



PE and Sport Premium Funding – Rawmarsh Ryecroft Infant School 2024-25

Number of pupils and Primary School Sport Premium grant (PSSP) received	
Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24	£17,130
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024/25	£17,189
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,189
Total amount carried over from 2024/25	£0
Background and Context of PSSP	
The PSSP was introduced from April 2013 following the Ofsted report 'Beyond 2012' to help schools improve the quality and breadth of their physical and sport education. Each school has the choice of how to best make use of this funding. Schools have primary targets to ensure there is increased participation by primary aged pupils in PE & Sport to help develop healthy lifestyles. The grant for schools will make additional and sustainable improvements to the quality of PE and sport schools offer. It is important that your grant is used effectively and based on school need. Schools must use the funding to make additional and sustainable improvements to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years and develop or add to the PESSPA activities that your school already offers.	
Rationale of PSSP	
Rawmarsh Ryecroft is committed to enabling all pupils to achieve their best. We use a specialist coach to support in the delivery of Physical Education and physical activity and we have developed a curriculum that offers a balanced programme of learning. We offer extra-curricular activities through after school clubs and are in the process of organising intra school competitions. CPD is in place to up skill teaching staff during curriculum time delivery. Progressive substantive and disciplinary knowledge are in place for all areas of the PE curriculum beginning at EYFS through to Year 2, including access to outdoor environments. Each year the children have the opportunity of varied sporting activities and the chance to visit aspirational venues. Our children are encouraged to work together in team sports to develop their confidence and resilience in competitive situations. Understanding their responsibility for their own health and fitness will mean they lead a happy and healthy lifestyle.	

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2025.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Here are the 5 indicators:

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.
There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/

 association for Physical Education

Review of last year's spend and key achievements (2023/2024)

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

Activity/Action	Impact	Comments and Next Steps
CPD for teachers-Key Indicator 3.	Teaching Staff have been present in the majority of lessons this academic year with the SJD Coaching. This weekly 'training' has meant teachers have taught alongside the sports coaches lesson. The class teacher has then mirrored the lesson in the sports coaches lesson in the other PE slot for each class. This has built teacher confidence and allowed them to put into practice what they have seen.	Next year the sports coach could offer feedback on part of a lesson delivered by the class teacher, while the coach is there.
Audit and purchase new equipment on children's preferences and successful activities identified by staff- Key Indicator 1 and 4	Through conversation with staff of successful activities we have invested into the relevant equipment. This includes a physical area available every playtime and lunchtime. This is also available for 'brain breaks' when required through the day. The Pupil Leadership Team also guided their preferences so we knew the children wanted to play with the equipment.	Due to wear and tear through repeated use the equipment will again be audited to replenish stock.

After school clubs offered to all pupils cover a variety of key skills- Key Indicator 4.	Within sports club a range of skills taught in the curriculum. This means pupils practice their skills and develop a interest towards particular sports.	Could other sports be offered not on the curriculum.
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Increase physical activity and promote positive play with relaunch of 'play leaders' and 'physical' area within playground area.	Pupils – as they will take part Lunchtime supervisors / teaching staff, coaches - as they need to lead the activities on their days.	Key indicator 2 Key indicator 4	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Pupils taking part in more structured play. Play leaders alongside 'pupil leaders' promoting positive play. This helps support children who find playtimes difficult. Pupils take part in structured play. SMSA who was recruited to support at lunchtimes.	SMSA - £3000 per academic year
CPD for teachers including dance.	Teaching Staff	Key Indicator 3	CPD supports increased staff knowledge and confidence. Staff to	£8,150 (inclusive)

			receive dance CPD to enable to lead their own dance scheme. Increased engagement in internal physical activities through attendance of sports clubs after school. Sports clubs have maximum capacity each week and have occasionally had to limit the amount one pupil attends. Staff have taught alongside the sports coach and mirrored the lesson in the other PE lesson that week to embed skills. Staff were part of the Dance during spring 1. Staff have spoke about how our Sports coach expertise lay elsewhere so potentially looking at alternative for dance next year.	
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After school clubs/lunchtime offered to all pupils cover a variety of key skills.	Sports coach as he will lead. Pupils will take part.	Key Indicator 4	Children have the opportunity to access a range of different sports and express preferences/develop talents Different sports across the curriculum are offered in sports club. Lunchtime rota changes half termly which SLT plan. Tuesdays the Sports Coach leads it. The teaching and learning is built upon from curriculum PE, into after school/lunchtime clubs.	£2,000 £1,400
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Audit and purchase new equipment on children's preferences and successful activities identified by staff to support the 'physical areas'.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activities on their days. Pupils – as they will take part and have their voice on choice of equipment	Key Indicator 1 Key indicator 4	Play will be more structured allowing pupils to have a better experience of play times. Pupils are more physically active. This supports SEMH on a ongoing basis throughout the day. Areas are set out so play is more structured. Promotion	£270
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			of construction area where children can create physical; assault courses to promote balance and coordination. The physical areas promote children to be more physically active.	
Movement Evening attendance	Teaching staff, cover supervisors. Pupils – as they will take part.	Key Indicator 1 & 2	Selected children to have the experience of entering a competition. Movement evening did not take place this academic year due to cancellation by RCS.	Movement Evening resources - £100/N/A
Raising interest and aspirations in PE through 'celebration assemblies.	Pupils as they will celebrate their achievements	Key Indicator 2	Pupils will have raised interests in PE and through pupil voice will see where the interests are. Outside of school achievements are celebrated with many children bringing awards ranged from football to swimming. All Stars Cricket was	

			promoted on Class Dojo with some children attending from Year 2.	
Increased competition within curriculum PE and Sports day. Intra-school competition with year 2 students.	Pupils will take part and the whole school as it's the Sports Day event. Year 2 pupils will attend a competition.	Key Indicator 4 and 5	Pupils have the opportunity to be part of a team and compete within structured competition against each year group and within. The feedback was positive from stakeholders from our recent EIS sports day. Year 2 children took part in the 'Rotherham Baton Relay Race' supported by the rest of school, raising awareness within community. Year 2 pupils will take part against each other in the final week before transition.	£1000 EIS £1270 coaches

Ex-Athlete to promote aspirations.	All pupils to take part in some PA with a inspirational athlete.	Key Indicator 1	Pupils will have the opportunity to raise money for school completing sponsored activites. Sports For Champions provide an Olympic level athlete to provide children with a memorable day and to aspire to be like them. Children took part and Adam Tobin spoke to the children about his sport gymnastics and all the things he must do. The children worked hard to raise money and then take part in the sponsored activities.	TBC
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Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments and Next Steps
Ex-Athlete to promote aspirations- Key Indicator 1	Children took part in a inspiring day and were excited to be sport of the sponsored activities.	How can we further promote aspirations within school? How will we spend the money raised?
Increased competition within curriculum PE and Sports day -Key Indicator 4 and 5	All children took part in the Rotherham Relay race. Competition has been embedded into all areas of the curriculum so children are competing against each other. Year 2 pupils took part in a competition against each other.	Are there any local school competitions to take part in? What RUFC offering in their infant school offer?
CPD for teachers - Key indicator 3.	Staff have continued to be present in the sports coaches lessons, supporting in delivery. The working alongside the coach has enabled staff to mirror lessons to children. This allows staffs knowledge and confidence to grow and allows children's skills to be embedded.	Look at recruiting a dance coach to further support teachers expertise in the area.

Signed off by:

Head Teacher:	<i>(Kate Blythe)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Stephen Butler Class Teacher)</i>
Governor:	<i>(Chris Oxe – Chair of Governor)</i>
Date:	27/6/25