



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
The school achieved the Sports Mark Gold award as part of the School Games Mark.	<p>The School Games Mark gold award demonstrates that the school has challenged ourselves and demonstrate our progress over time against a national benchmark. This has ensure the following impact:</p> <p>30 active minutes daily for all pupils</p> <p>Planned provision to target and increases all pupil's regular daily physical activity levels.</p> <p>A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender.</p>	

Winners of the Sheffield School Sport Partnership Award for 'Active Girls'.

A sustainable CPD model has been implemented so that staff receive dance,

CPD that aligns with staff needs in terms of their confidence and competence.

A physical literacy informed approach to our schools offer is provided. This impacted on understanding the thoughts, feelings and experiences of our children.

We share with all parents our competition intent via the school website and social media.

A physical literacy informed approach to our schools offer is provided. This impacted on understanding the thoughts, feelings and experiences of our children. A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender. The school has a strong link with Sheffield Wednesday Football Club with KS2 boys and girls attending partnership events and signing for the Development teams.

CPD that aligns with staff needs in terms of their confidence and competence. As a result staff deliver and children receive a

gymnastics and games based coaching with the PE leader or a specialist coach.

strong education. Subject leader presented at the Sheffield School Partnership ceremony focusing on developing a sustainable CPD model.

Prior to the training as part of a staff survey 40% of staff reported that they were happy to teach gymnastics however they would like to develop their skills further and 50% reported that they needed further training, lesson ideas and schemes to improve their teaching of gymnastics. After the training 80% of staff reported that they were confident teaching gymnastics (increase of 70%). Feedback provided by the PE lead shows that all teachers have developed their confidence, knowledge and skills of teaching gymnastics. All lesson observations / drop ins conducted by SLT deem outcomes of lessons to be of a strong standard.

Prior to the training as part of a staff survey 40% of staff reported that they were happy to teach dance however they would like to develop their skills further and 30% reported that they needed further training, lesson ideas and schemes to improve their teaching of dance. After the training 80% of staff reported that they were confident teaching gymnastics (increase of 50%). Feedback provided by the PE lead shows

<p>All children participate in 2 hours of quality PE provision. Standards in PE lessons are rated as good/outstanding across school.</p> <p>The school have implemented iMoves (dance) as part of a broader curriculum.</p> <p>The school have implemented Real Gym (Gymnastics) as part of a broader curriculum.</p> <p>As part of PE lessons every pupil is provided with the opportunity to lead as part of the lesson</p>	<p>that all teachers have developed their confidence, knowledge and skills of teaching dance. All lesson observations / drop ins conducted by SLT deem outcomes of lessons to be of a strong standard.</p> <p>Staff are aspirational for every child. The school's high expectations mean that all pupils achieve well.</p> <p>The school have embedded a the iMoves (dance) scheme that features modern dances, interactive movies, lesson plans and flashcards that will result in easy to plan and teach lessons that are suitable for all abilities and learning styles. To raise the profile of dance across school.</p> <p>The school have embedded a the Real Gym (gymnastics) scheme that features modern gymnastic moves / combinations, lesson plans and flashcards that will result in easy to plan and teach lessons that are suitable for all abilities and learning styles. To raise the profile of dance across school.</p> <p>Sports leaders has encouraged children to take responsibility and develop leadership skills. It has also supported children to</p>	
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<p>structure.</p> <p>Increased after school activities are on offer and the levels of children participating in activities has also increased.</p> <p>All KS2 children participate in “Active 15” weekly activity (either a mile of the week or a physical activity challenge including skipping, hopping, star jumps etc).</p> <p>All KS2 pupils participate in 2 personal challenges (linked to personal bests).</p>	<p>develop skills such as organisation, communication, confidence and self-esteem alongside planning and reviewing activities. Children relish the many leadership roles available to them</p> <p>After school clubs include gymnastics, dance, football, circuit training, aerobics, skipping, box fit. Family of Schools competitions include balance bikes, ball skills, inclusive sports, football and tennis. 55% of children attended after school clubs.</p> <p>All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. This has also benefited children’s well-being.</p> <p>Partaking in personal challenges has enabled children to experience the role of a graceful winner and loser, teaching them about being humble. Competition has also taught them about self-respect, confidence and managing stress.</p>	
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<p>KS2 pupils to participate in a minimum of four inter school sports competitions (school v school).</p> <p>KS2 pupils participate in 6 intra school competitions (the gold criteria is 5 intra school competitions).</p> <p>Appoint a sports coach to engage children in regular physical activity (30 minutes of physical activity a day in school).</p>	<p>Increased number of opportunities and children participating in City wide competitions include SSFA football for both boys and girls, sports hall athletics, rowing, boccia, dodgeball and futsal. The school competed in 18 inter school sports competitions (the gold criteria is 4 inter school sports competitions). The school entered A, B and C teams into a inter school sport competitions. 100% of KS2 pupils participated in a minimum of four inter school sports competitions.</p> <p>All children participated in an annual sharp shooters, football league, tag rugby, cricket, sports day, sports leaders and a diamond league community shield where Year 3 and 4, and, Year 5 and 6 compete against one another.</p> <p>CPD that aligns with staff needs in terms of their confidence and competence. All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil's regular daily physical activity levels. Levels of children participating in activities at lunchtimes have increased.</p>	
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Deepcar St Johns CE Junior School attends the family of schools participation events for a range of sports.

KS2 sports Leaders children from Deepcar St Johns CE Junior School attend daily to support children and target the “least active”.

A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender. The number of children partaking in competition has increased. . The school has established links with local teams including Stockbridge Park Steels (football), Stocksbridge Rugby Club and Stockbridge Cricket Club with an increasing number of KS2 girls and boys signing for the teams. This has also led to children joining other external clubs and attending after school clubs

A strong relationship between Royd Nursery Infant School and Deepcar St Johns CE Junior School that also supports with transition. All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. Sports leaders has encourage children to take responsibility and develop leadership skills. It has also supported children to develop skills such as organisation, communication, confidence and self-esteem alongside planning and reviewing activities. Children relish the many leadership roles available to them. 15% of KS2 pupils (25 pupils) are

<p>Subject leader has strong knowledge and attends the termly cluster of school's professional development and support meetings.</p>	<p>Sports Leaders who lead, manage and officiate in School Games activities.</p> <p>PE lead has received up to date information as part of the School Sports Partnership in regards to the spending of SSP as well as accessing ideas to further develop PE within school. Best practice has also been shared amongst Cluster G schools to also further develop PE within school.</p>	
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Key priorities and Planning (2024 / 2025)

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

Allocated amount: TBC

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>All children to undertake minimum of 30 minutes physical activity per day in school.</p> <p>To embed 5 a day helping to contribute towards children being active for 30 minutes per day.</p>	<p>All children throughout school. School staff who will be facilitating the delivery.</p>	<p>5 a day will have a significant impact on the delivery of PE lessons. Children will be active immediately at the start of lessons once they are changed resulting in no children waiting for other children whilst they are getting changed and increasing physical activity time. It will also be used to prepare children for learning within other lessons developing engagement and behaviour.</p>	<p>£252</p>
<p>To establish Active 15 (either a mile of the week or a physical activity challenge including skipping, hopping, star jumps etc).</p>	<p>All children throughout school. School staff who will be facilitating the delivery.</p>	<p>Additional signage will be purchased to develop the schools original Mile of the Week activity. Broadening the experiences on offer will develop children’s engagement and enthusiasm of physical activity. Staff and children will be aware of the benefits of</p>	<p>£184.50</p>

<p>Increased opportunities at lunchtimes</p>	<p>All children throughout school. Lunchtime supervisors who will be facilitating the delivery.</p>	<p>exercise and all KS2 timetables feature an Active 15 activity where they exercise for 15 minutes.</p> <p>The children will have a range of stations including a dance stage, balance bikes, football pitch, climbing apparatus and multiskills sports trolley. This will result in strong engagement and behaviour at lunchtimes. It will also increase the number of opportunities that the children have to be physically active. An additional lunchtime supervisor will be employed so that 20% of the least active children are engaged with physical activity.</p>	<p>£3,300</p>
<p>To increase the number of active lessons across school (e.g. Teach Active – Maths of the Day)</p>	<p>All children throughout school. Teachers and Teaching Assistants who will be facilitating the delivery.</p>	<p>Maths planning will feature a greater number of maths lessons that will involve children being active. It will raise attitudes and attainment in maths whilst promoting healthier, happier and more confident children.</p> <p>Foundation Stage will retain the charter mark, recognised by the Local Authority as specialising in Active Maths.</p>	<p>£445.00</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>To ensure that Physical Education, Physical Activity and Wellbeing are at the core of the school improvement plan and that all stakeholders regard this highly</p> <p>The Deputy Headteacher (RNIS) and sports coach are to attend PE network meetings as part of the Cluster G arrangement and School Sports Partnership meetings hosted by LINKs.</p>	<p>PE lead.</p>	<p>Deputy Headteacher (RNIS) and sports coach to receive up to date information as part of the School Sports Partnership in regards to the spending of SSP as well as accessing ideas to further develop PE within school. To share best practice amongst Cluster G schools to also further develop PE within school.</p>	<p>£750</p>
<p>Staff meetings linked to PE and physical activity</p>	<p>Teachers and Teaching Assistants – CPD will support confidence and equip them to deliver a high quality, ambitious PE curriculum. Children – receive a PE offer that is</p>	<p>Dedicate PE staff meetings for both teachers and TAs (e.g. games, gymnastics, dance, Outdoor Adventure Activities (OAA), athletics, Active Maths) in order to raise the</p>	<p>£845</p>

	<p>relevant and of a consistent quality of teaching and learning opportunities.</p>	<p>profile or both PE and Physical activity across school. Lunchtime supervisors to receive staff training to develop their understanding of the importance of Physical Activity.</p>	
<p>Dance iMoves package</p>	<p>Teachers and Teaching Assistants – CPD will support confidence and equip them to deliver a high quality, ambitious PE curriculum. Children – receive a PE offer that is relevant and of a consistent quality of teaching and learning opportunities.</p>	<p>To embed a dance scheme that features modern dances, interactive movies, lesson plans and flashcards that will result in easy to plan and teach lessons that are suitable for all abilities and learning styles. To raise the profile of dance across school.</p>	<p>£663</p>
<p>To raise the profile of PE and Physical activity by dedicating a display to this in the hall</p>	<p>All staff. All children.</p>	<p>All stakeholders will be aware of the vast range of PE and Physical activity opportunities that take place across the school. To raise children’s enthusiasm by the vast range of opportunities and their willingness to be participants.</p>	<p>£0</p>
<p>To develop the indoor and outdoor PE facilities</p>		<p>Enhance and extend the PE provision allowing for new PE equipment to impact positively on teaching and learning. To maximise participation,</p>	<p>£580</p>

		leading to increased engagement and outcomes due to all children having their own equipment. A safer space in the hall created for PE lessons.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Successfully implement the PE curriculum, providing continued support to staff in planning, delivery and assessment.</p> <p>Please note that there are 7 teachers and each teacher is worth 14.3% when conducting these findings.</p> <p>PE lead to provide gymnastics staff meeting training to develop confidence, knowledge and skills in delivering gymnastic.</p>	<p>Teachers and Teaching Assistants – CPD will support confidence and equip them to deliver a high quality, ambitious PE curriculum. Children – receive a PE offer that is</p>	<p>To raise the percentage of staff identifying themselves as being “happy to teach athletics whilst they would like to develop their skills further” to the next level where they identify</p>	<p>£200</p>

	<p>relevant and of a consistent quality of teaching and learning opportunities.</p>	<p>themselves as “either confident teaching gymnastics or were confident teaching gymnastics to other staff in order to support them”. To develop teacher’s confidence, knowledge and skills of teaching gymnastics. All lesson observations / drop ins conducted by SLT to highlight outcomes of lessons are of a strong standard.</p>	
<p>PE lead to provide games staff meeting training to develop confidence, knowledge and skills in delivering games.</p>	<p>Teachers and Teaching Assistants – CPD will support confidence and equip them to deliver a high quality, ambitious PE curriculum. Children – receive a PE offer that is relevant and of a consistent quality of teaching and learning opportunities.</p>	<p>To raise the percentage of staff identifying themselves as being “happy to teach games whilst they would like to develop their skills further” to the next level where they identify themselves as “either confident teaching games or were confident teaching athletics to other staff in order to support them”. To develop teacher’s confidence, knowledge and skills of teaching games. All lesson observations / drop ins conducted by SLT to highlight outcomes of lessons are of a strong standard.</p>	<p>£200</p>
<p>Specialist dance coach to deliver a staff meeting on dance using iMoves to develop confidence,</p>	<p>Teachers and Teaching Assistants – CPD will support confidence and equip them to deliver a high quality, ambitious PE curriculum.</p>	<p>To raise the percentage of staff identifying themselves as being “happy to teach games whilst they would like to develop their skills further” to the next</p>	<p>£221 (iMoves online package) £100 staff meeting</p>

knowledge and skills in delivering dance.	Children – receive a PE offer that is relevant and of a consistent quality of teaching and learning opportunities.	level where they identify themselves as “either confident teaching dance or were confident teaching athletics to other staff in order to support them”. To develop teacher’s confidence, knowledge and skills of teaching dance. All lesson observations / drop ins conducted by SLT to highlight outcomes of lessons are of a strong standard.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Increase sport offering both in curriculum and though out of school clubs, targeting “non-active” children with a varied and excited provision</p> <p>To develop active break and lunchtimes to ensure children get a broader</p>	<p>All children throughout school. Lunchtime supervisors who will be facilitating the delivery.</p>	<p>The children are to have a range of stations including a dance stage, balance bikes, football pitch, climbing</p>	<p>Money factored in as part of Key Indicator 1 section</p>

<p>range of physical activity</p> <p>Introduce a broader range of after school clubs for the children to participate in</p> <p>To increase the number of intramural competitions held within school</p>	<p>All children throughout school.</p> <p>All children throughout school. Teachers and Teaching Assistants who will be facilitating the delivery.</p>	<p>apparatus and multiskills sports trolley. This will result in strong engagement and behavior at lunchtimes. It will also increase the number of opportunities that the children have to be physically active.</p> <p>After school clubs are to include football, tennis, den building, frisbee golf, gymnastics, badminton, basketball, quick cricket, dance, dodgeball, cheerleading, rounders, tennis, rugby, hockey, multiskills, athletics, orienteering. Clubs are delivered 5 times a week which will result in a greater number of children accessing physical activity. Over 50% of children to attend after school clubs.</p> <p>All children will participate in an annual football tournament where they compete against one another. All children participate in an annual sports day where a range of multiskills linked to sports and agility, balance and coordination are developed.</p>	<p>£2,992</p> <p>£0</p>
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<p>Sheffield Hallam Children's university</p>	<p>All children throughout school.</p>	<p>To embed a national initiative that encourages and celebrates participation in a wide range of inspiring learning opportunities outside school hours. National research shows a clear link between participation in study support activities and academic progress due to increased self-esteem and confidence. Research in Sheffield shows that children and young people who participate in out of school CU activities achieve better at both KS2 and KS4 and exceed their estimated results.</p>	<p>£680</p>
<p>To increase the number of "inspirational one off events"</p>	<p>All children throughout school. Teaching staff – CPD will support teacher confidence.</p>	<p>Children to participate in a Sheffield United healthy diet and bodies initiative, Sheffield Wednesday football coaching sessions and a Sports leaders archery event. The events will expose them to opportunities that the vast majority of children have had limited experiences of before.</p>	
<p>To embed a broader range of sporting opportunities for children to participate in within the 2 hour PE curriculum</p>	<p>All children throughout school. Teachers and Teaching Assistants who will be facilitating the delivery.</p>	<p>As part of PE the children will participate in weekly 1 hour sessions based on the following sports: Year 3 and 4 Basketball, Rugby, Football, Hockey,</p>	<p>£0 (money assigned from previous SSP budgets)</p>

		<p>Orienteering, Cricket / Rounders Year 5 and 6</p> <p>Tennis, Football, Hockey, Athletics, Orienteering, Cricket / Rounders.</p> <p>As part of the other 1 hour PE session the children alternate between dance and gymnastics. All aspects of PE lessons will develop their flexibility, strength, technique, control and balance and expose them to opportunities that the vast majority of children have had experience of before. This will aim to lead to children joining external clubs and attending after school clubs.</p>	
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Key indicator 5: Increased participation in competitive sport

Action – what are you planning to do	Who does this action impact?	Impacts and how sustainability will be achieved?	Cost linked to the action
Ensure that all children participate in at least 2 competitive sport events across the school within			

<p>an academic year.</p> <p>To work with the School Sports Partnership, Links, to develop competitive sporting opportunities across the Family of Schools.</p> <p>To increase the number of intramural competitions held within school</p>	<p>All children throughout school.</p> <p>All children throughout school. Teachers and Teaching Assistants who will be facilitating the delivery.</p>	<p>Offer an increased number of opportunities and children participating in City wide competitions including SSFA football for both boys and girls, sports hall athletics, rowing, boccia, dodgeball and futsal.</p> <p>All children to participate in annual sharp shooters, football league, tag rugby, cricket, sports day, sports leaders and a diamond league community shield where Year 3 and 4, and, Year 5 and 6 compete against one another.</p>	<p>£775 (Links) £525 (minibuses)</p> <p>£0</p>
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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>The school achieved the Sports Mark Gold award as part of the School Games Mark.</p>	<p>The School Games Mark gold award demonstrates that the school has challenged ourselves and demonstrate our progress over time against a national benchmark. This has ensure the following impact:</p> <p>30 active minutes daily for all pupils</p> <p>Planned provision to target and increases all pupil’s regular daily physical activity levels.</p> <p>A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender.</p> <p>CPD that aligns with staff needs in terms of their confidence and competence.</p> <p>A physical literacy informed approach to our schools offer is provided. This impacted on understanding the thoughts, feelings and experiences of our children.</p> <p>We share with all parents our competition</p>	

A sustainable CPD model has been implemented so that staff receive dance, gymnastics and games based coaching with the PE leader or a specialist coach.

intent via the school website and social media.

CPD that aligns with staff needs in terms of their confidence and competence. As a result staff deliver and children receive a strong education. Subject leader presented at the Sheffield School Partnership ceremony focusing on developing a sustainable CPD model.

Prior to the training as part of a staff survey 50% of staff reported that they were happy to teach gymnastics however they would like to develop their skills further and 40% reported that they needed further training, lesson ideas and schemes to improve their teaching of gymnastics. After the training 90% of staff reported that they were confident teaching gymnastics (increase of 60%). Feedback provided by the PE lead shows that all teachers have developed their confidence, knowledge and skills of teaching gymnastics. All lesson observations / drop ins conducted by SLT deem outcomes of lessons to be of a strong standard.

Prior to the training as part of a staff survey 50% of staff reported that they were happy to teach dance however they would like to

<p>All children participate in 2 hours of quality PE provision. Standards in PE lessons are rated as good/outstanding across school.</p> <p>The school have embeded iMoves (dance) as part of a broader curriculum.</p> <p>The school have embeded Real Gym (Gymnastics) as part of a broader curriculum.</p>	<p>develop their skills further and 20% reported that they needed further training, lesson ideas and schemes to improve their teaching of dance. After the training 90% of staff reported that they were confident teaching gymnastics (increase of 60%). Feedback provided by the PE lead shows that all teachers have developed their confidence, knowledge and skills of teaching dance. All lesson observations / drop ins conducted by SLT deem outcomes of lessons to be of a strong standard.</p> <p>Staff are aspirational for every child. The school's high expectations mean that all pupils achieve well.</p> <p>The school have further embeded the iMoves (dance) scheme that features modern dances, interactive movies, lesson plans and flashcards that will result in easy to plan and teach lessons that are suitable for all abilities and learning styles. To raise the profile of dance across school.</p> <p>The school have further embeded a the Real Gym (gymnastics) scheme that features modern gymnastic moves / combinations, lesson plans and flashcards that will result</p>	
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<p>As part of PE lessons every pupil is provided with the opportunity to lead as part of the lesson structure.</p> <p>Increased after school activities are on offer and the levels of children participating in activities has also increased.</p> <p>All KS2 children participate in “Active 15” weekly activity (either a mile of the week or a physical activity challenge including skipping, hopping, star jumps etc).</p>	<p>in easy to plan and teach lessons that are suitable for all abilities and learning styles. To raise the profile of dance across school.</p> <p>Sports leaders has encouraged children to take responsibility and develop leadership skills. It has also supported children to develop skills such as organisation, communication, confidence and self-esteem alongside planning and reviewing activities. Children relish the many leadership roles available to them</p> <p>After school clubs include gymnastics, dance, football, circuit training, aerobics, skipping, box fit. Family of Schools competitions include balance bikes, ball skills, inclusive sports, football and tennis. 55% of children attended after school clubs.</p> <p>All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. This has also benefited children’s well-being.</p>	
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<p>All KS2 pupils participate in 2 personal challenges (linked to personal bests).</p> <p>KS2 pupils to participate in a minimum of four inter school sports competitions (school v school).</p> <p>KS2 pupils participate in 6 intra school competitions (the gold criteria is 5 intra school competitions).</p> <p>A sports coach is employed to engage children in</p>	<p>Partaking in personal challenges has enabled children to experience the role of a graceful winner and loser, teaching them about being humble. Competition has also taught them about self-respect, confidence and managing stress.</p> <p>Increased number of opportunities and children participating in City wide competitions include SSFA football for both boys and girls, sports hall athletics, rowing, boccia, dodgeball and futsal. The school competed in 18 inter school sports competitions (the gold criteria is 4 inter school sports competitions). The school entered A, B and C teams into a inter school sport competitions. 100% of KS2 pupils participated in a minimum of four inter school sports competitions.</p> <p>All children participated in an annual sharp shooters, football league, tag rugby, cricket, sports day, sports leaders and a diamond league community shield where Year 3 and 4, and, Year 5 and 6 compete against one another.</p> <p>CPD that aligns with staff needs in terms of their confidence and competence. All</p>	
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regular physical activity (30 minutes of physical activity a day in school).

Deepcar St Johns CE Junior School attends the family of schools participation events for a range of sports.

Winners of the Sheffield School Sport Partnership Award for 'Primary Sports Leadership'.

AND

KS2 sports Leaders children from Deepcar St Johns CE Junior School attend daily to support children and target the "least active".

children receive 30 active minutes+ daily. Planned provision to target and increases all pupil's regular daily physical activity levels. Levels of children participating in activities at lunchtimes have increased.

A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender. The number of children partaking in competition has increased. The school has established links with local teams including Stockbridge Park Steels (football), Stocksbridge Rugby Club and Stockbridge Cricket Club with an increasing number of KS2 girls and boys signing for the teams. This has also led to children joining other external clubs and attending after school clubs

A strong relationship between Royd Nursery Infant School and Deepcar St Johns CE Junior School that also supports with transition. All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil's regular daily physical activity levels. Sports leaders has encourage children to take responsibility and develop leadership skills. It has also supported children to develop skills such as organisation, communication, confidence

<p>Subject leader has strong knowledge and attends the termly cluster of school's professional development and support meetings.</p>	<p>and self-esteem alongside planning and reviewing activities. Children relish the many leadership roles available to them. 16.4% of KS2 pupils (29 pupils) are Sports Leaders who lead, manage and officiate in School Games activities.</p> <p>PE lead has received up to date information as part of the School Sports Partnership in regards to the spending of SSP as well as accessing ideas to further develop PE within school. Best practice has also been shared amongst Cluster G schools to also further develop PE within school.</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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>	

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	 (Deputy Headteacher)
Governor:	Katie Bullock (Chair of Govenors)
Date:	25 th July 2024