



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/Reflections
<p>Key indicator 1: The engagement of all pupils in regular physical activity I</p> <ul style="list-style-type: none"> Increased number of extra curricular clubs offered - including cheerleading, trampolining, karate, kickboxing and iMove - with the intention to encourage more children to engage in clubs. Development of the extra curricular beyond the school day including broad afterschool timetable, holiday provision, whole school active breakfast club (including separate provision for nursery) with the aim to expose children to new and challenging experiences. Continue to drive active initiatives across the entire school including active play and lunch time (EYFS-KS2), Active breakfast club (FS2-Y6), GoNoodle and Wake Up Shake UP (EYFS/KS1). 	<ul style="list-style-type: none"> All children EYFS-KS2 participate in 2 hours of high quality PE per week – school provide PE kits to remove potential barriers – development of independence getting changed encouraged from EYFS. All children from EYFS - Y6 engaging in two hours of quality PE per week - more children physically active for longer - SCHOOL DEVELOPMENT PLAN LINK. Physically active clubs are the ones which have better attendance - evident across the school year and when 'focus' of club changes uptake is still strong. Promoting success of school sport and PE. Developing children's culture capital and experiences linked to Personal Development. More children engaging in physically active clubs. Development of staff knowledge of 'play' and 'physical activity' - development of 	<p>Continue to increase the engagement with wider networking to offer more opportunities for more children.</p> <p>Next steps - increase the number of children who represent school in 23/24 with a range of focus for the event.</p> <p>School staff wearing sports kits are supporting the positive impact physical activity is having across the school.</p>

	<p>activities on the playground and opportunities for play for all children. More children have represented school in competitions (BPP & School Games) with more targeted events for SEN, PPG. More children achieving GLD in physical development, children in eysf having more opportunity to develop skills in motor competencies. Achieved School Mark Award: Gold, 21/22, 22/23</p>	
<p>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> ● Work closely alongside School Games Organiser to increase opportunities for physical activity for all children. ● Networking team for PE and School Sport working across partnership of schools to develop opportunities for all children and develop 'offer'. ● Sports Awards Evening (July 23) celebrating school sport & PE alongside sister schools from Barnsley Primary Partnership. ● Increase focus on vocabulary within planning and in delivery of lessons, with particular attention to keywords and terminology ● Ensure we meet the Gold criteria by using assurance tool and have network discussions about PE and Sport Maintain and/or develop links with outside clubs to enhance PE and Sport provision (in and out of curriculum time) 	<ul style="list-style-type: none"> ● Partnership links established with Grassroots, Kixx, Barnsley Football Club, School Games, Horizon Academy, BMBC & Team Activ, ● Oakwell Rise achieved the Gold Standard 2022-23 ● Celebration of achievements linked to school activities, PE, Physical Activity, Extra-curricular activities and Competitions. ● 34% of children from EYFS-Y6 attended sports award evening. 	<p>Pleased to have achieved the Gold mark again this year and will apply for 23/24.</p> <p>Established links with many external sporting clubs provisioning more opportunities and pre-pandemic levels including local secondary schools and utilising their spaces and facilities.</p> <p>Continue to strengthen connections with the local community to develop opportunities for all children.</p>

<ul style="list-style-type: none"> ● Maintain strong links with schools in the BLPP network and within the Trust network to share good practice and develop partnerships. ● Share examples of PE on social media to celebrate and demonstrate achievements of individuals, teams and the school as a whole ● To host the annual sports awards ceremony in an external venue. 		
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> ● Progression of the PE curriculum is clearly articulated and understood by staff (Lightbites/ CPD in staff meetings and Learning Walks) ● PE CPD opportunities for all staff and matched to the needs of the teaching team (Playground Leaders course, PE Conference, Festival of Learning, Josie TV) ● PE Network meetings for PE development and analysis of what has been taught and provide support videos to provide a 'how to' guide for different sporting techniques PE joint observations with the PE specialist ● Play training for all staff delivered from Team Activ as two twilight sessions focusing on enhancing play throughout the school day. ● Development of EYFS outdoor area linked to ELG and development of physical motor skills and competency. ● Staff training through Early Excellence 'how to utilise outdoor area for gross and fine motor development' 	<ul style="list-style-type: none"> ● 100% of staffing team completed Playground Leaders Award CPD ● QA of all planning and updated to reflect feedback from staff ● PE Lead delivered CPD for the Wellspring Festival of Learning 	<p>Lots of opportunities for CPD throughout the year in different forms which will continue into 23/24.</p> <p>Would like to do more around the development of Josie TV and virtual CPD materials for staff to access at Oakwell Rise.</p> <p>PE lead looking at developing physical education with the EYFS and staff's knowledge and confidence within school.</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"> ● Offering whole school workshops: Skip2Bfit, Skipping and new age curling. ● Kings Coronation Colour Run linked with the London Mini Marathon for all children from FS1-Y6. ● Implement an active breakfast club/ jump ahead/ sensory circuits targeted at specific groups - daily timetable to offer a wider range of activities. Y6 residential, KS1 balance bikes to offer a range of activities and different experiences ● Extra curricular provision to include many different activities and include EYFS to KS2 Sports Leaders to run activities at playtime 	<p>Increased awareness and understanding of changes in British Monarchy linked to monumental moments in time for coronation - celebrated utilising sport - achieved high levels of engagement and enjoyment and something which has been replicated for different celebrations to link physical activity in.</p> <p>All children accessing wider opportunities of sport and physical activity through the school day as extra. Gaining child voice and running similar clubs linked to the workshops children have enjoyed.</p>	<p>Planned out activities throughout the year through PE curriculum and beyond. This worked well.</p>
<p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> ● Engaged in a wider offer of competitions and events linked to BPP, Local offer & School Games. ● Contact with sporting organisations - such as Barnsley Gymnastics, Barnsley FC, Barnsley Women FC and Reds in the Community Communication of sporting opportunities to parents via social media. ● Map out competitions to ensure high quality coaching and preparation - with close networking between Barnsley primary partnership and working with SGO 	<ul style="list-style-type: none"> ● More children across school engage in external physical activities, dance, football, swimming, karate and kickboxing. 	<p>Lots of opportunities provided for competitive sport and signposting to outside clubs. Continue to develop opportunities with other schools outside of the BPP.</p> <p>The timetable was carefully planned to support the competitions and to ensure preparation for the events. This has worked really well and ensured a wider offer given to children.</p>

Key priorities and Planning

This planning template will allow schools to accurately plan their spending of **£17,670.00**

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>CPD for teachers to develop assessment for PE utilising 'head, heart, hands' with key focus on competences within the discipline as well as physical aspects.</p> <p><i>Further development of teachers through CPD in staff meetings and curriculum networks, including mentoring via 'live sessions'</i></p> <p><i>Increase staff knowledge so success criteria to be shared with pupils so there is a clear understanding of what is expected of them and how to develop / improve their performance / skill level.</i></p> <p><i>PE Lead to attend PE networks within local authority.</i></p>	<p><i>Teaching staff</i> <i>Support staff</i> <i>Pupils</i></p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>LINK TO SCHOOL DEVELOPMENT PLAN Increase the time that children are 'active' in their PE lessons</p>	<p><i>Teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, as a result improved % of pupil's attainment in PE. Increase in time children are physically active within PE lessons as staff confidence levels to teach sporting skills are higher.</i></p> <p><i>Networks established to develop collective planning opportunities and ensure high quality, assured plans for all staff to access</i></p> <p><i>Close networking and QA between the PE team to ensure high quality PE planning and curriculum offer is delivered.</i></p>	<p>TOTAL £7500</p> <p><i>£ 7000 CPD development & development</i></p> <p><i>£500 Development of new assessment tool</i></p>

<p>Use of playground areas and outdoor provision to promote active play and learning (including breakfast club from fs2-y6)</p> <p>Sports leaders (children) accessing training via school games and within school to encourage physical activity on the playground.</p> <p>To further develop Active Travel to and from school using the secure shelters for bikes/scooters as well as engaging and promoting local initiatives</p> <p>Continue to use plan, do, review cycle in relation to extra curricular clubs to ensure the offer is inline with our children and families.</p> <p>Continue to ensure that all children from FS2-Y6 receive two hours of quality PE per week (FS1 – 1 hour, 15 hour children)</p>	<p>Pupils and their families</p> <p>Staff</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity and sport</p> <p>LINK TO SCHOOL DEVELOPMENT PLAN Continue to focus on the development and use of the outdoor environments available at each academy</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>More children engaging in extra curricular clubs as part of key planning and delivery approach.</p> <p>Children will be active 60 minutes per day as per NHS and WHO guidance.</p>	<p>TOTAL £500</p> <p>Playground leaders CPD for all staff £300</p> <p>CPD training for sports leaders £200</p>
<p>Development of partnerships and links with outside agencies and clubs to offer a wider variety of activities</p> <p>Development of competition opportunities beyond BLPP</p> <p>Sports Award Evening to recognise and celebrate sporting achievements</p> <p>Engaging with school games to provide more opportunities for more children</p>	<p>Teaching staff</p> <p>Support staff</p> <p>Pupils</p> <p>External agencies</p> <p>Secondary Schools</p>	<p>Key Indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>LINK TO SCHOOL DEVELOPMENT PLAN o increase the number of children who represent school (including extra curricular clubs / BPP competitions)</p>	<p>More pupils taking part in clubs outside of school to promote lifelong participation.</p> <p>For more pupils to experience competitive sport against pupils from other schools.</p> <p>Wider networking outside of BPP schools to increase opportunities for ALL children</p>	<p>TOTAL £2000</p> <p>Sports Awards</p> <p>Quality Mark</p> <p>Travel</p> <p>Sports Kit</p>

across school (including key groups, PPG, SEND)			within school.	
<p>Development of pupil leadership and volunteering opportunities within school and local community events.</p> <p>To continue to create positive experiences to support character development of targeted young people (SEND, PPG, Girls) including 100 experiences (FS-Ks2)</p> <p>Development of Holiday provision for pupils working closely with local community and external agencies.</p> <p>Offer non typical experience days for children to develop capital culture for children and deepen experiences of physical activity.</p>	Pupils	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>LINK TO SCHOOL DEVELOPMENT PLAN</p> <p>Establish outdoor learning at the heart of the 100 experiences curriculum to ensure that children have the opportunity to visit and experience a wide range of geographical contexts.</p> <p>To increase the number of children who represent school (including extra curricular clubs / BPP competitions)</p>	<p>More pupils able to access holiday provision from all backgrounds</p> <p>More pupils able to apply and volunteer for leadership roles within school in different disciplines i.e sports leader</p> <p>Gaining child voice after experience workshops and delivering after school clubs linked to this – skip2Bfit – boxing club delivered following half term.</p>	<p>TOTAL £6100</p> <p>Equipment £5000</p> <p>Sports Leaders Programme £500</p> <p>Experience workshops £600</p>
<p>Continue to develop sporting competition for all local schools working with Schools Games and local community.</p> <p>Continue to promote local clubs and offer for our children to engage with outside of school.</p> <p>Network outside of BPP to generate more opportunities for children.</p>	PE Lead Pupils Staff	<p>Key indicator 5: Increased participation in competitive sport</p> <p>LINK TO SCHOOL DEVELOPMENT PLAN</p> <p>To increase the number of children who represent school (including extra curricular clubs / BPP competitions)</p> <p>Gain pupil voice after events to inform next steps</p>	<p>Stronger network will enable further events and opportunities.</p> <p>Working alongside school games with different focus of events (participate, competition, experience) has enabled more children to represent school in different activities.</p>	<p>TOTAL £1570</p> <p>Trophies, Medals, Stickers, kits Travel</p>

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/Reflections
<p>More children from Y1-Y6 have represented schools in different events, ranging from participation, competition, experience.</p> <p>Wider experiences offered to full classes from FS2-Y6 linked to physical activity.</p> <p>Change of intent for competitions for BPP encouraging more children to experience events.</p> <p>Celebration event to highlight and recognise success within school sport and PE for children from EYFS-Ks2.</p> <p>Wild Days offered for FS2-Y6 each term.</p> <p>Clear focus from senior leadership team with analysis of club and competition engagement and participation of all children from fs2-y6.</p> <p>Implement a new assessment tool for PE 'head, hands, heart' to develop staff and children's understanding of their competency within PE and Physical Activity.</p> <p>Colour Run held for Sports Relief (Fs1-Y6) all children running 1 mile.</p> <p>Engaged in more school games opportunities and the whole school tracker demonstrates a significant increase of children across the entire school who have engaged with extra curricular clubs and represented school.</p>	<p>All pupils in school access outdoor spaces (Pirate ship, clamber sticks and trim trail in the main playground and purpose designed EYFS space) which has developed creative play and outdoor and active learning – including for an active breakfast club.</p> <p>All children will have represented school in either a club or external event.</p> <p>All children have accessed a wild day this year with the intention to develop key skills for learning and development.</p> <p>Increase in children who have represented school in different disciplines with appropriate focuses.</p> <p>Increase in positive experience for children to celebrate success with school sports and share with parents/carers. development</p> <p>Increase in more children experiencing physical activity at school at an appropriate level of 'competition' Increase in events and activities Oakwell Rise have engaged with outside of the BPP.</p> <p>All children are aware of how to evaluate/ analyse their performance for self improvement and how they progress using the 'Head, Heart, Hands' model as an assessment tool. This has been rolled out to all classes in school. CPD for staff has enabled this.</p>	

<p>Key focus to ensure key groups of children within each cohort have engaged in activities outside of PE.</p>		
--	--	--

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	45%	Socially deprived area, highly transient school - 9 of the current Y6 cohort joined towards the end of Y5.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	45%	Socially deprived area, highly transient school - 9 of the current Y6 cohort joined towards the end of Y5.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	45%	In Self-rescue swim lessons children were taught to find air and safety by turning onto their back and floating in the event of an aquatic emergency.
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?	No	Socially deprived area, highly transient school - 9 of the current Y6 cohort joined towards the end of Y5.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed off by:

Head Teacher:	<i>Claire Faxon</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Vickie Sharpe – Assistant Principal – PE Lead</i>
Governor:	<i>Michael Sanderson</i>
Date:	<i>May 2024</i>