all year groups during extended timetabled PE lessons both indoor/outdoor.</p> <p>Staff to gain confidence when assessing at the beginning of a unit to ensure challenge and support for all.</p> <p>CPD carried out on request by PE Specialists.</p>	<p>£0</p>	<p>Through staff feedback we have decided to update the PE Scheme. In the academic year 2023-2024 we will introduce Complete PE.</p> <p>Changed to GetSet4PE after reviewing various schemes. Reviewed and now purchased Get Set4PE to be introduced Autumn 24 25.</p> <p>CPD support for ECTs 23 24</p>	<p>Staff meeting to train staff how to use Complete PE.</p> <p>Staff meeting time needed Autumn 1 and follow up to dissect different areas.</p> <p>Request support for DB and JWh to train staff on new scheme.</p> <p>Can we map the teaching of skills to match the JMAT Sports competitions calendar.</p>
<p>Pupils to access 2 hours of high-quality curriculum PE each week.</p>	<p>Audit equipment needed to deliver curricular PE against the PE curriculum maps and make sure this is ordered and stored effectively.</p>	<p>Resources replenishment £450</p>	<p>All pupils accessing 2 hours of curricular PE a week with equipment needed.</p>	<p>Review of the longer PE slot. Will convert to 2 sessions in September.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				
Intent	Implementation		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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £4100</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Review last year's extra-curricular provision. Increase the range and establish any new activities we could provide.</p>	<p>Work with D.Bennett and J.Whaley to identify any new activities/providers we can use to target children who haven't accessed extra-curricular clubs in school.</p>		<p>Identified that football, dodgeball, rounders and dance and gymnastics were the most popular events. All these put in place and well attended.</p>	<p>Continue to use 'pupil-voice' in order to ensure all children have opportunity to attend extra-curricular clubs.</p> <p>Analyse attendance – groups and trends, % take up and drill down to PP, SEND. Use tool on new scheme. Meet with SLT each term.</p> <p>Follow up the pupil/Parent voice form Summer. Seek parent voice and pupil voice about what they do after school and what they'd like to do. Identify barriers that are stopping certain children attending and see if these can be overcome.</p> <p>Set quantifiable targets for participation in 24 25 to begin tighter measurement of involvement.</p>
<p>Ensure all pupils have the opportunity to participate in a variety of sports within the PE Curriculum.</p> <p>To increase involvement in a range of sport</p> <p>A sports club is offered to each year group from Y1 – 6.</p>	<p>All pupils will experience varied sports activities within PE lessons and playground activities.</p> <p>Targeted groups for PP children.</p> <p>Termly analysis by the PE lead of the PE areas taught in each year group.</p> <p>Use of National Sports Week as a</p>	<p>£4100</p> <p>Staffing and Resources</p>	<p>Full range of sports taught to each group from Y1 – Y6.</p> <p>Children are enthusiastic about the sports clubs offered.</p>	<p>As above. Termly analysis of involvement broken into groups is needed in 24 25 to ensure impact and success of aim.</p> <p>Use pupil voice to steer future decisions alongside professionals' viewpoints.</p>

<p>Increase participation in Outdoor and Adventurous Activities through orienteering.</p>	<p>vehicle for this.</p> <p>School site has been mapped out and resourced for pupils to be able to participate in orienteering activities.</p>			
<p>Continue links with external providers to open opportunities for pupils to engage in activities and sport outside of school.</p>	<p>Use knowledge of pupils and staff to extend links to local providers and compile a list of recommended sporting clubs in the community.</p> <p>Invite these providers into school to run taster sessions.</p>	<p>Boxing</p> <p>£360</p>	<p>Promotion of local providers are available on Dojo and social media. Through these links and competitions, children have joined local football teams and attended sporting holiday camps.</p>	<p>Continue to promote local providers through Class Dojo and social media.</p> <p>Continue working with local providers delivering taster sessions in school/coming in to assemblies to promote clubs.</p>

## Key indicator 5: Increased participation in competitive sport

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: £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increase participation in intra-competition between classes.	Work with year groups to run intra-class competitions.	£300	All children now taking part in intra class competitions at end of each half term and celebrated on Class Dojo. Sports days, orienteering, and Y5/6 football.	Continue to run these at the end of each half term. No sustainable but key competitions arranged.
Encourage as many children as possible across the school to take part and represent the school in inter-competition.	Through registers, and class surveys, monitor those children who have taken part in inter-competition.  Target those children and encourage these to take part in inter-competition.	£0	Children in KS1 KS2 represented school in 1 or more inter school competitions this year.  Significant participation in most JMAT competitions and events this year. E.g movement evening, cheerleading.  Overall, there has been 18 JMAT events well attended by our pupils.	Maintain participation despite issues around transport costs, training time and cancellation risk. Discuss with DB about consideration for shared transport etc
Developed an intra-competition between houses – pupils are allocated a house when starting in school.	During Sports Day all pupils compete for points to be awarded to their house.		Whole school participation which reinforces the School Games Values.	Link in the school games mark values with the Growth Curriculum – Determination, Eco-friendly, honesty, passion, Respect, self-belief and teamwork.

Signed off by

Head Teacher: *Ms J A Gray*

Date:	July 2023 and February 24 Reviewed 09.07.24
Subject Leader:	Mr D Kempton July 2023, February 2024 and reviewed 09.07.24. Discussed with Mr D Bennett JMAT PE Lead, 18.07.24

# Key priorities and Planning 2024 2025

This planning template will allow schools to accurately plan their spending.

Plan for 2024 2025				<b>Sport premium 24 25</b> <b>£19300</b>  <b>Anticipated spend =</b> <b>£19388</b>  <b>Reviewed termly.</b>
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
<b>1. New P.E curriculum in be introduced Autumn 2024.</b> <ul style="list-style-type: none"> <li>CPD to be given to teachers and Sports Coach throughout the year on particular aspects of the new curriculum in order to increase knowledge and skill and ensure consistently high quality delivery.</li> <li>P.E team to work with SLT to monitor the impact of the new scheme (coverage, challenge and impact).</li> <li>P.E Team to be available for coaching and team teaching to help build a consistent level of expertise and confidence.</li> <li>Pupil voice and staff voice to be used to gauge impact and engagement.</li> </ul>	Pupils Teachers and all who deliver the curriculum. Sports Coach	Key Indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officer’s guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.  Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.	<ul style="list-style-type: none"> <li>Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil’s attainment in PE</li> <li>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</li> </ul>	£1238 cost of scheme (3 year subscription)  Resourcing = £1200  Staff CPD = £7000  GEMS equipment inspection = £250  Anticipated repairs needed to equipment following inspection. = £400
<b>2. a) Increase participation in extra-curricular clubs so that there is a higher level of engagement and a proactive approach to participation across year group, gender, race, deprivation, SEND etc. Target for overall involvement: 75%</b>  <b>How?</b> <ul style="list-style-type: none"> <li>Exploring external providers as well as internal options to widen the offer eg.dance, golf, martial arts, boxing etc</li> </ul>	Pupils Teachers PE Team Sports Coach Dan Bennett Wath Academy – find key contact	Key Indicator 2: Th engagement of all pupils in regular physical activity.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.  Key indicator 5: Increased participation in competitive sport.	<ul style="list-style-type: none"> <li>A range of sports/active clubs are offered to year groups from Y1 to Y6 during the year. FS2 are given an offer in Summer 25.</li> <li>Families, children and school staff will benefit from a more cohesive long term plan.</li> <li>There is a wider range of external proviers of clubs, offering a greater variety of offer. Pupil voice will steer this.</li> </ul>	£200 to support resourcing etc for clubs.

<ul style="list-style-type: none"> <li>Explore free taster sessions with local clubs e.g Rotherham Hockey, Rotherham Titans etc</li> <li>Ensure that there is a balance offer for all year groups in school, including FS2 from Summer 25.</li> <li>Forge better links with Wath Academy Scholarship programme with a view to students delivering session – football, rugby, netball, e.g RB – Dan Bennett to support in the forging of better links.</li> <li>Work with Draw up an annual plan (termly at least) to support planning of clubs to support inter school competitions and events.</li> </ul> <p><b>b) Use the curriculum tracking tool to track engagement and analyse to identify trends. Use this data to drive further work and initiatives.</b></p> <p><b>Tracking participation to inform future strategy. How?</b></p> <ul style="list-style-type: none"> <li>Tracking: Use the new tool on the Curriculum to track participation and inform future groupings and offer.</li> <li>Ensure that assessment and progress tracking from Place for People (Wath Swimming Baths) effectively feeds into the Sports Premium action plan and reporting mechanisms.</li> </ul>		<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> <li>Clubs and class learning help children to improve their skills for class competitions or those against other schools.</li> <li>Links with Wath Academy are in place with students visiting during the year.</li> <li>Termly pupil voice about the clubs offered and children’s feeling about the offer.</li> </ul> <ul style="list-style-type: none"> <li>Engagement of groups are well tracked so that we can target the involvement of specific groups and families and adapt our offer accordingly. Pupil voice will effectively feed into this to ensure our offer is fit for purpose.</li> </ul>	
<p><b>Continue to raise aspiration and ambition.</b></p> <ul style="list-style-type: none"> <li><b>Promote role models in sport, both key national and local professional figures and alumni</b></li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Better links with Wath Academy students – football, rugby, netball, e.g RB – Dan Bennett to support in the forging of better links.</li> <li>Role Models within school – staff to actively involve themselves in playtimes and lunchtimes (rather than a purely supervisory role). Staff to model the correct use of equipment, with some overseeing play and others actively involved in games through modelling play and modelling the role of an official.</li> <li>Role Models in school – link above to sports ambassadors.</li> <li>Role Models in school – celebrate via a school wide display, sporting achievements out of school and draw attention, if appropriate, in celebration assembly.</li> </ul>	<p>P.E Team – D Kempton, S Webster and R Howard.</p> <p>Wider staff team.</p> <p>Community links, JMAT links and links with sports people (local and national).</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>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> <li>On pupil voice, children can discuss how local, regional and national sports figures began with interest at an early age.</li> <li>Out of school achievements are celebrated alongside school ones to highlight role models and success. A display is in place and updated regularly by October 24.</li> <li>Monitoring reveals adults actively participating in games at playtimes, taking different roles to model expectation and sportsmanship.</li> <li>At several points during the year, role models are actively engaging with pupils either face to face or online.</li> </ul> <p><b>Sports leaders</b></p>	<p>£200 to support the roles of sports leaders</p> <p>£200 to support role models in school.</p>

<ul style="list-style-type: none"> <li>• DK to keep overview to be kept of sports achievements outside school</li> </ul> <p><b>Continue to build the role of sports leader in school to have more impact as a positive role model for sport and for behaviour through school.</b></p> <ul style="list-style-type: none"> <li>• Termly meetings with leaders to be held with PE team to update, gain their voice, and empower e.g to design a questionnaire, report to parents. Dojo post each termly.</li> <li>• Clearer set of rules for SL's and staff so SL's are better supported when faced with problems.</li> <li>• PE Team to link with other local PE leads and explore what other schools in the cluster have done with PL's to motivate and get more children active.</li> <li>• Explore challenges/competitions the SL's can lead that encourage active play and rewards that motivate participation.</li> <li>• PE Pupil Voice needed termly (link to above) to ascertain what is working well and what needs to be tweaked or changed. Discover what the children enjoy and what they would like to see at playtimes.</li> <li>• Pupil voice results to be analysed and a meeting of professionals held to look at next steps.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupil voice reveals that sports leaders are confident in their role and feel empowered so that there is evident impact. Children are aware of the sports leaders and can articulate their role and impact.</li> <li>• SL keep evidence of their active role each term to help them demonstrate the impact of their role of responsibility.</li> </ul>	
<p><b>To continue to build the level of participation in competitive sport through school at a both inter and intra level.</b></p> <p>a) <b>Ensure a wider participation in competitions through the year.</b></p> <p>How?</p> <ul style="list-style-type: none"> <li>• PE team to track competition and plan accordingly (family liaison, training in school, treansport to events) to continue to ensure good level in participation in JMAT wide and locality competitions.</li> </ul>	<p>P/E Team for monitoring purposes. Sports coach – weekly competition.</p> <p>Wider staff support needed to ensure consistency</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> <li>• Higher level of participation (at least 75%) due to strategic planning.</li> <li>• Children are prepared for competitions through the curriculum or after school clubs.</li> <li>• Tracking is analysed so that we can identify trends in participation to feed into future strategy.</li> <li>• Competitions lead to pathway opportunities if relevant e.g football, cricket, running, rugby.</li> </ul>	<p>£500 to support the participation in events, ensure safety and resourcing for competitions.</p>



<ul style="list-style-type: none"> <li>• Ensure that children are well prepared for competitive events with preparation built into the curriculum as well as extra curricular training.</li> <li>• Track participation in competitions as above using the curriculum tracking facility or spreadsheet.</li> </ul> <p>b) <b>Build intra competition more effectively into teaching and learning –</b></p> <p>How?</p> <ul style="list-style-type: none"> <li>• build into end of the unit. Create competitions at the end of unit – incorporate intra event (class or year). Award points at Celebration Assembly</li> <li>• Sports coach to hold intra event. Use Olympic values – give awards</li> <li>• PE Leads to monitor this termly,</li> </ul>			<ul style="list-style-type: none"> <li>• Children attend sporting competitions, with sufficient skill and knowledge of the game to compete with confidence.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>• Low key intra competitions are built into the sessions at the end of units. Year groups and phase teams work together to incorporate more children if possible.</li> <li>• Intra competitions are built into lunchtime offer with sports coach once a week.</li> <li>• Children can discuss the positive impact of such low stake competitions within the sports offer.</li> <li>• Dojo points are awarded consistently for the intra competitions and celebrated each half term.</li> </ul>	
<p>a) <b>Active Playtimes.</b>  <b>Improve the variety of active opportunities at playtimes as one way of improving behaviour and engagement. Involve children in leading playtime active opportunities.</b></p> <p><b>Use our school resources strategically to support this action plan in line with Behaviour and Attitudes and Personal Development agenda.</b></p> <p>How?</p> <ul style="list-style-type: none"> <li>• Create a lunchtime offer for Mon, Tues and Fri for our sports coach to engage in intra school activities and specific fundamental skills sessions.</li> <li>• Improved deployment of staff to specifically lead or manage games and activities. These staff members to organize and lead opportunities for the children to be active reviewing practice in line with pupil voice and the availability of equipment and spaces.</li> </ul>		<p>Key indicator 2: Engagement of all pupils in regular physical activity.</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"> <li>• Monitoring reveals adults actively participating in games at playtimes, taking different roles to model expectation and sportsmanship.</li> <li>• Monitoring reveals a good level of engagement in activities at playtime and an application of the new behaviour code, both in adult led activities and independent activities.</li> <li>• Organisation board to be reinstated as had good impact during Autumn and Spring. This will support the direction of children to activities and to the choices available. Improved respectful behaviour and clarity of expectation.</li> </ul>	<p>Replenishment of playtime specific resources needed = £700</p> <p>Staffing of play leaders as left - £7500</p>

<p><b>b) Explore healthier lifestyles and gain accreditation, once researched, if felt appropriate.</b></p> <ul style="list-style-type: none"> <li>• . Designate a particular curriculum focus for a fortnight to promote Healthy Lifestyle, bringing together all the teaching about physical and mental health and specifically promoting healthy eating. Summer 25. Bring together under the 'Growth Curriculum to ensure sustainability and appoint pupil and staff leaders. - Explore the Healthy Schools accreditation</li> <li>• Work with Active Travel to continue with their new staff. All year groups to continue recording the active travel scores and walks within the community e.g sports activities, library, history walks etc. Ensure consistency across school. Continue to link with road safety and promote park and walk to school to avoid traffic congestion in the immediate locality.</li> <li>• Explore new avenues for cycling training due to the current provider not working in Rotherham next year. Maintain offer for pupils.</li> </ul>	<p><i>Dan Kempton linking with Mental Health team.</i></p>	<p>To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.</p>	<ul style="list-style-type: none"> <li>• School's holistic approach to a healthy lifestyle is brought together in a coherent strategy by summer 25 as part of the Growth Curriculum. School is actively promoting healthy eating throughout the day by Summer 25. A survey of morning snacks demonstrates healthier choices.</li> <li>• Work on Active Travel continues with a particular focus on park and walk.</li> <li>• A Broad offer is in place including links with food Science and DT.</li> <li>• Cycling training remains in place but targets younger children - Y4/5.</li> </ul>	
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## Key achievements 2024 2025

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.

Date	Key Activity/Action	Impact	Comments
December 2024 update			
April 2025 update			
July 2025 update and outlined priorities for next year			

## 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?	31 children 46.3 %	Over two thirds of this year group have SEMH, including anxiety, attention issues and impulsivity. This is reflected in the swimming proficiency and significantly affected their readiness to learn. Some children on part time timetables were unable to access all the swimming sessions or catch up sessions.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	31 children 46.3 %	This particularly disrupted the learning of seven of the children who didn't reach expected standard.  In addition to this, we welcomed five children into this year group since Y4, all of whom cannot swim. Two are new to the country.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60 children 89 %	
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/No – see comment.	We have been lucky enough to include in our Y4 swimming sessions, cY5 children who did not reach the expected standard at Y4. Parent voice was used to gauge interest and children were chosen, in partnership with parents, to attend. Where demand was too high, we selected children who were not attending swimming sessions outside of school to mitigate risk.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No – see comment	Not as such as our teachers do not directly teach this. They work with the swimming coaches at Wath Leisure Centre and are aware of expectation.

Signed off by:

Head Teacher:	<i>Ms Judith (Jude) Gray</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Dan Kempton</i>
Governor:	<i>Mr Joel Breedon</i>
Date:	26.07.24