

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](#) 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 offer
- 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 [gov.uk](#) 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 under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/4	£0
Total amount allocated for 2024/25	£16780
Total amount	£16780
Total expenditure	£12001
Total amount carried over to 2025/26	£4779

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023.	60% (6/10) 1 child at level 1, 1 child at level 2 and 2 children at level 3.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60% (6/10) 1 child at level 1, 1 child at level 2 and 2 children at level 3.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90% (9/10)
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?	Yes/No

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: 2024/2025	Total fund allocated:	Date Updated:		
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			Percentage of total allocation:	
			£10469	63%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To engage children in exercise and keeping fit and healthy; ensuring children undertake an increased amount of physical activity.	<ul style="list-style-type: none"> Outdoor Gym (previous installation) with pieces of equipment allowing 8 children to use the equipment simultaneously. Improve provision on KS2 playground to improve balance and gross motor skills via age-appropriate equipment. 	£0 (Carry Forward of £4779 to be used)	Children are engaged by the outdoor gym to encourage further physical engagement during break times. New climbing and balance equipment to be installed to enable up to 60 minutes per day of coordination and balance practice.	To be continued. To be installed ready for use in September.
For children to build character develop resilience, determination and self-belief, whilst instilling the values and virtues of friendship and fair play; earning at least a bronze school games award.	<ul style="list-style-type: none"> To engage with School Games throughout the academic year. 	£0	Play leaders designed a games timetable across school, which has engaged other children in physical activity and encouraged children who were not playing games to join in.	Award was not achieved due to focus being on school council and not the award. Therefore, the award will be a focus for Play Leader's next year.
To raise awareness of healthy lifestyles.	<ul style="list-style-type: none"> Engage children in Elkesley Mile to improve stamina. 	£0	Elkesley mile incorporated into PE.	Ensure Elkesley Mile is completed more regularly next year. Have 'focus' months where chn challenge themselves to 30 mins exercise per day.

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<p>To engage children in active play and ensure that they are undertaking at least 30 minutes of physical activity</p>	<ul style="list-style-type: none"> - Provide lunchtime sports provision: a range of sporting activities offered by a specialist coach during lunchtime, once per week, in order to engage more children in physical activity. - Develop the play leaders through the Play Maker training for children. Play leaders are to ensure all children are engaged in physical activity; older play leaders to support younger children by leading games in KS1. 	<p>£360 £99 Subscription £105 School Council Time</p>	<p>New equipment has engaged children in active play. Play leaders engaged in training by a specialist coach. Play leaders ran a weekly session supported by sports coach.</p>	<p>Introduce children to alternative activities to improve stamina when grounds are not suitable. New playleaders to be retrained next year and to deliver sessions.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: £372 2 %</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what 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>Develop children’s skills and knowledge in a wide variety of sports. Continue to celebrate sports achievements prominently in and around school to inspire and motivate those</p>	<ul style="list-style-type: none"> - Sports Coach from Tuxford Academy to deliver PE one session per week for all children EYFS – Y6. Rotation of activities throughout the school year with all age groups. - Sporting achievements such as 	<p>N/A – School budget used due to PPA cover. £1000 toward time to develop range of sports and activities.</p>	<p>Long-term plans are followed by both Teachers and Sports Coach enabling a variety of activities developing children’s skills and knowledge seen through monitoring. A weekly celebration has been</p>	<p>Sports coach really effective in developing children’s knowledge and application and this is to continue. Continue in the following</p>

<p>around them.</p> <p>Develop pupils' understanding of the need for teamwork, commitment and discipline in order to develop skills and make improvements.</p>	<p>horse-riding ribbons, swimming certificates, football trophies, dance medals celebrated in Gold assembly and displayed in the hall.</p> <ul style="list-style-type: none"> - Provide children with Sports day successes rewards; field preparation for events; additional sports coach to provide further activities during the day. 	<p>£0</p> <p>Awards £0</p> <p>Preparation £154</p> <p>Additional Sports Coach £218</p>	<p>maintained along with a display board of certificates. A certificate is awarded by the Sports Coach each week. Chn have been provided taster sessions to further engage children into alternative sports EG karate.</p>	<p>academic year; contact more local clubs to provide taster days to further engage children</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				<p>£2710 16 %</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what 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>Facilitate CPD opportunities to support improving pupils' knowledge and techniques in various physical activities.</p>	<ul style="list-style-type: none"> - Continue use the GetSet4PE scheme to support teachers in planning and delivering sessions; CPD included within package. 	<p>£550 (£150 of which allocated to CPD)</p>	<p>Teachers are more confident in delivering PE, identified through monitoring. They find the scheme is engaging and easily adaptable to meet the needs of all children. Progression is shown in a variety of sports. Teachers have observed sports coach and joined in with sessions.</p>	<p>Further CPD to be identified.</p>
<p>All children to experience outdoor adventure activities on site; teachers</p>	<ul style="list-style-type: none"> - Adventure unlocked to provide hands-on sessions 	<p>£2160</p>	<p>Each class receive an Adventure Unlocked sessions once per half term.</p>	<p>This has been effective in teaching outdoor teaching and</p>

<p>To increase balance and engage younger learners in cycling.</p>	<ul style="list-style-type: none"> - Provide expert training in proper use of balance bikes: external provider to train children on safety and correct use of school balance bikes. 	<p>£480</p>	<p>Balance Bike training improved gross motor skills – children were able to balance bikes correctly.</p>	<p>Book for 24/25</p>
<p>To improve skill and safety for Key Stage 2 children when riding bikes.</p>	<ul style="list-style-type: none"> - Bikeability 	<p>£0</p>	<p>Bikeability for UKS2 - children have improved coordination and motor skills.</p>	<p>Book for 25/26</p>
<p>To develop balance, fine and gross motor skills and engage EYFS and KS1 in ballet.</p>	<ul style="list-style-type: none"> - Ballet professional to develop ballet to EYFS/KS1 to develop specific skills of ballet. 	<p>£1200</p>	<p>Children across EYFS and KS1 developed balance and motor skills, physical coordination, grace and posture through a ballet coach.</p>	<p>Book for 25/26</p>

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>£2300 14%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</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</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
To provide all children with an opportunity to participate in inter-school competitive sports competitions to build character, help pupils develop resilience, determination and self-belief, whilst instilling the values and virtues of friendship and fair play.	<ul style="list-style-type: none"> - Join intra-school competitions provided through Tuxford Academy. - Fund travel to enable us to send children to competitive sportive events. 	£600 £2350	Children have regularly taken part in sporting events at Tuxford and improved skills in rugby, football, orienteering, rounders and handball; along with experiencing competition to develop teamwork and resilience. Children in KS2 have taken part in football tournaments against local schools.	To be continued.

Signed off by	
Head Teacher:	Chris Marsh
Date:	09/06/2025
Subject Leader:	Lara Williams
Date:	09/06/2025
Governor:	Barry Woodcock
Date:	16/06/2025
Note	Spending agreed in Full Governors on 16/6/24 for the budget of £10,000 (including £4779 carry forward from this year) for a climbing and balance equipment. To be booked and work completed for Autumn return.