



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2024



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 (2023-2024)

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

Activity/Action	Impact	Comments
Physical education, sport and physical activity plays a crucial role in promoting holistic development and a healthy lifestyle among pupils at Malin Bridge. This focus being a fundamental skills curriculum (developed over the previous year), participation in various competitions, staff development, the integration of fitness into sport-specific lessons, and intra and inter-competition experiences.	We have seen a significant improvement in the development of fundamental skills across the school. Teachers have benefitted from the new curriculum by having clear knowledge of children's learning in previous years. Children show more confidence in performing these skills and can adapt the skill within games. Staff have gained in confidence teaching a range of skills within sport specific lessons benefitting from the resources provided for each lesson.	To embed the new curriculum and ensure all staff teaching PE are confident when teaching all key knowledge and skills.
The physical education curriculum emphasizes the development of fundamental skills that form the foundation for various sports and physical activities. These fundamental skills include locomotor skills (running, skipping, hopping), manipulative skills (catching, throwing, kicking), and stability skills (balancing, jumping). The curriculum aims to improve coordination, motor skills, and overall physical competence among pupils.	There is a clear assessment tool for teachers to check progress for children in PE. All children will have a PITA (Point in time assessment) for PE. This is broken down into skill areas taught in PE lessons.	Monitor the progress of pupils as they move through school using PITA (Point in time Assessments)

<p>To enhance pupils' skill development and provide competitive experiences, physical education programs often provide opportunities for children to participate in both intra and inter-competition. In intra-competition, students compete within their school or class, fostering team spirit, sportsmanship, and friendly rivalry. Inter-competition involves competing against other schools or community teams, offering a chance to showcase skills and develop a competitive mindset.</p> <p>Teachers and staff involved in physical education are encouraged to continually develop their own skills and knowledge. Regular professional development sessions provide opportunities for all staff to enhance their teaching methodologies, learn new techniques, and stay updated with the latest research in physical education. Staff development ensures the delivery of quality physical education experiences to pupils.</p> <p>Swimming continues to be a strength. Our provision is continually growing, and results show our children achieve good progress over their swimming lessons (12 week). Children who do not achieve national standards are offered further swimming lessons.</p>	<p>We have provided opportunities for a range of children to take part in competitive sport. These opportunities can vary between inter - school competition and intra – school competition. The range of sports covered in competition are swimming, football, hockey, handball, cricket, athletics, parkour.</p> <p>Staff have taken part in curriculum development staff meetings to ensure that all staff can deliver the curriculum in a consistent and professional manner. Staff are regularly monitored and CPD is made available on request.</p> <p>Swimming went from strength to strength. We embarked on 'Project Year 6' to increase our attainment for pupils leaving Malin Bridge. Our provision allowed us to invite pupils who had not reached the standard in Year 3 to revisit swimming to achieve the standard (23-24 target)</p>	<p>Continue to build on the competitive element that is already established. Using end of unit competitions for intra school development. Continue to build on the participation in inter school competition.</p> <p>Ensure all staff have appropriate CPD through peer development within each phase, opportunities to attend workshops out of school and develop their skills through observations and monitoring by SLT/PE Co Ordinator</p> <p>To ensure a high percentage of Year 6 pupils achieve the Natrional Curriculum 25 metre standard.</p>
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Key priorities and Planning (24-25)

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 Total: 20.450
<p>Provide staff with appropriate retrieval resources to use to ensure pupils retain key knowledge in PE.</p> <p><i>Key vocabulary, knowledge and techniques will be revisited through the use of the retrieval flipcharts to ensure it is retained.</i></p>	<p><i>All children throughout school</i></p> <p><i>Teachers who will have workload decrease through ease of access to ready-made resources.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>The PE team will be given additional time to create these resources to ensure a manageable workload and consistent, high-quality resources.</i></p> <p><i>The resources will be created and shared with staff to be delivered at the beginning of PE lessons, which will increase the children's ability to recall key knowledge and vocabulary..</i></p> <p><i>Pupil interviews will be conducted throughout the year to assess the retaining of key knowledge and vocabulary.</i></p>	<p>5%</p> <p>Staffing costs</p>
<p>A range of school sport and competitions will be offered (through Arches and inter school links with SEN and disadvantaged children being targeted throughout the year.</p> <p><i>All children having access</i></p>	<p><i>All children – particularly those with SEN and children from disadvantaged backgrounds.</i></p> <p><i>School staff who will be supervising the children during these events.</i></p> <p><i>School leaders in organizing the events and completing relevant risk</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p><i>More children will have the opportunity to take part in competitions and events in a range of sport – particularly those with SEN and from disadvantaged backgrounds.</i></p> <p><i>Sustainability will be achieved by the PE</i></p>	<p>£1250 Arches Bronze package(6%)</p> <p>£6135 (30%)</p> <p>Staffing costs</p>

<p><i>to an in school, or after school, club, competition or event.</i></p> <p><i>SEN and disadvantaged children will be prioritized, and attendance tracked through a centralized list created by the PE coordinator.</i></p>	<p><i>assessments.</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>coordinator creating a centralized calendar of events with allocated staff to ensure the events are delivered.</i></p>	
<p>To increase the level of enrichment projects across school.</p> <p>Year group trips to places such as Ninja warrior, Air Haus, EIS Sports Day express and celebrations to compete, take part in physical activity.</p>	<p><i>All children – particularly those with SEN and children from disadvantaged backgrounds.</i></p> <p><i>School staff who will be supervising the children during these events.</i></p> <p><i>School leaders in organizing the events and completing relevant risk assessments.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>All children will be able to apply their learning in different contexts and environments that are not possible to do on site.</i></p> <p><i>All children will participate in enjoyable experiences that encourage lifelong participation in physical activity and sport.</i></p>	<p>£2413 (12%)</p>

<p>Provide regular professional development opportunities focused on specific physical education topics. This can enhance staff knowledge and skills, while also exposing them to new and innovative teaching methods.</p>	<p><i>All teaching staff – CPD will support teacher confidence and therefore wellbeing.</i></p> <p><i>All children will receive a more consistent quality of teaching and opportunities.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>CPD will be tailored to the needs of the school through professional dialogue, feedback and as a result of MER; therefore, having a direct impact on the quality of PE and school sport that the children receive.</i></p> <p><i>Sustainability will be achieved through regular MER, support and advice from the PE team and external providers.</i></p>	<p>£2413 (12%)</p>
<p>Create and develop a team of staff to supervise and organize the program of competitions and sporting events.</p>	<p><i>PE events team – increased requirements to attend events and competitions that will be given back through release time or leave.</i></p> <p><i>Children – more staff dedicated to running the events will ensure consistent and frequency of opportunities for the children.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation</i></p>	<p><i>The consistency of staff running and supervising events will ensure they go ahead and will increase the amount of experiences that school is able to offer.</i></p>	<p>£2413 (12%)</p>

		<i>in competitive sport.</i>		
<p>Ensure that PE equipment is apposite for delivering the curriculum effectively and that it is readily available.</p> <ul style="list-style-type: none"> - Stock taken and ordered to enable curriculum delivery. - Cameras installed to monitor the use and care of equipment. - Training given to staff on the correct way to store equipment for maximum longevity. 	<p><i>Staff – PE equipment will be available and ready for delivering lessons and PE equipment budget will last longer.</i></p> <p><i>Children – they will have the equipment they need in order to succeed.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Equipment will be tailored to the needs of the school decided through professional dialogue, feedback and as a result of MER; therefore, having a direct impact on the quality of PE and school sport that the children receive.</i></p> <p><i>Sustainability will be achieved through regular MER, support and advice from the PE team and creating a culture of care and accountability.</i></p>	£2413 (12%)
<p>To review and improve the PE curriculum and quality of PE teaching.</p>	<p><i>Staff – feel supported and equipped to deliver a high quality, ambitious PE curriculum.</i></p> <p><i>Children – receive a PE offer that is relevant and based on up to date research and feedback.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>Regular MER, feedback and reviews will ensure the PE curriculum is being delivered in line with the intent.</i></p> <p><i>Sustainability will be ensured through the shared responsibility with the school leadership structure, PE team and external providers.</i></p>	£2413 (12%)

		<i>Key indicator 5: Increased participation in competitive sport.</i>		
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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
<p>Embedding of the new curriculum: ensuring that all staff are adequately trained and competent to deliver a bespoke PE curriculum that focuses on key skills</p> <p>Ofsted: When Ofsted arrived, to ensure they had evidence that showed our PE curriculum to be outstanding</p> <p>Staff CPD: In house staff training took place on all areas of the PE curriculum and a review day took place with our partner, Arches Sports Partnership</p> <p>Competition: Ensure we attended all competitions available and within the staffing capacity.</p> <p>Staff confidence in new curriculum: The staff have taken a positive approach to the new curriculum, and we see more confident teaching of key skills in PE</p> <p>Swimming Curriculum & Gala: we continue to develop our swimming curriculum with results showing a high percentage of children achieving the 25 meters standard. We completed a Year 6 project and invited all Year 6 children back to swimming who had not previously gained the standard. The swimming Gala is a city-wide event that Malin Bridge continues to run for competitive swimming in Sheffield.</p>	<p>Pupils receive an outstanding education at Malin Bridge Primary School. They are extremely proud of their school.</p> <p>Staff are aspirational for every child. The school's incredibly high expectations mean that all pupils achieve well. They are very well prepared for their next stage of education.</p> <p>Pupils live up to the school's high expectations for learning and behaviour. Pupils work hard in lessons. They learn without disruption. From their time in early years onwards, they demonstrate the school's values and know what is expected of them.</p> <p>Pupils understand the school rules but also know why it is important to be responsible role models. They have high levels of respect for each other.</p> <p>Staff model positive relationships exceptionally well. At Malin Bridge, pupils' learning goes beyond what they are taught in the classroom.</p> <p>There is a well-designed personal development programme adapted around the needs of the pupils. Pupils relish the many leadership roles available to them, such as being school councillors, mental health champions, sports leaders or members of the green team.</p> <p>These responsibilities help pupils to make a meaningful</p>	<p><i>"The curriculum has been meticulously designed. It is challenging and ambitious for all pupils. Leaders have made careful and deliberate links across subject areas so that"</i></p> <p><i>"Pupils in physical education (PE) lessons learn fundamental physical skills. These are carefully sequenced from the youngest pupils in the two-year-old provision to the oldest pupils in key stage 2. Pupils master these skills, applying them to more-complex sports and team games as they progress. Pupils speak knowledgeably about their learning in subjects such as art. They talk about the wider cultural and social messages that art can communicate. They produce work to a very high standard and are proud of their final pieces."</i></p> <p><i>"Staff development is prioritized by the school. "</i></p>

	<p>contribution to their school.</p> <p>The school's own curriculum for cycling and swimming ensures that pupils develop important life skills and know how to keep themselves safe.</p> <p>At Malin Bridge, pupils' learning goes beyond what they are taught in the classroom. There is a well-designed personal development programme adapted around the needs of the pupils.</p> <p>Pupils relish the many leadership roles available to them, such as being school councillors, mental health champions, sports leaders or members of the green team.</p> <p>These responsibilities help pupils to make a meaningful contribution to their school. The school's own curriculum for cycling and swimming ensures that pupils develop important life skills and know how to keep themselves safe.</p>	<p><i>"The curriculum has been meticulously designed. It is challenging and ambitious for all pupils. Leaders have made careful and deliberate links across subject areas so that Inspection report: Malin Bridge Primary School 26 and 27 March 2024 2 teachers make the most of every learning opportunity. There is a real sense at the school that every lesson counts."</i></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?	96%	25% of pupils (19 children) from a cohort of 75 did not achieve 25-meter National Standard in Year 3. In Year 6 these children were offered additional swimming. This year group suffered from post -covid lack of swimming lessons offered in the community and the extremely long waiting lists that grew post-covid.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	96%	17 children are pupil premium (15 FSM & 2 Ever 6). In Year 3, 46% of the cohort were non-swimmers. 25% of pupils (19 children) from a cohort of 75 did not achieve 25-meter National Standard in Year 3.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All children who attend swimming take part in bespoke self – safe rescue in different water-based situations. Children are given water safety booklets to take home and work through with their parents. Water safety features in the curriculum for all children.
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	The national data for Year 7 is 72 % and falling. The current Year 6 attainment is 96% at Malin Bridge. To achieve this, we have provided children in the current Year 6 an opportunity to access swimming curriculum again to achieve the standard. We had a total of 19 children who did not achieve the standard in Year 3 (curriculum swimming). All 19 children were given that opportunity to return. 4 children did not achieve the standard. Out of the 19 children only 1 child (parents’ decision) did not take up the offer. 3 children all have challenging special needs.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	We have a bespoke swimming team at Malin Bridge who are all trained to Level 1 and level 2 Swim England levels. CPD is ongoing and is sourced from local and national trends.

Signed off by:

Head Teacher:	<i>Robbie McGrath</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Completed by Steve Green & Ben Dawson</i>
Governor:	<i>Angela Cox (Chair of Governors)</i>
Date:	22/7/24