



Scotholme Primary and Nursery school – PE and Sport Premium Plan – 2023/2024



Eligibility for Funding:

The government has provided additional funding to improve the provision of physical education (PE) and sport in primary schools. This funding is provided jointly by the Departments for Education; Health; and Culture, Media and Sport. It is calculated by reference to the number of primary-aged pupils (in Years 1 to 6), as recorded in the annual schools' census.

Purpose of Funding:

Schools must spend the funding on improving the quality and breadth of the PE and sport activities they offer, so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. Schools are free to choose the best way of using the money.

Accountability:

Since September 2013, schools have been held to account over how they spend their additional funding. Ofsted have strengthened the coverage of PE and sport within the 'Inspectors Handbook' and supporting guidance, so that both schools and inspectors know how PE and sport is assessed as part of the school's overall provision.

Physical Education and Sport at Scottholme:

PE and sport develop our children's knowledge and skills, so that they can perform with increasing competence and confidence in a range of physical activities. These areas of the curriculum develop an understanding in children of their bodies in action and promote positive attitudes towards health and wellbeing. This enables children to make informed choices about physical activity throughout their lives.

Scotholme's Aims for PE and Sport:

- Promoting a healthy, active lifestyle to instil good habits for present and future well-being.
- Fostering a love for sports through quality teaching, local competition, and exposure to various sports.
- Balancing intrinsic and extrinsic competition while upholding core school values.
- Encouraging a healthy lifestyle by understanding the impact of diet and physical activity on the body.





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SCHOOL NAME Funding Allocation:	
Total number of pupils on roll	466
Number of pupils eligible for funding <i>Allocations for the academic year 2022/23 are calculated using the number of pupils in Years 1 to 6 (as recorded on the January 2022 school census)</i>	357
Lump sum funding	£19,950
Additional amount of funding received	
Total amount of funding received <i>7/12 of funding allocation on November 2023 5/12 of funding allocation on May 2024</i>	£19,950

As a member of SHINE Multi Academy Trust, we share a common goal for the PE and Sport Premium; one in which all pupils leave our school physically literate and with the

National Curriculum Requirements for Swimming and Water Safety:		
Current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25m:	8	
Current Year 6 cohort who can use a range of strokes effectively:	8	
Current Year 6 cohort who can perform safe self-rescue in different water-based situations:	8	

knowledge, skills and motivation necessary to equip them for a healthy lifestyle, with lifelong participation in physical activity and sport.





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KPI 1) Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> - Conduct a thorough review of the PE curriculum to ensure an augmented allocation of time for all children in participating and increasing physical activity. - Promote after-school sports clubs and implement an active lunchtime timetable. 	£750	<ul style="list-style-type: none"> - Documented records of revised PE curriculum timetables through curriculum celebrations - Sign-up data for sports clubs - Observations during lunchtime activities. 	<ul style="list-style-type: none"> - Anticipate a positive impact on children's' physical activity levels, as evidenced by increased participation in sports clubs, extended physical activity during lunchtimes, and a more active engagement during curriculum time. - Observation of tangible signs of children creating and embracing active habits. 	<ul style="list-style-type: none"> - To ensure the sustainability of these changes, regularly assess and adjust the PE curriculum, promote ongoing participation in sports clubs, and monitor the effectiveness of the revised lunchtime timetable. - Collaborate with teachers, parents, and children to garner continuous support and commitment to maintaining an active and healthy school environment.
	<ul style="list-style-type: none"> - Appoint sports ambassadors from Year 2, 5 and 6, providing training through Nottingham city. - Support mid-day staff, focusing on games and continuous professional development (CPD). 		<ul style="list-style-type: none"> - Child voice - Lunchtime observations conducted by the Senior Leadership Team (SLT), Jane, and teachers. - Document the development of skills and the incorporation of game-based activities during playtime. - Feedback during KS meetings on REAL PE play activities. 	<ul style="list-style-type: none"> - Increased activity levels during playtimes - Observe children in sports ambassador roles developing leadership skills. - Look for indicators of enhanced physical activity and skill development. 	<ul style="list-style-type: none"> - By fostering non-competitive skill development, emphasising relationship-building among children. - Encourage the passing on of leadership skills to successive cohorts, promoting a culture of continuous improvement. - Build stamina across all year groups, reinforcing the long-term benefits of the sports ambassador program. Regularly assess and adapt training to meet evolving needs.
	<ul style="list-style-type: none"> - Foundation One and Two children to engage in regular outdoor physical activity, emphasising the development of gross motor skills through risky play. 		<ul style="list-style-type: none"> - Continuous provision planning - Curriculum celebrations - Tracking individual progress using OTRACK. - Data shows that from baseline, children consistently make good progress in their gross motor skills, eventually impacting fine motor and writing skills. 	<ul style="list-style-type: none"> - Progression in children's gross motor skills, leading to advancements in fine motor skills and writing capabilities. - Aim for measurable progress from the baseline, reflecting the effectiveness of the outdoor physical activity initiatives. 	<ul style="list-style-type: none"> - To ensure sustainability, focus on the early development of core skills, allowing children to acquire these skills sooner. - Design activities with a seamless transition into Key Stage One, promoting a continuum of skill development. - Regularly review and adapt the outdoor activities to align with the evolving needs of the children and the curriculum.





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	<ul style="list-style-type: none"> - Introduce a festival of sport aimed at promoting the enjoyment of sports and instilling positive habits in all children. 		<ul style="list-style-type: none"> - Feedback from children and staff, and observations during the festival of sport events. 	<ul style="list-style-type: none"> - Children’s enjoyment of sports and the establishment of healthy habits. - Look for increased participation and enthusiasm during the festival events. 	<ul style="list-style-type: none"> - Ensure the sustainability of the festival of sport by incorporating it into the annual school calendar. - Encourage ongoing participation by emphasising the enjoyment of sports and creating a positive association with physical activity. - Periodically review and adapt the festival to keep it fresh and aligned with the evolving interests of children.
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	<ul style="list-style-type: none"> - Develop swimming outcomes for children in Year 3 and 4 by modifying the existing school swimming program. - Implement a three-week intensive swim program held on the school playground. 	<ul style="list-style-type: none"> - 5598 + additional electric and water fees £3500 	<ul style="list-style-type: none"> - Gather evidence through assessment outcomes at the end of the three weeks, comparing the results with data from previous years. - Utilise a combination of qualitative and quantitative measures to evaluate the effectiveness of the modified swimming program. 	<ul style="list-style-type: none"> - Children’s water confidence, increased enjoyment of swimming, and a higher number of children achieving the ability to swim 25 meters. - Measure the success of the program by the improvement in these key areas. 	<ul style="list-style-type: none"> - By cultivating an increased interest in swimming for KS2 - Expose Year 2 children to the swimming program, creating anticipation and excitement for their future participation. - Encourage a positive association with swimming, fostering a culture of ongoing engagement and skill development in this essential life skill. - Review and adjust the program to meet evolving needs and standards.
KPI 2) Profile of PESSPA being raised across the school as a tool for whole-school improvement	<ul style="list-style-type: none"> - To provide sporting trips and experiences to encourage a life-long love of sport. 	<ul style="list-style-type: none"> - £600 for each year group - £4800 	<ul style="list-style-type: none"> - Feedback from staff and pupils: - Were the aims of the trip/experience met? - What was the wider impact of the trip/experience? 	<ul style="list-style-type: none"> - To enjoy sport children, experience a wide range of events and facilities. Enjoyment of sport increases pupil participation 	<ul style="list-style-type: none"> - Children talk about their experiences. This motivates them to participate in/outside school





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	<ul style="list-style-type: none"> - Year groups plan appropriate trips/experiences to enhance children’s sporting experience. - Details are provided to all parents to encourage take-up outside school 		<ul style="list-style-type: none"> - How has the experience been built on? 		
	<ul style="list-style-type: none"> - Achieve the Youth Sport Trust’s Gold Quality Mark because of the school’s self-assessment against key Ofsted criteria and a case study submission. 	<ul style="list-style-type: none"> - £210 for YST membership, including access to the QM and case study validation 	<ul style="list-style-type: none"> - Accredited as a YST Quality Mark Gold school. - Detailed feedback from our YST Development Manager (Katy Rogers). 	<ul style="list-style-type: none"> - External recognition of the embedded PESSPA provision that Scotholme has in place, and the wider impact this has on school improvement, is provided to all stakeholders. This is used to gain further funding/support from community sources 	<ul style="list-style-type: none"> - The Gold validation report provides areas for development/signposting, resulting in a process of continuous improvement in all areas of PESSPA.
	<ul style="list-style-type: none"> - Maintain the Gold School Games Mark by meeting the 2023/24 criteria, as well as completing the Inclusive Health Check tool and Active School Planner. 		<ul style="list-style-type: none"> - Re-accredited at School Games Mark Gold award level. - Verification and development comments from our SGO. 	<ul style="list-style-type: none"> - Reward and recognition of Scotholme’s engagement (provision and uptake) in the School Games against a national benchmark and celebration of keeping young people active. 	<ul style="list-style-type: none"> - Development comments and the Platinum criteria used as tool to further the school’s sport and physical activity provision and uptake in future years.





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KPI 3) Increased confidence, knowledge and skills of all staff in teaching PE and sport	- Invest in a comprehensive and research-based scheme of work for PE, focusing on providing a skills-based curriculum to enhance the confidence, knowledge, and skills of staff in teaching PE and sport.		- Demonstrate the use of the curriculum across all year groups, making necessary adaptations through team collaboration, teaching drop-ins, and feedback and review sessions. - Regularly review and update the curriculum to align with educational best practices and changing needs.	- Expect teachers to feel more confident in delivering PE lessons that demonstrate tangible progress in children’s skills. - Evident in the quality of PE lessons and the enhanced skill development of children.	- Staff will be consistently adapting and refining the PE scheme of work to maintain a level of challenge that encourages ongoing skill progression. -
	- Develop a long-term plan for PE across all year groups, emphasising competitive sports and traditional PE games.		- Long Term Plan for PE collaborative planning sessions, curriculum reviews, and reflections on its effectiveness.	- Children engagement in competitive sports and traditional PE games, fostering a holistic development of physical skills and sportsmanship.	- By periodically reviewing and updating the long-term plan to incorporate emerging trends, sports, and pedagogical approaches. - Encourage a culture of continuous improvement in PE instruction.





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KPI 4) Broader experience of a range of sports and activities offered to all pupils	<ul style="list-style-type: none"> - Audit sports equipment and provide resources for those activities. 	<ul style="list-style-type: none"> - £2900 	<ul style="list-style-type: none"> - High-quality resources are in use throughout school. 	<ul style="list-style-type: none"> - Staff are able to teach effectively with the correct resources. - Children have more equipment to practice skills. 	<ul style="list-style-type: none"> - Having excellent resources allows the children to have a positive experience and allows for equity in PE. - This means greater levels of participation from children at all levels moving forwards.
	<ul style="list-style-type: none"> - Participation in new sports events in the local area. - Provide training prior to events - Provide time for feedback and review after the events - Build on experiences 	<ul style="list-style-type: none"> - £2750 travel costs see KPI 5 	<ul style="list-style-type: none"> - Record of all events attended across the school year. - Discussions with children – what have they enjoyed? - What would they like to see more of? - What has helped them to improve their skills/fitness and how do they know? 	<ul style="list-style-type: none"> - Children are exposed to new sports and have exposure to possible avenues to pursue outside of school with sign-posting for local clubs or places to continue. 	<ul style="list-style-type: none"> - Experiencing new sports builds enthusiasm for PE and sport, especially among less confident children and those with SEND.
	<ul style="list-style-type: none"> - Utilise sensory circuits to support the physical and sensory development of pupils with SEND 		<ul style="list-style-type: none"> - Progress made by children in each area of their circuit 	<ul style="list-style-type: none"> - Children with additional needs are supported to develop sensory and physical skills through PE 	<ul style="list-style-type: none"> - Children’s skills develop, enabling to take on higher level challenges.





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KPI 5) Increased participation in competitive sport	- To continue entering a wide range of sport events across different year groups.	- £850	- Participation table from Nottingham City Sports. - Medals and competition results to be tracked	- Entry to competitions and festivals has led to us receiving the Gold Sports Mark Award for the previous 5 years. Pupils gain experience in competitive sport, improving their all-round confidence, school satisfaction and skills in different sports	- Entering more events allows children throughout all year groups to experience sporting competition at their level.
	- To provide transport to sporting events and organisation throughout the year	- £2750 transport costs	- Registers of children that are involved in sporting events and competitions.	- Using funding to enter competitions and travel allows more children to experience a wider range of competitive sports.	- Entering more events allows children throughout all year groups to experience sporting competition at their level, leading to greater levels of participation moving forwards
	- To use sport education as a way of promoting inter class competition. - To use whole school sporting events to promote competition	- £ 50	- Records of competitions and children record personal and team performance as part of sport education.	- Using the sport education and in-school models allows for greater competition.	- In- school competition promotes good competitive values and prepares the children for different life experiences.

Signed off by

Subject Leader: Lucy Bowden

Headteacher: Kate Hall

Chair of Governors: Elaine Fox

Date:

Date:

Date:





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AMOUNT IN £	ACTION
750	Real PE scheme (KPI 1)
4800	Sporting trips – FS, Y2, Y3, Y4, Y5, Y6 (KPI 2)
210	Youth Sports Trust – (KPI 3)
2900	Resources (KPI 3)
5598 + additional electric and water fees £3500	Swimming (KPI 4)
850	Competitions (KPI 5)
2750	Transport to events (KPI 5)
50	Facilities hire (KPI 5)
20,510	TOTAL SPEND

INCOME:

AMOUNT IN £	ACTION
19950	PE grant funding
19950	TOTAL INCOME

