

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 2022/23	£0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,740
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£ 17,740

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 to your best ability. 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 2023.</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>	77%
<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>	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: 2023/24		Total fund allocated:	Date Updated: 23/07/24	
Key indicator 1: 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: 4%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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> <ul style="list-style-type: none"> Children to access 60 minutes of moderate activity every day through active break times, extra-curricular physical education (PE) clubs and active lessons to reduce the levels of child obesity. Primary pupils access 2 hours of high quality PE lessons to promote healthy lifestyles. Children with high levels of SEND to access at least twenty (20) minutes of physical activity a day in line with the governments 120-150 minutes a week. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> Staff to use Joe Wicks 5/8 minute workouts, Just Dance & Go Noodle in or between lessons to promote activity/brain breaks throughout the day. Appoint Sports Ambassadors to lead active lunchtimes – Sept 2023 – complete timetable. Provide new training for Sports Ambassadors for lunchtime provision for new Y5 children and top-ups for Y6 chn. Ensure these chn are timetabled to run sports clubs and competitions for more active lifestyles. Ensure class teachers have rota for Sports Ambassadors for leading active playtimes and lunchtimes. PE Coach leading provision at lunchtime everyday including girl's football and clubs for each year group. All classes to have two lessons a week timetabled – ensure regular QA of each year group. Provide DPE if necessary, with Sports Coach. Children with SEND (EHCP / high needs or disability) to have access to 20 minutes of extra activity a day tailored to their needs linked to their ILP. 	<p>£*within Sports Coach costs or free</p> <p>£395.00 provided by Glynn Hall</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>2/3.Training provided by Glynn Hall during autumn 2 weekly. 12 new leaders have been trained in Y5. These children are timetabled and are providing active lunchtimes for children including running competitions and providing certificates. Middays have commented that these mini leaders have been the best we have had.</p> <p>5.Clubs during autumn term include dodgeball, frisbee, cricket and tag rugby, there has been a large uptake of these clubs. Lunchtime clubs during summer term X 3 weekly include competition practice, football clubs, dodgeball, tag rugby and supporting mini leaders.</p> <p>6. QA shows that further DPE is needed to ensure that PE is of high quality. Conversations had with Next Level to have coaches from spring 2. New coaches employed from Feb 24, each class had a lesson a week with the sports coach for CPD. Teachers then mirrored this lesson giving</p>	<p>Sustainability and suggested next steps:</p> <p>Reminders for new staff to use brain breaks and for teaching inputs to be 20 minutes or less.</p> <p>Book training for 24/25 for Y5 to ensure continuity for lunchtimes. Y5/6 children to be timetabled for leading activities during autumn term to give children access to the 60 minutes of exercise everyday. New partnership with OPAL to improve active lunchtimes. Y5/6 children to have a rota so lunchtime activities are ran on both the main and Y6 playground.</p> <p>PE coach to lead lunchtime provisions 2 days a week when in school from September. Other days to be ran by mini leaders. Clubs to include football for the league due to changing after school clubs from September.</p> <p>Undertake survey of children in all year groups to see which ASC they would like for the year 24/25. Discussions with</p>

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	8. Lunchtime play provision for middays	£300	<p>them more confidence to teach PE. QA shows that further DPE is needed for newer staff and TA's. This will continue next year. PE provision has improved in summer term as a result of collaborating with Next Level.</p> <p>7. Active Fit sessions timetabled to take place for 20 minutes a day with activities tailored towards their needs. These sessions changed following the resignation of sports coach. Fun Fit implemented into the timetable for these children with new coach. These children have a different PE lesson that doesn't necessarily follow the PE curriculum and is tailored to their needs, they enjoy this session, being active whilst having fun.</p>	<p>providers.</p> <p>PE and class timetables created by SLT for 24/25 to ensure all classes have a morning and afternoon of PE each week with the DPE being tailored to the staff member that will be delivering the second session these have been thought about so the PE lead can undertake QA.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

Within coaching costs %

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>
<ul style="list-style-type: none"> To continue to use a 'Fun Fit' programme for identified children throughout school who are facing social, emotional and behavioural difficulties, and/or poor mental health, resulting in their improved participation in classroom-based learning activities. Engage at least 50% of pupils in active extra-curricular activities, resulting in healthier lifestyles. 	<ol style="list-style-type: none"> Run Fun Fit programme 5X week for targeted children who need support to overcome SEBD and/or poor mental health. Range of after school clubs so that there is something for all children to access regardless of gender or ability – survey children to find out which sports they would like to have and liaise with Sports Coach. Promote clubs in class to increase uptake. Work with Mansfield Town to provide high quality after school clubs and competitions in the school day linking to football. Continue to promote sports in school/competitions more through the website/social media/local links with newspapers. 'Weekly Mile' offered once a week in KS1 	<p>£within sports coach costs</p>	<ol style="list-style-type: none"> Fun Fit timetabled for 5x a week during autumn term with a focus on improved attention and concentration within the classroom. Change to timetable during spring 2 due to change of sports coach – Fun Fit once a week plus a behaviour programme. Improvements to behaviour noted across the children in class where intervention has been received. Clubs during autumn term include: Football with Mansfield Town twice a week for year groups 1-6, hockey for KS1, football league club, tag rugby for KS2, dance and gymnastics for KS1 / 2. MTFC had a good uptake and feedback from children and parents was positive. <p>Additional clubs for spring term include judo</p>	<p>Wellbeing TA to work with sports coach to model successful Fun Fit interventions due to a change of coach and days. TA to be able to lead Fun Fit sessions.</p> <p>ASC numbers analysed during summer term and pupil voice undertaken to establish what clubs children would like to take part in. New staff members are taking clubs in September which children will be able to access.</p> <p>Continue to promote competitions through social media. All competitions that have been sent for the year have put into the calendar with staff invited so that all competitions are organized and able to go ahead.</p>

	and 3X weekly in KS2.		and cheerleading. Judo has been promoted during assemblies and has had a good uptake so far as has Mansfield Town. High uptake of Mansfield Town clubs during autumn term with parents and children speaking positively about them. Spring term included a good uptake of dance, cheerleading, judo and multisports – free taster sessions to promote clubs. 3. Sporting success shared via Facebook 12.01.24 – this got a positive reaction. Regular posts via Facebook after competitions and on the newsletter. These get a lot support.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
Intent	Implementation		Impact	
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:	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>To increase staff confidence, knowledge and skills in teaching PE and sport – all PE lessons to be of an ambassadorial standard.</p> <p>Increase staff knowledge and skills in a new dance curriculum through CPD opportunities.</p>	<p>1. New progressive dance curriculum to be implemented for Y2. SR to lead training for each year group, examples / videos to be created so that staff have easy access if they need to assess or move year groups.</p> <p>Each year group (apart from Y1) to complete the Y2 dance curriculum.</p> <p>All staff to teach PE sessions without support from external coaches using planning provided. Provide DPE opportunities if needed.</p>	<p>£FREE</p> <p>£8471 from Feb half term</p>	<p>Y2 dance planning created by SR during autumn 2. Children in Y1/2 have completed the dance curriculum this year. Children enjoyed this and their knowledge has improved, this has been evident in music lessons where they were able to recall crochets and quavers and linked their dance movements to help them remember.</p> <p>QA of staff across during autumn and early spring term showed that improvements were needed in PE teaching. Next Level Sports contacted in December 2023 to support with parallel teaching two days a week from spring 2 including lunchtime and afterschool clubs. QA from sports coach indicates that staff are more confident with teaching PE and have more ideas.</p> <p>QA undertaken in summer term and informal staff voice shows that staff are more</p>	<p>Y3 to undertake the Y3 dance curriculum during spring 1 before swimming commences. All other year groups Y4, Y5, Y6 to complete the Y2 curriculum due to not completing it last year. SR to create Y3 dance sequence and provide support for class teachers. Informal staff voice shows that staff still aren't confident in teaching dance and aren't aware of the movements.</p> <p>Continue to implement, work with sports coach to edit PE planning to coincide with updates.</p> <p>QA of teachers when teaching their second lesson alone during autumn term. Adaptions to be made by sports coach to ensure that there isn't a big set up</p>

		<p>confident with their delivery. This is due to them seeing and being involved in a high quality model before taking the session themselves.</p> <p>Improved PE data during summer term.</p> <p>Y1 – 82%</p> <p>Y2 – 93%</p> <p>Y3 – 76%</p> <p>Y4 – 77%</p> <p>Y5 – 82%</p> <p>Y6 – 87%</p>	required before the PE lesson.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 55%

Intent	Implementation	Impact		
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> To offer pupils a broad range of sporting activities, resulting in a greater % taking part in extra-curricular sports activities To improve swimming results with a greater percentage of children being able to achieve 25m or above. More children to leave primary school being able to leave primary school able to ride a bike. 	<ol style="list-style-type: none"> Sports Coach to deliver long term, weekly afterschool club provision, each year group to have a club for the whole year with different sports on offer each term focusing on the School Games Framework. Mansfield Town to deliver football club afterschool every week to years Y1-6. Specialist Dance Teacher to deliver afterschool clubs for Y1-6 on dance and gymnastics working towards the Dance Festival in February. Identify children who cannot yet swim 25m – arrange catch up sessions in summer term. Contact local highways authority regarding bikeability courses for children in school. Arrange for children to have the course. 	<p>*within coaching costs</p> <p>£880 - Judo</p> <p>£3770</p> <p>£1280</p> <p>TBC</p>	<p>Various clubs including dodgeball, hockey, frisbee, basketball, football to different year groups. ASC ran every week apart from the final weeks before a term finishes. Children have enjoyed these clubs. Uptake has been high at most of the clubs especially from PP children, clubs are paid for for these children.</p> <p>2. Mansfield Town deliver after school clubs twice a week to Y1-6. During autumn term these had a good uptake and children and parents spoke positively about them. Dropped during spring term, this was due to the weather and the fact a lot of children attend football outside of school. Clubs were therefore changed to cricket and multi sports.</p> <p>3. Dance teacher teaches two clubs a week with dance and alternating between gymnastics and cheerleading, these have had</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to promote a range of ASC. Two to be ran by the sports coach and two be ran by the dance teacher who will work towards the dance festival in February at SCA.</p> <p>Tweak the swimming provision at school to have for a longer period of time. Children in the current Y6 who did not meet the requirement to access in Y4.</p> <p>Bike ability to be booked for children in 2025 to include Y6.</p> <p>Promote active travel to school in 24/25 include an area for storing bikes and scooters to encourage more children to walk to school.</p> <p>Begin the full OPAL programme during</p>

	Promote active travel to school. OPAL	£3920	<p>a good uptake and children enjoyed the sessions. Parents were supportive and watched end of year performances. Many children had the opportunity to attend the Dance Festival performing in front of other schools and parents</p> <p>4. survey sent to parents during autumn term for children in Y4, 5, 6. Lammas contacted to provide catch up swimming sessions – no sessions available. Pools to Schools contacted to book for a school to come on site to provide additional top up swimming.</p> <p>5. Bikeability booked for summer 2 for Y6. Most of the children were able to take part in sessions on the road and achieved their level 2 award. Where children couldn't go onto the roads these children had access to another session where they were able to improve their skills.</p> <p>Bought into OPAL to improve children's lunchtime provision. Initial meetings set.</p>	24/25 with a mentor. Have parent days to create equipment for children to use at lunchtime.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> To increase the number of opportunities for children to participate in competitive sport (including 15% of children identified as being least active) To regularly come in the top 3 at competitions. 	<ol style="list-style-type: none"> Membership of Next Level Sports / GDH membership for competitions throughout 2023-24 To enter at least 15 Inter competitions within the district. To achieve highly against requirements of the School games Framework (Gold Award) Advertise the school teams on the website/social media to promote the school and gain more parental involvement/support. To enter a team in the local Football League Sports Coach to work with school games competition teams for a minimum of 1 hour/week in the run up to competitions, in school and an invitation only after school club. New Young Ambassadors from Y5 to be trained, these will lead lunchtime clubs and intra school competitions between classes. Competitive sport to be timetabled into PE lessons and intra school competitions to be held between classes, link to the values of resilience, fairness, respect and social skills. 	<p>£480 + £60 for football club</p>	<p>Joined NLS from spring 2. Spring 1 – KS1 Cricket Festival – Y2 children exposed to new sport and competitions which they had previously taken part in. Y5/6 athletics. Placed second and put through to the district final.</p> <table border="1" data-bbox="1279 272 1736 316"> <thead> <tr> <th></th> <th>Croft</th> <th>Dalestorth</th> <th>Greenwood</th> <th>Mapplewells</th> <th>Priestic</th> <th>St Marys</th> </tr> </thead> <tbody> <tr> <td>Position</td> <td>1st</td> <td>5th</td> <td>6th</td> <td>3rd</td> <td>4th</td> <td>2nd</td> </tr> </tbody> </table> <p>Spring 2: swimming gala – placed 2/15 children had the chance to compete in competitive swimming who hadn't competed before. Athletics district final – placed 3/5. Summer term – basketball, cricket, handball, athletics competitions all places 1st or 2nd. School Games mark gold achieved, assessed by a visit from the SGO.</p> <p>Girls and boys football league entered. Boys team are performing well. Girls team need to have further training opportunities together.</p>		Croft	Dalestorth	Greenwood	Mapplewells	Priestic	St Marys	Position	1st	5th	6th	3rd	4th	2nd	<p>Competitions to be entered during 2024-25 with Next Level, swimming gala, SGO and Trent Bridge. Continue to implement competition practice into the PE timetable for those who are representing the school. Continue to implement school games for next academic year ready for external verification. Contact Glynn regarding training new Y5 children as mini leaders for next academic year.</p>
	Croft	Dalestorth	Greenwood	Mapplewells	Priestic	St Marys												
Position	1st	5th	6th	3rd	4th	2nd												

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	