



SCOTHOLME PRIMARY - PE AND SPORT PREMIUM EVALUATION - 2024/25

KEY STRENGTHS:

The PE and Sport Premium has significantly increased opportunities for children to participate in a wide range of activities, from Real PE in EYFS and KS1 to targeted KS1 after-school clubs and inclusive competitive events. Initiatives such as Sports Ambassadors and all-girls football teams have developed pupil leadership, resilience, and engagement, while whole-school healthy living initiatives have successfully linked physical activity with long-term wellbeing. Staff confidence has grown in teaching, coaching, and middle-leader development, embedding PE as a visible and valued part of the school's culture.

AREAS FOR DEVELOPMENT:

While Real PE has supported core skills, staff feedback indicates the need for greater flexibility to reduce repetition and better align with long-term planning. Equipment management requires further organisation to ensure sustainability, and sports week needs a refreshed structure with stronger pupil voice. Swimming provision, though improved, highlights the need for further incremental approaches to ensure all children reach the national curriculum standards by Year 6.

IMPLICATIONS FOR NEXT YEAR:

Next year's priorities will be to adapt and refine Real PE for greater impact and enhance sports week into a whole-school celebration. Investment in resources, alongside systematic auditing, will support sustainability and quality. The swimming programme will require ongoing refinement and monitoring to increase the proportion of pupils achieving 25m and stroke proficiency. Building on this year's successes, the school will continue to embed health and wellbeing messaging, broaden competitive opportunities for all pupils—including girls and SEND cohorts—and strengthen middle leadership to sustain long-term impact.

Action	KPI	COMMENTS
Renew license for Real PE's scheme of work for physical literacy. Review outcomes for pupils on second year cycle. Review PE teaching using a team-teaching approach on the Real PE scheme	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: The engagement of all pupils in regular physical activity Key Indicator 5: Increased participation in competitive sport	- Mixed responses from staff indicate the scheme needs to be more flexible to fit long-term plans and skills-based games. - Positive progress in core physical skills and teacher confidence noted, especially in EYFS and KS1. •Plan in place to adapt Real PE to reduce repetition and better suit pupil needs next year.
Healthy living initiative with a focus on teaching why we teach PE and are physically active	Key Indicator 2: The engagement of all pupils in regular physical activity Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	- Sessions now begin with a health and wellbeing focus, reinforcing long-term lifestyle messages. - Whole-school initiatives, including SLT-led cooking, have encouraged a more holistic 'healthy lives' approach. •Pupil evaluations show improved understanding of the importance of nutrition and physical activity.



Develop a new 'Sports Ambassadors' group via a year-long training programme, whose role will include running lunch clubs targeted at Lower Key Stage 2 pupils.	Key Indicator 2: The engagement of all pupils in regular physical activity Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	- Year 5 pupils demonstrated leadership and communication skills, with several appointed to School Council. - Lunchtime clubs led by sports leaders have increased KS2 pupil activity levels and sport participation. - Planned next steps include upskilling Year 3 and 4 leaders to extend the programme's impact.
PE lead development - triangulations of learning through pupil voice, drop in sessions and assessment Middle leader coaching sessions for action planning leading a subject	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: The engagement of all pupils in regular physical activity	- Lisa has successfully taken on more responsibility, including overseeing competitions and evaluating impact. - Her role-model status, especially in competitive sport, has inspired pupils—particularly girls. - Ongoing coaching continues to strengthen her middle leadership development and whole-school PE vision.
Funded KS1 afterschool clubs with a coach to upskill and allow more children access to clubs and physical activity.	Key Indicator 2: The engagement of more KS1 pupils in regular physical activity Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement Key indicator 5: Increased participation in competitive sport.	- Increased uptake in clubs, especially among KS1 and vulnerable pupils, due to funded provision. - SEN children included in after-school activities, creating an inclusive sports environment. - Rugby clubs for KS1 and KS2 are particularly popular, embedding team sport from an early age.
Review festival of sport and launch a sports week aimed at promoting the enjoyment of sports and instilling positive habits in all children.	Key indicator 5: Increased participation in competitive sport.	- Sports leaders ran the whole two-day event. - Next year's goal is to relaunch with a fresh structure, more pupil voice, and a whole week follow-up.
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.	Key Indicator 2: The engagement of all pupils in regular physical activity Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils	- Second year of intensive swimming saw a rise in children swimming 10-20m using a range of strokes. - Weather and prior exposure improved water confidence significantly across cohorts. - Feedback to the swim provider has led to a more incremental and differentiated approach.
Purchase new equipment to increase the breadth and depth of provision in PE lessons and after school clubs.	Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils	PE shed has been reorganised; equipment now more accessible and better maintained.



		• Still an ongoing project; further work needed to ensure sustainability and regular auditing. • Will continue to invest and develop usage into next academic year.
Enter all Nottingham Schools' Football Association events, both for boys and for girls.	Key indicator 5: Increased participation in competitive sport.	• Two all-girls teams were formed, both achieving top-three finishes and one winning the championship. • High levels of pride, confidence and resilience observed, especially in vulnerable pupils. • Girls' participation in competitive sport has significantly improved due to targeted provision.
Take part in numerous School Sport Nottingham and Next Level Sport 'Competition' events, Nottingham's 'Festival' and 'Participation' events and 'Inclusion' events	Key indicator 5: Increased participation in competitive sport.	• SEND children have been actively included in competitive events, with high levels of enjoyment. • Access to sports events broadened to include more pupils from a range of abilities. • Inclusivity in sport is now more embedded, with plans to increase opportunities further.

SWIMMING:

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:	All	



THIS DATA REFLECTS OUR CURRENT YEAR 4 CHILDREN AS THEY ARE THE LATEST YEAR GROUP TO HAVE RECEIVED SWIMMING LESSONS

FUNDING BREAKDOWN:

PREDICTED SPEND IN £	ACTION	ACTUAL SPEND IN £
750	Real PE scheme	750
3000	Coaching/clubs	3000
210	Youth Sports Trust	210
3000	Resources - including	3000
292	Healthy eating funding	292
5598 + additional electric and water fees £3500	Swimming	5598 + additional electric and water fees £3500
850	Competitions	850
2750	Transport to events	2750
19950	TOTAL SPEND	19950

ANALYSIS OF SPEND:

How has the PE and Sport Premium made a difference to:

Children's enjoyment of sport:

- Increased pupil-led participation: Initiatives like Sports Ambassadors and girls' football clubs have empowered children to take ownership of their sporting experiences, making sport more fun and inclusive.
- Wider access to clubs and competition: Funded KS1 clubs, lunchtime games, and all-girls football teams have expanded opportunities and boosted engagement.
- Positive role models and leadership: Middle leadership development (e.g., Lisa) and celebration of competitive achievements have inspired enthusiasm and pride in sport.

Children's ability:

- Skills progression through Real PE and CPD: Despite mixed feedback, Real PE has helped build physical literacy, especially in core skills like balance, agility, and coordination.
- Early Years interventions: Repetition and routine in EYFS and KS1 have led to steady improvements in foundational movement.
- Targeted support in swimming: A more refined and differentiated approach has supported increased stroke ability and water confidence in Y3/4.

Children's fitness levels and health:

- Active lifestyle messaging: Whole-school initiatives and health-focused lesson starters are embedding long-term understanding of physical wellbeing.
- Increased physical activity: More children are now active across the day due to structured playtimes, after-school clubs, and a consistent PE offer.
- Inclusive and accessible sport: Opportunities for vulnerable and SEND pupils ensure that health benefits reach a broad and diverse group of children.