



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 2022-2023	Impact 2022-2023	Comments
<ul style="list-style-type: none"> • A large % of children have taken part in a sports activity off site. • The 4x Y5 Sport Ambassadors have been trained at a conference to deliver activities such as circuits, tennis and games. • Afterschool clubs attending by children Y1-Y6. • New sports kit and football kit purchased. • Additional opportunities and curriculum support for children e.g. the 'Sporting Superstars' and Me v Me' programmes were based on 'Personal Best' led by Y6 children and the City Sports School Activity and Fitness manager. • Y6 Bikeability scheme. 	<ul style="list-style-type: none"> • Children gained experience and confidence and benefitted from offsite facilities • This ensures children have a more active lunch time, with less behavioural issues, as they are engaged with an activity. 83% of children enjoy an active lunch/break. • Children are more active and try a variety of sports. • The new sports kit and football kit have raised the profile of the school and given the children confidence and pride in representing their school. • Breadth of opportunities for children and increase of physical opportunities. • Y6 Safety on bikes- children who don't have a bike at home learnt to ride. • Increased teacher's confidence in delivering 	<ul style="list-style-type: none"> • Continue to ensure high number of offsite visits. • Switch to OPAL PLAY from Feb 2024 to improve % of active play. • Continue with clubs and also staff member to take additional clubs for a wider range. • Apply for Girls football kit grant. • Use opportunities though School game coordinator. • Bikability to be booked 23-24. • TB curriculum support for staff- use questionnaire to evaluate provision. • Swimming provision Y3-Y6 at Lenton.

<ul style="list-style-type: none">• CPD opportunities for all staff increased teacher's confidence in delivering PE through TB specialist coaches, coaching in Tennis and Cricket.• Swimming data: 67 % can swim 25 m unaided.	<p>PE.</p> <ul style="list-style-type: none">• Compared to Nationally 63%, 50% of children from ethnically diverse communities, 42 % of children with a low family affluence score can swim 25 metres unaided, 45% of children and young people going to school in the most deprived areas.	
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Key priorities and Planning

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

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> ➤ Healthy lifestyles /National sports week to increase activity and understanding of different types of activities available to them. Healthy lunch box challenge. ➤ Engage all pupils in regular activity (30 mins daily within school day) at lunchtime. Increased physical activity at lunch times through use of TB Sport Staff planning organised games: <ul style="list-style-type: none"> • Monday- Friday: Lunch support from 1 or more TB coaches. ➤ Promotion of Nottingham African 	<p>Staff/ children/lunch time staff.</p> <ul style="list-style-type: none"> ➤ Children, Lunch time staff <p>Teacher- less behavioural issues.</p> <ul style="list-style-type: none"> ➤ Children and staff. 	<ul style="list-style-type: none"> ➤ Key indicator 1: The engagement of <u>all</u> 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 (and Key indicator 4). ➤ Key indicator 1: The engagement of <u>all</u> 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. ➤ Key indicator 1: The 	<ul style="list-style-type: none"> ➤ Pupils will experience a wider range of activities including DRUMBA, ACE cricket, KS1 and 2 tennis. ➤ Higher participation of healthy activities from pupils within school. Active at lunch/break. Increased physical activity and better behaviour in the playground and children are active in their play. ACE cricket lunch - encouraged children to then attend the out of school ACE sessions at the Brendan Lawrence Centre. ➤ Increased activity at 	<ul style="list-style-type: none"> ➤ In key indicator 4 ➤ TB sports specialist- lunch times: £4,000 lunchtimes £400 Equipment £400

<p>Caribbean Engagement Programme- Coach support at lunchtime (7 sessions).</p> <ul style="list-style-type: none"> ➤ Engage more pupils in afterschool clubs to increase physical activity (Y1-Y6). Provision of clubs 2 x week by TB Sport Coaches (ranging from Y1-Y6). ➤ Bikeability -Children to be more active and confident to ride a bike (Y6) encouraging a healthier and more active lifestyle. ➤ Pupils to lead sports activities/ support with OPAL/ sports day-will 	<ul style="list-style-type: none"> ➤ Children, Parents, Staff. ➤ Children- safety- allows children to be more active. ➤ Children- raise profile of PE leadership skills /Lunch time supervisors/ TB sport. 	<p>engagement of <u>all</u> 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 (and Key indicator 4).</p> <ul style="list-style-type: none"> ➤ Key indicator 1: The engagement of <u>all</u> 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 (and Key indicator 4). ➤ Key indicator 1: The engagement of <u>all</u> 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 (and Key indicator 4). ➤ Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – 	<p>lunch time and link with ACE- renewal trust/ Trent Bridge. Community involvement.</p> <ul style="list-style-type: none"> ➤ Increase range of activities provided. Increase time active. Provide opportunities wouldn't otherwise get e.g. Magdala tennis Centre, ACE cricket, team building club, netball, Athletics, Boccia. ➤ Children will be able to safely ride a bike in Y6. ➤ Sports Ambassadors will inspire many other pupils to lead 	<p>%0</p> <p>Cost in Key indicator 4</p> <p>Cost in Key indicator 4</p> <p>Ambassador programme: £20 Staff: £100</p>
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<p>increase physical activity and improve behaviour.</p> <ul style="list-style-type: none"> ➤ OPAL schools implemented. ➤ Use of Twitter to evidence activities. 	<ul style="list-style-type: none"> ➤ Lunch time supervisors/ Parents/ teachers/ pupils/ Play workers. ➤ Teacher/ parents/pupils. 	<p>Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <ul style="list-style-type: none"> ➤ Key indicator 1: The engagement of <u>all</u> 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. ➤ Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. 	<p>healthy and active lifestyles. Use of Sports Leaders /Ambassadors programmed to encourage active play in the playground- supported by TB Sport staff. Sports Ambassadors to continue in the role in Y6 and support the new Sports Ambassadors to provide lunch time activities.</p> <ul style="list-style-type: none"> ➤ Increased play literacy observed. Social skills development and various types of play. Parental involvement. OPAL assemblies to ensure sustainability. ➤ Raise profile of sporting achievements and activities in the school. Children’s successes are celebrated on a wider variety of platforms. twitter/newsletters to keep parents informed and raise 	<p>Transport: £150x 2 Equipment: £130</p> <p>N/a</p> <p>N/a</p> <p>£150</p>
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<ul style="list-style-type: none"> ➤ Pupil voice to raise profile of PE. Sports Ambassadors trained. House meetings and school council to discuss sport/playtimes. ➤ Apply for Girls Football kit to encourage girls to take part (and following feedback that they didn't feel smart/confident in PE kit). ➤ Ensure access to specialist and expert support, thus keeping the school fully up to date and provide CPD opportunities Continued link with Nick Robb SSGO 	<ul style="list-style-type: none"> ➤ Teachers/pupils. ➤ KS2 Girls. ➤ Staff, Sarah Rice (PE lead), Nick Robb (SSGO), TB sport. 	<ul style="list-style-type: none"> ➤ Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. ➤ Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. ➤ Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. 	<p>the profile of sport in the school. Aim to increase parental attendance of sports day. Create sports links.</p> <ul style="list-style-type: none"> ➤ Children gain confidence through this role, and helps raise the status of PE in the school. ➤ Help the girls feel more confident taking part in sport. ➤ Keeping the school fully up to date and provide CPD opportunities. Increase staff confidence in delivering Tennis and cricket in KS2- CPD. 	<p>£0</p> <p>£0</p> <ul style="list-style-type: none"> ➤ £600 (including hire of hall). Rest In key indicator 4- Tennis- James Ockleford.
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<p>(Ellis Guilford) to access up to date information /training etc. SR to attend training when appropriate. CPD through Nottingham Cricket Club Coaches (and ACE initiative) – curriculum support in Y3/4, Y4, Y5, Y5/6, Y6, tennis, swimming.</p> <ul style="list-style-type: none"> ➤ To have a clear Intent for the whole school which is consistent, clear and enables staff to see progression of the strands of PE. Writing and reviewing curriculum intent half termly- alongside Tracey Lane DPS, to discuss sequencing and progression of PE throughout school. 	<ul style="list-style-type: none"> ➤ Sarah Rice – deliver to staff (and to Governors) Staff-based on confidence, split year and ECTs. 	<ul style="list-style-type: none"> ➤ Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. 	<p>Staff gain confidence, knowledge and skills through watching Sports specialist teach, using and applying these skills to their own teaching resulting in better quality, confident teaching (on-going). Discussions with staff following delivery of coaching to assess worth. Staff questionnaire to evaluate teachers confidence pre and post CPD.</p> <ul style="list-style-type: none"> ➤ Curriculum overview, and Intent completed. This curriculum of PE across the school will show progression of skills and knowledge with clear sequencing and staff have said increased confidence in planning and teaching PE from using the intent. 	<ul style="list-style-type: none"> ➤ Complete PE scheme of work as a learning resource £600 SR release time £400.
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<ul style="list-style-type: none"> ➤ Staff meeting to increase teacher's confidence in delivery of high-quality sport curriculum- CPD e.g. what a good lesson should look like, the 3 pillars of PE. ➤ Y1/2 teacher to attend Gymnastics training Jan 24. ➤ TB Sports coach employed to support in areas of PE where teachers want to gain CPD-2 x pm a week. Increase teacher's confidence in delivery of high-quality sport curriculum- CPD. ➤ Pupils will have been exposed to 	<ul style="list-style-type: none"> ➤ Children/Staff. ➤ Y1/2 VN. ➤ Teachers/ pupils. ➤ F1-Y6 pupils. 	<ul style="list-style-type: none"> ➤ Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. ➤ Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. ➤ Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. ➤ Key indicator 4: Broader 	<ul style="list-style-type: none"> ➤ Increase teacher's confidence in delivery of high-quality sport curriculum- CPD. ➤ Increase teacher's confidence in delivery of high-quality sport curriculum- CPD. ➤ Increase teacher's confidence in delivery of high-quality sport curriculum- CPD. staff have had access with TB support for curriculum support. To gauge increased confidence in delivering the area they had support in. ➤ Confidence of pupils 	<p>£0</p> <ul style="list-style-type: none"> ➤ National sports week
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<p>new and exciting experiences. Pupils from KS2 have the opportunity to take part in non-competitive inclusive festivals: e.g. Going for Gold, DRUMBA, sports days, cricket- ACE. Tennis.</p> <p>➤ Pupils will get the opportunity to try new sports. Promotion of Nottingham African Caribbean Engagement Programme (ACE) Coach to support at lunch- Advent, Lent, Pentecost and CPD in Advent 1. 24 Y3 pupils opportunity to attend the West Indies V England Cricket Match, perform 'Guard of</p>	<p>➤ All pupils and 24 Y3 pupils.</p>	<p>experience of a range of sports and activities offered to all pupils.</p> <p>➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>to 'give things a go.' Children will have accessed many events off site. Children more aware of sporting opportunities available to them. Children keen to try new things- confidence and resilience shown and desire to improve. Going for Gold will have a whole school impact due to 25% of school participation.</p> <p>➤ Children will have been inspired to try sports they may not have been exposed to. Children from the school will attending afterschool free ACE sessions at Brendan Lawrence Centre through the Renewal Trust/ Trent Bridge. New inspiring and enriching opportunities for children.</p>	<p>coaches £800 (DRUMBA). Afterschool clubs TB sport: £3,600 (2 clubs per week). Tennis coach half: £600 (rest in key indicator 3). Going for Gold: Bus: £200. Cricket- Bus £300 Sports Day Hall: £150.</p> <p>£0</p>
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<p>Honour' and play on the pitch (July 2024).</p> <ul style="list-style-type: none"> ➤ F2- Y6 attend a sports day. Wider range of sports offered as an opportunity to sample in National Sports Week e.g. tennis, going for gold, quad kids, DRUMBA. ➤ Pupils will have the opportunity to experience sport after school. Ensure a variety of sports after- school clubs are provided for pupils within school for the whole School (Y5/6 athletics, Y3/4 athletics, Netball, Girls football, Boddcia Boys and Girls Football, Summer sports, Magdala Tennis club, ACE cricket, Team building club, 	<ul style="list-style-type: none"> ➤ Pupils. ➤ Pupils. 	<ul style="list-style-type: none"> ➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. ➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<ul style="list-style-type: none"> ➤ Pupils will become more engaged with learning and participating in sport. Attendance in select pupils will be higher. ➤ Increased participation of clubs and a wider variety of club types offered. 	<p>£800</p>
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<p>Performing Arts club).</p> <ul style="list-style-type: none"> ➤ Pupils will have the opportunity to experience sports in an out of school environment. Offsite tennis lessons for y1-6 at Brendan Lawrence with Tennis coach • Going for Gold- Y3-6 • F2-Y6 Sports Day • Football • Athletics Y3/4/5/6 • Y2 Camp • Netball comp- Girls High school • Trent Bridge <ul style="list-style-type: none"> ➤ Bikeabilty scheme- Summer 2024. <ul style="list-style-type: none"> ➤ Training and entry 	<ul style="list-style-type: none"> ➤ Pupils. <ul style="list-style-type: none"> ➤ Y6 pupils. <ul style="list-style-type: none"> ➤ Y1-Y6 pupils. 	<ul style="list-style-type: none"> ➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. <ul style="list-style-type: none"> ➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. <ul style="list-style-type: none"> ➤ Key indicator 5: Increased participation in competitive 	<ul style="list-style-type: none"> ➤ All children will have had access to sports day in a hall providing them with space and a new experience. Large % of children in KS1 and KS2 have had the opportunity for offsite sporting activity. <ul style="list-style-type: none"> ➤ Y6 children are able to have more experiences due to being able to ride a bike safely. Attempt for 80%to reach level 3. <ul style="list-style-type: none"> ➤ Children will have had many opportunities 	<p>Travel/entry</p> <p>£150</p> <p>£300</p> <p>£200</p> <p>£1000</p> <p>£200</p> <p>£200</p>
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<p>at City competitions: Athletics y3/4 x 2 comps, Athletics 5/6 x 2 comps, Cross country , Y6 Quad-kids- track & field, Going for Gold Y2-Y6, Y5/6, Netball comp- Y5/6 Girls High School, Football festival Y3/4 and Y5/6, Netball -Trust, Mega-fest.</p>		<p>sport.</p>	<p>to attend competitive sports activities. They will have confidence of visiting new places e.g. Sherwood Forest, Harvey Hadden, Brendon Lawrence, Trent Bridge. They will show dedication in training sessions leading up to an event especially in Athletics. They will know how to accept losing and show good sportspersonship. They will develop skills in working as a team and supporting each other. They will also recognize the importance of personal best as well as performing as a team.</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
<ul style="list-style-type: none"> ➤ Link with ACE (Afro- Caribbean engagement programme). 	<ul style="list-style-type: none"> ▪ Active lunch times- playing cricket- improved behavior. ▪ Children accessing cricket in the community through link with school. ▪ Y5 trip to Trent Bridge- Black History. ▪ Provision of Y4,5,6 cricket after-school club. ▪ CPD cricket for KS2- increase staff confidence. ▪ National sports week ACE cricket-based activity F1-Y2- younger years being inspired. ▪ Opportunity for Y3 to attend West Indies V England Cricket at Trent Bridge- perform ‘guard of honor’, and play on pitch. ▪ 2 children received full cricket set and clothing for their engagement with the ACE community programme. 	<p>Continue link 2024-2025</p>
<ul style="list-style-type: none"> ➤ Tennis coaching and link with Hollygirt school. 	<ul style="list-style-type: none"> ▪ Opportunity for children to access high quality tennis lessons off site with a tennis coach for KS2. ▪ CPD opportunities for teachers. ▪ Link with Hollygirt- funded afterschool coaching with Hollygirt at Magdala ‘Mini Murrays’ and Super Serinas’. 	<p>Due to Hollygirt teacher leaving forge link with new staff member.</p>
<ul style="list-style-type: none"> ➤ Competitive sport. 	<ul style="list-style-type: none"> ▪ Wide opportunity for inter school competitions including Y3/4 Athletics, Y5/6 athletics, Y3/4 football, Y5/6 Girls football, Y5/6 netball, Mega 	<p>Continue to enter competitive activities next year.</p>

<ul style="list-style-type: none"> ➤ Profile of Sport in school raised- National sports week, Gold School Games Award, Twitter to share news, new Girls football kits. ➤ CPD from TB sport, tennis and cricket ➤ Learning resource Complete PE purchased (works alongside intent) 	<p>Fest, Go for Gold.</p> <ul style="list-style-type: none"> ▪ Profile of sport raised- children’s engagement increased, Gold School Games Award earned. ▪ Staff more confident in delivery of PE. ▪ Resource available to link with school’s intent. Provides staff with planning support and ideas ensuring consistency and progression across the school. 	<p>Continue raising the profile of sport and active play and levels of participation.</p> <p>Use CPD to increase confidence of staff delivering PE.</p> <p>Monitor teaching and planning next year. Review intents.</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?	33%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79% (10m- 2 or more strokes).	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	37%	

<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to</p> <p>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><u>Yes/No</u></p>	<p>To be considered for 2024-2025.</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><u>Yes/No</u></p>	<p>Instructors are used.</p>

Signed off by:

Head Teacher:	<i>Frances Moore</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sarah Rice- Sports Lead
Date:	15.07.24