A brochure of a young child

Description automatically generated

A young child in a swimming pool

Description automatically generatedThis template can be used for multiple purposes:

by:

* 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**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

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** |
| Royd achieved the KS1 Sheffield Sport Mark Gold award.  A sustainable CPD model has been implemented so that experienced staff receive 3 weeks of dance, gymnastics and games based coaching with the PE leader or a specialist coach.  Winners of the Sheffield School Sport Partnership Award for “staff CPD”.  Winners of the Sheffield School Sport Partnership Award for “Outdoor Learning”.  Foundation Stage have received the Charter Mark and have been recognised by the Local Authority as specialising in active maths sessions (supported through Teach Active (Maths of the Day) sessions.  All children participate in 2 hours of quality PE provision. Standards in PE lessons are rated as good/outstanding across school.  Lunchtime supervisors have received CPD by the PE coordinator.  KS2 sports Leaders children from Deepcar St Johns CE Junior School attend daily to support children and target the “least active”.  All KS1 children participate in “Active 15” weekly activity (either a mile of the week or a physical activity challenge including skipping, hopping, star jumps etc).  Royd attends the family of schools participation events for a range of sports.  Increased after school activities are on offer and the levels of children participating in activities has also increased.  Subject leader has strong knowledge and attends the termly cluster of schools professional development and support meetings.  The number of Teach Active (Maths of the Day) sessions across school has increased.  Inspirational sports coaches and people to work with the children, either for a one-off day or a series of sessions have been introduced (e.g. Aerobics, Judo, Archery, Team Building).  Established intra-school competitions are in place (e.g. Royd Football World Cup and Multiskills). | 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:  30 active minutes daily for all pupils  Planned provision to target and increases all pupil’s regular daily physical activity levels.  A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender.  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.  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. Athletics: Prior to the training as part of a staff survey 42.9% of staff reported that they were happy to teach athletics however they would like to develop their skills further. The remaining 57.1% of staff reported that they were either confident teaching athletics or were confident teaching athletics to other staff in order to support them. After the training 85.8% of staff reported that they were confident teaching athletics (increase of 42.9%). Feedback provided by the PE lead shows that all teachers have developed their confidence, knowledge and skills of teaching athletics. All lesson observations / drop ins conducted by SLT deem outcomes of lessons to be of a strong standard.  OAA: Prior to the training as part of a staff survey 57.2% of staff reported that they were happy to teach OAA however they would like to develop their skills further and 14.3% of staff reported that they needed further OAA training. The remaining 28.5% of staff reported that they were either confident teaching OAA or were confident teaching OAA to other staff in order to support them. After the training 85.8% of staff reported that they were confident teaching OAA (increase of 57.3%). 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.  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.  All Children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. A broad and exciting cross-curricular offer.  All Children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. A broad and exciting cross-curricular offer. Schools have visited our setting, observing the high quality of education on offer. Foundation Stage outdoor provision is strong and attainment in Physical Development is strong.  Staff are aspirational for every child. The school’s high expectations mean that all pupils achieve well.  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. All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels.  A strong relationship between Royd Nursery Infant School and Deepcar St Johns CE Junior School that also supports with transiton. 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  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.  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. This has also led to children joining external clubs and attending after school clubs.  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.  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.  All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. A broad and exciting cross-curricular offer. This has also benefited children’s well-being.  Children have participated in an aerobics, archery and team building sessions conducted by an specialist instructors along with parents. Children have participated in a judo event with a professional judo instructor who works for Team GB. Both events have developed their agility, balance and coordination and exposed them to opportunities that the vast majority of children have had experience of before. This has also led to children joining external clubs. This has also led to children joining external clubs and attending after school clubs.  All children 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. | “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs”.  “They take part in competitive sports and pupils in Year 2 have swimming  Lessons”.  “Pupils have a rich range of first-hand experiences. They speak with enthusiasm about how they learn from visits and visitors”.  “They enjoy many outdoor learning opportunities”.  “Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well”.  Ofsted.  Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs. Pupils have a rich range of first-hand experiences. They speak with enthusiasm about how they learn from visits and visitors. They enjoy many outdoor learning opportunities” Ofsted.  “Pupils enjoy many outdoor learning opportunities. In mathematics, pupils can apply their knowledge and skills to solve problems. Hands-on activities are helping pupils to understand their learning” Ofsted.  “Teachers have high expectations for what every pupil can achieve. Pupils respond to these expectations and work hard. They know only their best is good enough” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs. Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs. They enjoy many outdoor learning opportunities” Ofsted.  “Pupils take part in competitive sports” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs” Ofsted.  “Subject leaders have made sure that  plans show how work is sequenced. It is clear how pupils will build on their learning in each subject, year on year.  Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Pupils enjoy many outdoor learning opportunities. In mathematics, pupils can apply their knowledge and skills to solve problems. Hands-on activities are helping pupils to understand their learning” Ofsted.  “Pupils have a rich range of first-hand experiences. They speak with enthusiasm about how they learn from visits and visitors” Ofsted.  “Pupils take part in competitive sports” Ofsted. |

**Key priorities and Planning (2024 / 2025)**

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

**Allocated amount: £16, 890**

**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** |
| All children to undertake minimum of 30 minutes physical activity per day in school.  To embed 5 a day helping to contribute towards children being active for 30 minutes per day.  To establish Active 15 (either a mile of the week or a physical activity challenge including skipping, hopping, star jumps etc).  Increased opportunities at lunchtimes  To increase the number of active lessons across school (e.g. Teach Active – Maths of the Day)  To develop Physical Development opportunities in Foundation Stage, enhancing the outdoor  provision  To provide opportunities for parents to participate with their child in 30 minute physical activities. | All children throughout school. School staff who will be facilitating the delivery.  All children throughout school. School staff who will be facilitating the delivery.  All children throughout school. Lunchtime supervisors who will be facilitating the delivery.  All children throughout school. Teachers and Teaching Assistants who will be facilitating the delivery.  All children throughout school. Teachers and Teaching Assistants who will be facilitating the delivery.  All children throughout school.  Teaching staff – CPD will support  teacher confidence.  Parents. | 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.  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 exercise and all KS1 timetables feature an Active 15 activity where they exercise for 15 minutes.  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.  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. Foundation Stage will retain the charter mark, recognised by the Local Authority as specialising in Active Maths.  Children’s gross and fine motor skills will develop and their control over the body, particularly muscles and physical coordination have developed. Target 85% of children to achieve E ELG in this area in FS2. The range of activities will also broaden their experiences and developed PSHE skills such as turn taking.  This will further support children developing their agility, balance and co-ordination as part of an ‘aerobics’, ‘archery’, ‘team building’ and ‘skipping school’ physical activities. Target for over 50% of parents attending and participating in the ‘aerobics’ physical activities. Target for over 50% of parents attending and participating in the ‘archery’, ‘team building’ and ‘skipping school’ physical activities. | £252  £539  £0 (money assigned from previous SSP budgets)  £445.00  £4482.00  £122.50 |

**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** |
| 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  The PE lead is to attend PE network meetings as part of the Cluster G arrangement and School Sports Partnership meetings hosted by LINKs.  Staff meetings linked to PE and physical activity  Dance iMoves package  The PE lead it to monitor PE on a half termly basis with the following focuses: policy, pupil voice, planning looks, observations / drop ins, assessment checks, analysing data, report to governors.  To raise the profile of PE and Physical activity by dedicating a display to this in the hall | PE lead.  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.  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.  PE lead.  Teachers and Teaching Assistants who will be facilitating the delivery of PE.  Children – receive a PE offer that is  relevant and of a consistent quality of teaching and learning opportunities.  All staff.  All children. | PE lead 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.  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 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.  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.  To raise profile of PE through the leadership structure put in place. Personalised feedback will strengthen staffs planning, delivery and assessment of PE. Governors to have a clear understanding of SSP and its impact.  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. | £750  £845  £663  £660  £0 |

**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** |
| Successfully implement the PE curriculum, providing continued support to staff in planning, delivery and assessment.  Please note that there are 7 teachers and each teacher is worth 14.3% when conducting these findings.  PE lead to provide athletics staff meeting training to develop confidence, knowledge and skills in delivering athletics.  PE lead to provide Outdoor Adventure Activity staff meeting training to develop confidence, knowledge and skills in delivering OAA.  Specialist dance coach to deliver a staff meeting on dance using iMoves to develop confidence, knowledge and skills in delivering dance.  Staff meetings linked to PE and Physical Activity | 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.  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.  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.  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. | 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 themselves as “either confident teaching athletics or were confident teaching athletics to other staff in order to support them”. To develop teacher’s confidence, knowledge and skills of teaching athletics. All lesson observations / drop ins conducted by SLT to highlight outcomes of lessons are of a strong standard.  To raise the percentage of staff identifying themselves as being “happy to teach OAA whilst they would like to develop their skills further” to the next level where they identify themselves as “either confident teaching OAA or were confident teaching athletics to other staff in order to support them”. To develop teacher’s confidence, knowledge and skills of teaching OAA. All lesson observations / drop ins conducted by SLT to highlight outcomes of lessons are of a strong standard.  School to continue with its strong CPD offer. ECTs to receive 7 sessions of dance CPD (week 1 / 2 – teacher observes coach, week 3 / 4 / 5 – teacher team teaches with the coach, week 6 / 7 – teacher delivers the session and the coach feeds back).  All lesson observations / drop ins conducted by SLT to highlight outcomes of lessons are of a strong standard.  Further dedicated staff meetings for both teachers and TAs to be assigned to PE or Physical Activity (e.g. games, gymnastics, Active Maths) in order to raise the profile or both PE and Physical Activity across school. To ensure that there is a greater clarity and consistency across classes and challenge with lessons. | £200  £200  £221 (iMoves online package)  £100 staff meeting  £1,270 CPD for 2 X ECTs  £600 |

**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** |
| Increase sport offering both in curriculum and though out of school clubs, targeting “non-active” children with a varied and excited provision  To develop active break and lunchtimes to ensure children get a broader range of physical activity  Introduce a broader range of after school clubs for the children to participate in  To increase the number of intramural competitions held within school  Sheffield Hallam Children’s university  To increase the number of “inspirational one off events”  To embed a broader range of sporting opportunities for children to participate in within the 2 hour PE curriculum  Forest schools | All children throughout school. Lunchtime supervisors who will be facilitating the delivery.  All children throughout school.  All children throughout school.  Teachers and Teaching Assistants who will be facilitating the delivery.  All children throughout school.  All children throughout school.  Teaching staff – CPD will support  teacher confidence.  All children throughout school.  Teachers and Teaching Assistants who will be facilitating the delivery.  Children in Reception.  Teachers and Teaching Assistants who will be facilitating the delivery. | The children are to 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 behavior at lunchtimes. It will also increase the number of opportunities that the children have to be physically active.  After school clubs are to include gymnastics, dance, football, circuit training, aerobics, skipping, box fit. Family of Schools competitions include balance bikes, ball skills, inclusive sports, football and tennis. Over 50% of children to attend after school clubs.  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.  To embeded 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.  Children to participate in Balance bikes, Archery, Skipping School activities provided by an instructor along with parents. The events will develop children’s their agility, balance and coordination and expose them to opportunities that the vast majority of children have not had experience of before. To aim for more children joining external clubs.  As part of PE the children participate in weekly 1 hour sessions based on the following sports: football, tennis, orienteering, rugby, athletics and hockey. As part of the other 1 hour PE session the children alternate between dance and gymnastics. All aspects of PE lessons will develop their agility, balance and coordination and expose them to opportunities that the vast majority of children have had experience of before. To aim for more children joining external clubs.  All Reception children participate in a half term (morning per week) Forest Schools sessions. This will result in the children: building confidence and independence, learning outdoors, physical fitness, health benefits, improved mental health, broader learning experiences. Provide parents with the opportunity to participate in sessions, leading to parents to valuing and using the outdoors more for things such as walks. | £3,300  £2,090  £0  £680  Part of the LINKS payment  £0 (money assigned from previous SSP budgets)  £0 (money assigned from previous budget – not SSP) |

**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 an academic year.  To work with the School Sports Partnership, Links, to develop competitive sporting opportunities across the Family of Schools.  To increase the number of intramural competitions held within school | All children throughout school.  All children throughout school.  Teachers and Teaching Assistants who will be facilitating the delivery. | Family of Schools competitions include balance bikes, ball skills, inclusive sports, football and tennis. The events will develop children’s their agility, balance and coordination. To aim for more children joining external clubs.  All children are to participate in an annual football tournament where they compete against one another. All children are to participate in an annual sports day where they compete against each other and participate in a range of multiskills linked to sports and agility, balance and coordination are developed. | £761  £0 |

**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** |
| Royd achieved the KS1 Sheffield Sport Mark Gold award.  A sustainable CPD model has been implemented so that experienced staff receive 3 weeks of dance, gymnastics and games based coaching with the PE leader or a specialist coach.  Foundation Stage have received the Charter Mark and have been recognised by the Local Authority as specialising in active maths sessions (supported through Teach Active (Maths of the Day) sessions.  All children participate in 2 hours of quality PE provision. Standards in PE lessons are rated as good/outstanding across school.  Lunchtime supervisors have received CPD by the PE coordinator.  Winners of the Sheffield School Sport Partnership Award for “Primary Sports Leadership”.  KS2 sports Leaders children from Deepcar St Johns CE Junior School attend daily to support children and target the “least active”.  All KS1 children participate in “Active 15” weekly activity (either a mile of the week or a physical activity challenge including skipping, hopping, star jumps etc).  Royd attends the family of schools participation events for a range of sports.  Increased after school activities are on offer and the levels of children participating in activities has also increased.  Subject leader has strong knowledge and attends the termly cluster of schools professional development and support meetings.  The number of Teach Active (Maths of the Day) sessions across school has increased.  Inspirational sports coaches and people to work with the children, either for a one-off day or a series of sessions have been introduced (e.g. Balance bikes, Skipping School).  Established intra-school competitions are in place (e.g. Royd Football World Cup and Multiskills). | 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:  30 active minutes daily for all pupils  Planned provision to target and increases all pupil’s regular daily physical activity levels.  A broad and exciting extra curricular offer that provides equal opportunities for all pupils regardless of gender.  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.  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. Athletics: Prior to the training as part of a staff survey 42.9% of staff reported that they were happy to teach athletics however they would like to develop their skills further. The remaining 57.1% of staff reported that they were either confident teaching athletics or were confident teaching athletics to other staff in order to support them. After the training 85.8% of staff reported that they were confident teaching athletics (increase of 42.9%). Feedback provided by the PE lead shows that all teachers have developed their confidence, knowledge and skills of teaching athletics. All lesson observations / drop ins conducted by SLT deem outcomes of lessons to be of a strong standard.  OAA: Prior to the training as part of a staff survey 57.2% of staff reported that they were happy to teach OAA however they would like to develop their skills further and 14.3% of staff reported that they needed further OAA training. The remaining 28.5% of staff reported that they were either confident teaching OAA or were confident teaching OAA to other staff in order to support them. After the training 85.8% of staff reported that they were confident teaching OAA (increase of 57.3%). 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.  All Children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. A broad and exciting cross-curricular offer. Schools have visited our setting, observing the high quality of education on offer. Foundation Stage outdoor provision is strong and attainment in Physical Development is strong.  Staff are aspirational for every child. The school’s high expectations mean that all pupils achieve well.  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. All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels.  A strong relationship between Royd Nursery Infant School and Deepcar St Johns CE Junior School that also supports with transiton. 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  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.  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.  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. 51% of children attended after school clubs.  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.  All children receive 30 active minutes+ daily. Planned provision to target and increases all pupil’s regular daily physical activity levels. A broad and exciting cross-curricular offer. This has also benefited children’s well-being.  Children have participated in an balance bikes and skipping school sessions conducted by an specialist instructors along with parents. This has exposed them to opportunities that the vast majority of children have had experience of before. This has also led to children joining external clubs. This has also led to children joining external clubs and attending after school clubs.  All children 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. | “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs”.  “They take part in competitive sports and pupils in Year 2 have swimming  Lessons”.  “Pupils have a rich range of first-hand experiences. They speak with enthusiasm about how they learn from visits and visitors”.  “They enjoy many outdoor learning opportunities”.  “Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well”.  Ofsted.  Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Pupils enjoy many outdoor learning opportunities. In mathematics, pupils can apply their knowledge and skills to solve problems. Hands-on activities are helping pupils to understand their learning” Ofsted.  “Teachers have high expectations for what every pupil can achieve. Pupils respond to these expectations and work hard. They know only their best is good enough” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs. Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs. They enjoy many outdoor learning opportunities” Ofsted.  “Pupils take part in competitive sports” Ofsted.  “Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in afterschool clubs” Ofsted.  “Subject leaders have made sure that  plans show how work is sequenced. It is clear how pupils will build on their learning in each subject, year on year.  Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well” Ofsted.  “Pupils enjoy many outdoor learning opportunities. In mathematics, pupils can apply their knowledge and skills to solve problems. Hands-on activities are helping pupils to understand their learning” Ofsted.  “Pupils have a rich range of first-hand experiences. They speak with enthusiasm about how they learn from visits and visitors” Ofsted.  “Pupils take part in competitive sports” Ofsted. |

**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*

|  |  |  |
| --- | --- | --- |
| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | % | *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.* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | *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* |

|  |  |  |
| --- | --- | --- |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | % | *Use this text box to give further context behind the percentage.* |
| 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 |  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No |  |

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: | 25th July 2024 |