

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 funding to make additional sustainable improvements the and Physical Education, School Sport and Physical Activity (PESSPA) the quality of they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects: the school's budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will helpyoutoreviewyourprovisionandtoreportyourspend. DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding should be spent by 31st July but the DfE has stated that there will be no clawback of any unspent money so this can be carried forward into 2023/24.

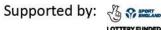
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

Created by:



























Action Plan and Budget Tracking

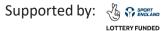
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Shillington

Academic Year: 2024/25	Total fund allocated: £16,910	Date Updated:	09/07/2025	
Key indicator 1: The engagement of a primary school pupils undertake at le	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:
To engage all children in daily activity	Fitness fun on the timetable daily. Go Noodle/Danny Go. Use of outdoor environments.		General fitness of all children raised and maintained. Children will see physical activity as fun and engaging. It will encourage them to want to do it again.	To continue delivering daily fitness so fitness will be maintained.
Provide additional opportunities for children to take part in physical activity – with the objective to improve and develop specific skills	Premier Sport to work with two classes each week. Sessions will be delivered in line with the school curriculum map for PE, linking to skills, sports and activities the children are being taught each half term.	£3906	1	children's skills and fitness next year. Premier Sport to continue to challenge all pupils
Encourage high intensity and active PE lessons that last the whole duration	Children to continue to come to school 'PE ready' – dressed in their PE kits for 2 days each week.	£0	Children's fitness levels would have improved as they are getting more time being active in the lesson.	Continue 'PE ready' next year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			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:
Raise the profile of PE across the school – being able to see that Shillington & Stondon Lower are active schools	Use displays to show case Sports Ambassadors, PE & Sport in school. Use the Sports Ambassadors to deliver extra-curricular activities at lunch times for the other children.	Premier Sport Sports Leaders (included in curriculum costs)	offer for children during lunch times.	Continue having Sports Leaders next year across years 3 and 4. Ensure they support PE at Shillington Lower School and the MDSAs, working with Premier Sport to fulfill their roles. Update PE display in hall.
For the PE curriculum to be planned effectively to include our on-site preschool	Have an understanding of what physical activity is happening in our pre-school. Build this into the whole school curriculum to ensure there is progression and skills are built upon.	£0	l., , , , , , , , , , , , , , , , , , ,	The PE curriculum includes preschool. Continue to observe PE across the school including preschool.
PE specific vocabulary being taught and used	PE displays / PE vocabulary where appropriate New vocabulary being taught in lessons using vocabulary pyramids and lesson plans from GetSet4PE. Use of school values in lessons.	£0	lessons and wider discussions	Continue to teach, model and display appropriate PE vocabulary. Encourage all children to use this.

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

















and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Staff to feel confident when assessing pupils in PE	PE Lead to review and analyse data across both schools. Staff to use Insight to assess PE as this has been new from September 2024.	£0	Staff will have a better understanding and confidence when assessing pupils in PE. Objectives on Insight will be clear and in line with the curriculum.	Support staff moving forward with PE assessment if needed.
Increase the confidence of staff when teaching PE	Purchase and follow GetSet4PE. Create a curriculum map for staff to follow throughout the year. Complete staff audits to identify strengths when teaching PE and any support that is needed.	Get Set 4 PE £439	Staff will feel more confident when teaching PE and have a secure understanding of the lessons they are delivering. Staff will know what they are teaching and when by following the curriculum map.	Continue to be a part of our PE scheme, GetSet4PE. Ensure PE Lead checks website for changes and updates staff accordingly.
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		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:













Develop the children's dance knowledge and skills, in line with our curriculum and school topics	All children from R-4 to receive dance lessons from a specialist dance teacher that links to their current learning topic Year to have support in the Summer Term from the dance teacher to prepare them for a performance for celebration evening.	(One off Year 4 session + £50)	They will have developed their skills in line with the curriculum and feel	Ensure children's dance knowledge and skills progress in accordance with the curriculum next year.
Purchase equipment to provide opportunities for increased involvement in PE and sport (including fine & gross motor skills for EYFS), during lessons and lunch times	Purchase equipment needed for whole school use: Bricks, breeze blocks, polydrons	Equipment £974	correct equipment they need for PE	Check will all staff going forward if there is any equipment needed for PE lessons or lunch times.
Provide opportunities for extra-curricular activities, building upon pupil resilience and team work	Premier Sport to support different pupil groups through multi-sports, targeting specific groups of children		children to exercise and encourage a healthy lifestyle. Increases children's confidence and knowledge of the	Continue to provide extracurricular activities next year. Identify groups of children/classes who will benefit from lunch clubs.











Provide greater opportunities for children to participate in sessions as part of leading healthy lifestyles	Life Bus visit to school for Years R-4	Life Bus £425	Children have learnt new skills to enable them to lead healthier lifestyles. They will learn about their bodies and minds and how to keep them healthy and active.	
support a variety of activities for children	Ensure that there are members of staff to provide activities/games that all children have access to. Support Sports Leaders in this too.	Staffing costs £7162	Children will participate in a variety of new activities and games during their lunch times. Staff feel confident in delivering a range of activities for all pupils.	
opportunity to learn how to ride a bike. Organise Bikeability sessions for Year 4.	Children learn how to cycle safely and how to be safe near roads. Children to be reminded of storage available for bikes and encouraged to cycle to and from school.	£0	Children's confidence and knowledge of how to ride safely improved.	Book Bikability for the Year 4 children next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your		Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:











and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Children to have the opportunity to compete against other schools in competitive sport	Premier Sport to organise and deliver competitions with Stondon Lower, across year groups/key stages.	I EN	competitive sport.	Look into new ideas for competing against other schools locally.
Children to have the opportunity to compete against each other within the school	PE Lead and Premier Sport to organise and deliver competitions within school, including sports day/week.	£0	competitive sport including Sports	Continue to incorporate school competitions throughout the year for all children to take part in.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	C Hanlon
Date:	09/07/25
Governor:	
Date:	











