

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

FFPS updated version July 2025

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





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](https://www.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 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

|                                                                                     |                                                           |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Total amount carried over from 2023/24                                              | £30,960 - £26,759.61= £4,200.39                           |
| Total amount allocated for 2024/25                                                  | April 23/24- £8,700<br>October 24/25- £12,180<br>=£20,880 |
| How much (if any) do you intend to carry over from this total fund into 2023/24     | £4,200.39                                                 |
| Total amount allocated for 2024/25                                                  | £20,880 + £4,200.39=                                      |
| Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025. | £25,080.39                                                |
| Total spent 2024-25                                                                 | £27,236.27                                                |

## Swimming Data

Please report on your Swimming Data below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Meeting national curriculum requirements for swimming and water safety.<br>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.<br><b>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</b> |     |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>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 2025. Please see note above                                                                                                                                                                              | 13% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above                                                                                                                                                                                                                                                                                                                                 | 20% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>                                                                                                                                                                                                                                                                                                                                                                              | 48% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?                                                                                                                                                                                                                                                                 | Yes |

## 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: 2024/25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total fund allocated: £25, 080.39                                                      | Date Updated:11/11/24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key indicator 1:</b> 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:<br>%                                                                                                                                                                 |
| 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"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Use active lessons to increase physical activity levels and learning.</li> <li>- Develop sports leaders/ambassadors to support active playtimes and support extra-curricular activities.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity.</li> <li>- To increase pupils' activity levels throughout the day.</li> <li>- Launch 'gym activity' lunch times ensuring all pupils can take part in supervised physical activity.</li> </ul> | <ul style="list-style-type: none"> <li>Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>- Develop action plan</li> <li>- Train MDS team to ensure they are trained as playground leaders during lunch time.</li> <li>- Purchase of sports equipment/resources for use on the playgrounds, offering different sports from the PE curriculum (archery, fencing, quidditch, handball, NFL flag football, tag rugby and dodgeball)</li> <li>- Purchase equipment to enable pupils who require SEND provision, to develop their PE skills.</li> <li>- Train sports leaders</li> <li>- Lead assemblies on importance of physical activity</li> <li>- Further encourage use of initiatives</li> </ul> | <ul style="list-style-type: none"> <li>£75.81</li> <li>£7671</li> <li>£1750</li> </ul> | <ul style="list-style-type: none"> <li>All staff, including MDS, have been trained for OPAL lunchtimes and this has had a positive effect on children at lunchtimes. Children are active and are developing their fine and gross motor skills through a variety of activities on offer including climbing, den building, balancing.</li> <li>OPAL leaders have been chosen, supporting pupil leadership.</li> <li>Various equipment has been sourced and bought to enhance P.E. lessons and lunchtimes to allow children to access high quality P.E. lessons and lead active lunchtimes.</li> <li>The EYFS playground is accessible to all pupils through the week allowing children to access equipment to be active at lunchtimes.</li> </ul> | <ul style="list-style-type: none"> <li>-Monitor physical activity levels to ensure ALL classes meet the government guidelines of at least 30 minutes a day for each child in school time.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | such as the 'Daily Mile' in ALL year groups at least 3 times a week<br>- Purchase bikes and safety equipment which are to be loaned to encourage active travel to school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    | The newly appointed sports coach is going to run lunchtime sports clubs to promote active lunchtimes.<br><br>Bikeability and Learn2Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Percentage of total allocation:<br>%                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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:                                                                                                                                                                                                                                                                                                                                                                                                                      |
| -Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.<br>- Use PE and sport to develop the whole person including thinking, social and personal skills<br>- Use PE teaching to aid fine and gross motor skill development<br>- Use sporting role models used to engage and raise achievement<br>- Ensure PE and school sport is visible in the school (assemblies, school website, local press, pupil reward and recognition of pupils)<br>-High quality PE lessons delivered during curriculum time.<br>- To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. | As a school we contribute funding to provide the following opportunities:<br>• Additional competitions organised between LA schools<br>• PE Conference<br>• Outdoor activity days<br>- SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.<br>- Employment of sports coaches<br>- Continue to develop and use whole school plans and assessment.<br>- Develop a team of sports leaders.<br>- Sports leaders to help run and organise school sports events.<br>- Sports Ambassadors to run their own club for younger pupils at lunchtimes.<br>- Help run and record the events for Sports Day.<br>-celebrate events through assemblies using stickers and winner rosettes | £50                | Children have attended a range of competitive sporting events including handball, dodgeball and athletics<br><br>We have employed a sports coach in the Spring term who is running after school and lunch clubs and is using sport within his pastoral role to support and engage children too.<br><br>Sports Day has been organised for the Summer 2 term where Sports Ambassadors will support the running of the events.<br><br>Competitions have been celebrated in Celebration Assemblies where certificates have been awarded.<br><br>Sports clubs and events are promoted in the weekly school newsletter. | - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.<br>-Review School development plan, Whole school policies/PE policy<br>- Use PE conference to review, evaluate and plan for the next academic year.<br>- School staff better equipped/more confident to teach PE in school<br>- Sports leaders develop younger pupils into becoming leaders themselves. |

|                                                                                                                                  |                                                                                                             |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|--|--|
| -School staff better equipped/ more confident to teach PE in school<br>- Monitoring use of schemes and whole school PE coverage. | -inform parents of clubs available and events attended through the weekly newsletter on the school website. |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage of total allocation:                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | %                                                                                                                                              |
| 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>-Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>-To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i></p> | <p>- Purchase the PE Hub subscription to support staff with delivering high quality lessons, which will enable progression in learning, thus raising outcomes.</p> <p>Provide opportunities for staff to access CPD opportunities through the use of coaching.</p> <p>-Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>-Purchase quality assured resources to support teachers and support staff.</p> <p>-Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</p> <p>-Liaise with other local schools to share knowledge and expertise.</p> | <p>£575</p> <p>£6150</p> <p>£495</p> | <p>The P.E. hub is used to support staff to deliver high quality lessons.</p> <p>The new P.E. subject leader attended a network meeting to support and increase knowledge and how to access local sporting events.</p> <p>A staff meeting on P.E. CPD is timetabled for the summer 2 term to support staff to increase knowledge and confidence delivering P.E.</p> <p>The new P.E. subject leader is very proactive and has organised lots of competitions and events to promote sport.</p> <p>The P.E. subject leader and new sports coach liaise to ensure consistency across the school.</p> | <p>-Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</p> |



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage of total allocation:                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0%                                                                                                                                                                                                                                                              |
| 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"> <li>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> <li>- Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport.</li> <li>- Children participate in festivals/ tournaments held through school partners.</li> </ul> | <ul style="list-style-type: none"> <li>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>- Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school at lunch and after school, offering different sports from the PE curriculum (archery, fencing, quidditch, handball, NFL flag football, tag rugby and dodgeball)</li> <li>- To keep the website up-to-date on the range of clubs currently on offer through the weekly news letter</li> <li>- Children to attend the extra-curricular clubs.</li> <li>- Equipment purchased for enrichment sports.</li> <li>- School to enter children into sporting festivals/ competitions.</li> <li>- Equipment continues to provide opportunities during break and lunchtimes.</li> <li>-Year 6 children to participate in the Bikeability scheme in summer term 2.</li> </ul> | <ul style="list-style-type: none"> <li>£1061</li> <li>£720</li> <li>£1170</li> <li>£340.89</li> <li>£5928</li> <li>£756</li> </ul> | <ul style="list-style-type: none"> <li>SEND pupils are attending a sporting event (Boccia) in the Summer term.</li> <li>SEND pupils have attended swimming lessons with their class.</li> <li>The newly appointed sports coach is going to run lunchtime sports clubs to promote active lunchtimes as well as after school clubs.</li> <li>Sports clubs and events are promoted in the weekly school newsletter, engaging pupils in sport.</li> <li>Children from across the school have participated in Learn2Cycle to teach them how to ride a bike.</li> <li>Year 6 pupils will participate in the Bikeability Programme in the summer to teach them road safety.</li> <li>Year 3 pupils attended swimming lessons in the Autumn and Spring term.</li> <li>Year 5 and 6 pupils are attending top up swimming lessons in the summer</li> </ul> | <ul style="list-style-type: none"> <li>- Increase opportunities for KS1 children – in and out of school</li> <li>-Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                             |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>-Year 5 to attend top-up swimming sessions in summer term 1.</li> <li>-Year 6 to attend top-up swimming sessions in summer term 2.</li> <li>-Year 6 residential: archery, team building active activities, orienteering, outdoor cricket and football, night walks</li> </ul> |  | <p>term, increasing the number of children able to swim 25m.</p> <p>The Year 6 residential is planned for June 2025, providing children with the opportunity to access a wide range of sporting events.</p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



| Key indicator 5: Increased participation in competitive sport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                                                                                                                                                                                                                                                                                                                                                                   | Percentage of total allocation:                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                                                                                                                                                                                                                                                                                                                                                                   | 0%                                                                                                                                                                                                                                  |
| 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>- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>- Increased participation in School partnership competitions.</p> <p>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>- Enter external events to give pupils the opportunity to compete against other schools</p> | <p>- Engage with partnership coordinators to attend competitions run by the School Sport Partnership.</p> <p>- Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</p> <p>- Use external coaches to run competitions to increase pupils' participation.</p> <p>- Identify a set number of competitions/events to provide transport to.</p> <p>- Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> | <p>£175</p> <p>£318.57</p> | <p>Nottinghamshire Cricket Club are delivering cricket lessons to Year 5 pupils in the summer term, promoting sports and fitness.</p> <p>Children have taken part in various external sporting competitions including handball, dodgeball and athletics.</p> <p>SEND pupils have attended swimming pupils with their class and taken part in external events.</p> | <p>- Further widen opportunities for pupils to take part in competitive sporting events</p> <p>-To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p> |

|                 |                                        |
|-----------------|----------------------------------------|
| Signed off by   |                                        |
| Head Teacher:   | S.Chowdhury                            |
| Date:           |                                        |
| Subject Leader: | M.Gatland (L.Hill- Pupil Premium Lead) |
| Date:           |                                        |
| Governor:       | J.Verran                               |
| Date:           |                                        |