

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 3,631
Total amount allocated for 2022/23	£ 20,963
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 432
Total amount allocated for 2023/24	£ 17,764
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 18,196

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. 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.</p> <p>Please see note above</p>	80%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	73%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	73%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £18,196		Date Updated: July 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 66 %
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Continue to increase the confidence of the PE Lead, PE coach and teaching staff to deliver high quality lessons.	<p>Sports Lead to attend CPD for PE leaders at Rushcliffe SSP and disseminate relevant information to staff as appropriate.</p> <p>Sports Coach and teachers to be supported by Sports Lead to use new Get Set 4 PE scheme to deliver the PE curriculum through planning and lesson delivery and to identify next steps for pupils.</p> <p>Provide some CPD for all teaching staff to ensure children with SEND are participating in lessons in a meaningful way.</p>		<p>First Grade £10,360</p> <p>PE equipment £600</p> <p>Get Set subs £495</p>	<p>Sports Lead attended CPD and shared with staff.</p> <p>Get Set 4 PE embedded across the school. Monitoring indicates that staff feel more confident delivering PE using the scheme and that it is delivered accurately by staff and PE coach.</p> <p>SSP Lead provided CPD for all staff on SEND and inclusion.</p>	Consider some co teaching between PE coach and staff to enhance teaching skills.

Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				27 %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Continue to encourage as many children as possible to be engaged in daily physical activity at playtimes and lunchtimes, led by coaching and dinner staff.	<p>Introduce a Sports Leaders’ scheme.</p> <p>Ensure playtime sports equipment is available both for the Sports Leaders and for sport specific playground areas.</p> <p>Continue to implement playtime skills-based games and activities for KS1 and KS2 (playground is split into areas to encourage activity and engagement in specific sports).</p>	<p>Sovereign (playground furniture)</p> <p>£4702</p>	<p>12 children across lower KS2 took part in the playground leaders’ programme; they developed skills in organisation, team work and communication.</p> <p>Playground leaders, supported by the sports coach (twice weekly) provide equipment and opportunities for activity which ensures most children are active during recreation times.</p>	<p>Maintain the playground leaders programme.</p> <p>Ensure equipment is available to encourage activity at playtimes</p>

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1 %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Continue to use PE as a tool to embed whole school values and consolidate PSHE themes.</p> <p>Continue to use physical activity to build on current provision for children’s mental health and wellbeing.</p>	<p>Sporting achievements praised and celebrated through school assemblies, including from PE lessons, competitive sports events or after school sports clubs.</p> <p>Children continue to develop their understanding that an active lifestyle, promoted by PE, can help us feel better both mentally and physically.</p>	<p>Transport £100</p>	<p>Children are encouraged to participate in sporting events and after school clubs.</p> <p>Children, particularly in KS2, are able to vocalize the benefits of PE to their mental health and wellbeing.</p>	<p>Continue to celebrate sporting achievement (both within and without school) in assemblies.</p> <p>Ensure “health benefits” is one of the teaching outcomes in many lessons.</p>
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation: 4 %</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to promote positive enjoyment in a broad range of sports and activities.</p>	<p>Take up opportunities offered by the SSP and local sports clubs to introduce new sports to all children.</p> <p>Continue to offer “Forest Schools” to all pupils.</p> <p>Provide “one-off” enrichment opportunities for children to</p>	<p>SSP subs £150</p> <p>Tough Runner £485</p>	<p>Children in both KS1 and KS2 have participated in festivals organized by the SSP, usually developing skills in a sport they had not tried before.</p> <p>A tough runner event was held for every child in the school. Feedback from children was hugely positive.</p>	<p>Continue to participate in Rushcliffe SSP and attend festivals and competitions.</p>

	promote whole school sport (e.g Tough Runner)			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2 %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Continue to plan for and engage in competitive sports across the county and within school.	Enter competitions and festivals offered by Rushcliffe SSP and other organisations promoting school sport. Continue to offer a range of competitive sports in after school clubs, provided by the sports' coaches and school staff.	Rushcliffe football subs £80 Hockey pitch hire £231 Basketball net installation £210	Sports Lead and other teachers are involved in organising and planning participation in competitions and festivals. Many after school sports clubs, including football, multi-sports, dodge ball, basketball, gymnastics etc have been available. More children are participating in physical activity and competitive games.	Continue to offer a range of opportunities for participation in festivals, competitive sport and afterschool clubs.

Signed off by	
Head Teacher:	Paul Allen
Date:	July 2024

Subject Leader:	Richard Ives
Date:	July 2024
Governor:	Olivia Smith
Date:	July 2024