



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.

Details with regard to funding

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,760
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024	£17,760

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.

Intent	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Teachers work alongside specialist coaches.	To employ experienced and specialist coaches to work across school	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport	<i>Staff have enjoyed working with coaches and their confidence has grown. Staff have been able to learn about new sports, learn games to warm up pupils and also techniques to have further advance learning</i>	£8580 (K12) £500 (K12) Proportion of this calculated for staff CPD
Pupils to have access to high quality PE lessons on a regular basis, accessing 2 hours of curriculum per week	NFFC Community Trust to deliver one hour of PE a week to all classes. Coach to support PE lead/class teachers with expertise to ensure PE is delivered to high standard with confidence	Key indicator 2: Engagement of all pupils in regular physical activity	NFFC delivered in school, working with all pupils and providing support for staff. Pupils speak more highly of PE lessons and have more enthusiasm to participation in lessons.	£8580
Embedding the values that physical activity can bring and raising their enjoyment levels of being active.	Use the presence of NFFC to inspire pupils to be active and pupils encouraged to be proud of their individual achievements, using a role model in school to talk about their increase physical activity			
Working closely with a local football club to raise the profile of PE across school				
Deliver extra-curricular activities to promote regular physical activity	Clubs implemented to allow pupils to access further learning and further opportunities to be active		Extracurricular clubs are full, and pupils have enjoyed working with external providers. Advancing their knowledge of	£330 TA with expertise and experience in sport

Sports Leaders to organise/deliver activities at lunch time. Promoting well being, raising awareness of different activities and providing role models to others	Sports Leaders to be trained and to lead activities during lunchtime. This increases their fitness levels and inspires others to be leaders. Aim of leaders to engage as many pupils as possible with a range of activities	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Football, Cricket, Tennis, Handball and Tag Rugby. Pupils have been able to transfer skills, such as teamwork and tactics, to other PE lessons	
Purchase equipment and kit for PE and lunchtimes to enable pupils to take part	To purchase equipment		Sports Leaders have increased their communication skills, being able to demonstrate their ideas/activities much more clearly to pupils.	£270 TA at lunchtimes
Link PE/Sport to School Vision and use profile of PE to support behaviour.	Strong links created and PE raised within school to support behaviour, provide aspiration. Work with NFFC to hold Workshop: Say No To Racism, Mental Health Workshop and celebration of international womens' day		Children are able to take part in a variety of different sports during PE lesson and are able to be active at lunchtimes	£292
Provide KH with leadership	Attend Network Meetings and		Pupils conflict resolution skills have improved. Pupils have more patience and show good respect to others The Say No To Racism created discussions and allowed pupils to voice their thoughts, improving their communication skills. The benefits of exercise and physical activity has been promoted across school and there has been increase in girls participating in school sports clubs.	£100 (Mental Health workshop) £90 (International Womens Day workshop)
			KH was new to the role and the	£2,500 Release cover

to oversee, plan and liaise with Gedling SGO	access suitable CPD		training ensured that she felt more confident in the role.	
PE used to provide additional support for SEND pupils	To ensure SEND pupils participate in high quality physical activity. Supporting need and providing good progress in PE including 1:1 support		SEND pupils have grown in confidence and have increased enjoyment from physical activity. They have develop turn taking, how to ask questions and worked in teams	£608 TA cost to support SEND children
Work with external providers to access a different sport	Employ “Yoga Beans” to work with Y6	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children loved doing yoga in Spring term and the lead up to their SATs examination and learnt new skills on strength, resilience and mindfulness.	£500
	<i>Whole school Quidditch Day run by Sporting Dreams</i>		All children enjoyed a new sport which helped to develop teamwork, throwing and running skills	£405
Provide orienteering opportunity to children off-site	<i>Pupils to attend an orienteering day run by NFFC Community Trust at local NFFC facility</i>		Children were able to develop their wider cognitive development, such as problem-solving-, planning and evaluating their performance, as well their understanding of basic map reading and navigation.	£200
Residential, financial support for disadvantaged children	All children to have opportunity to participate in residential which includes outdoor adventurous		All children were able to take part in the residential and learn outdoor and adventurous	£3270

Deliver intra-school competitions	activities and meets the wider needs of the PE national curriculum. To create mini tournaments within the school so that pupils can access a competitive environment	Key indicator 5: Increased participation in competitive sport	activities.	£150 (Proportion taken from release cover of KH)
Set up clubs and organise inter-school competitions	PE lead and coaches to organise clubs and competitive opportunities for children. Funds also allocated to cover the cost of transportation to events.		Pupils have enjoyed competing in a range of sports. These events promoted respect and sportsmanship. Children took part in inter-school competitions in the local area. This also included a football tournament where the Girls' Team qualified to the East Midlands regional finals and represented Nottingham Forest FC. Children's enjoyment of representing the school was clear. Children have taken on leadership roles and developed their communication and teamwork skill as well as learning the importance of having resilience in defeat.	

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?	81 %	<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]?	71 %	<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>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	64%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	CPD training provided to TA at local pool to support a child with disability 1:1 in the pool

Signed off by:

Head Teacher:	<i>Vicki Welsby</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kathryn Heathcote PE Lead</i>
Governor:	<i>Julie Barnard</i>
Date:	<i>31.07.24</i>