

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).



Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2021/22 | £ 0 |
| Total amount allocated for 2021/22 | £ 19,440 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ 0 |
| Total amount allocated for 2022/23 | £ 19,460 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £ 19,460 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. 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. 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 | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2022. Please see note above | 89% |
| 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 | 83% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 83% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

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: 2022/23 | | Total fund allocated: | | Date Updated: | |
|---|--|---|--|----------------------|---|
| Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | Percentage of total allocation: 41% |
| 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: |
| Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school | Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings | £2700 (South Leicestershire SSP Membership) | The PE Coordinator has a greater understanding of physical literacy and promoting physically active lifestyles. Pupils are now beginning to talk about the changes in their bodies during warm ups and cool downs. | | SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed. |
| | The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including an OFSTED workshop. The PE Co-ordinator shared the learning points with all staff. | SLSSP Membership | Staff are now more aware of the statistics shared from the conference about rates of physical and mental health across the UK and the importance of ensuring physical and mental health continues at home. | | The Sports Coach will coach other teachers on the knowledge gained from the hockey and golf lessons so that they can deliver it within their own curriculum as required. |
| | The school's Sports Coach completed team teaching in Year 5 with a Hockey England coach to develop better hockey PE lessons and in Year 6 with a Golf coach to support the new sport in the updated PE curriculum. | £2,250 | Children had access to good quality lessons and, by including the Sports Coach, it will ensure sustainability as it will be delivered to future year groups. | | |

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| | The Sports Coach completed team teaching CPD with 8 members of staff to deliver effective indoor PE lessons through the use of the school's PE scheme. | £3,018 | Staff are more confident with delivering lessons such as dance and gymnastics | School to look at supporting further sports such as yoga and volleyball next academic year. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 42% |
| 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: |
| Providing targeted activities or support to involve and encourage the least active. | An external sport coach delivered weekly inclusive sports activities to children who were either identified as least active or SEND and needed this provision as part of their development. These children were selected to take part in competitions linked to the sports they had been learning to further encourage them to continue. | £1200 SLSSP Membership | Children within this group became more confident within school and were noted by their teachers as making better progress in other areas of learning Selected children developed confidence to compete at a local level in a sport new to them. | We provide staff to supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year. Increase the number of sessions delivered by the external sports coach for inclusive sport so that more children can access it. |
| Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school. | The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active | SLSSP Membership | Children were more physically active both in and out of school. Parents commented on how it helped to encourage others within the family to get active. | Continue to timetable 2 hours of PE per week for all year groups. |

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| | <p>minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also given points for achieving milestones and the most active class won a trophy.</p> <p>We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays.</p> <p>School Sports Coach employed to deliver break and lunchtime activities to promote physical activity for all children. Activities are delivered on a rotation within KS2.</p> <p>School Sports Coach to deliver before and after school clubs, providing a range of sports, to target children for competitions and encourage those who have not participated in previous competitions. Also used to increase physical activity outside of school time.</p> | | | |
| | | £3,018 | A number of children have reported as taken up these opportunities and enjoyed them. They have considered signing up to future events. | |
| | | £4,024 | More children are taking part in physical activities than at the start of the year. Children are also better at managing emotions during competitions. | Children are now more equipped to deliver and take part in physical activities more independently. |
| | | | Children's performance at competitions improved and the clubs engaged more children to take part in sport. | |

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| Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |

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| <p>To engage student voice and use students' leaders to raise the profile of PE and School Sport.</p> | <p>The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.</p> <p>The ambassadors took control of a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics. Younger students were encouraged to submit pictures of themselves taking part in physical activity and pupils' sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated in assemblies. The school newsletter contained information about physical activity, sports clubs and fixtures and celebrated successes outside of school.</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p> | <p>SLSSP Membership</p> | <p>Sporting Ambassadors promoted sports and physical activity to other year groups. They took part in leadership at lunchtimes and Sports Day, where they helped to organise and support the event.</p> <p>Increase in the number of children sharing their sporting achievements for the newsletter and inspiring others to join their sport.</p> <p>Well-being ambassadors have been discussing new ways to further support children by working alongside the school's Pastoral Team and the Mental Health First Aider.</p> | <p>The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice is represented in the school's physical activity offer.</p> <p>Pastoral Team to continue to work alongside next year's ambassadors to continue to deliver upon well-being support.</p> |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 17%

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| Intent | Implementation | Impact | |
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| 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: |
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| <p>Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p> | <p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range fundamental movement skills.</p> <p>The school sent out the SLSSP Christmas physical activity resources to all parents, it was designed to keep children and families active over the Christmas holiday. We also sent out the SLSSP resources design to keep children active and healthy over the Easter and Summer holiday.</p> <p>Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week was to raise the profile girls football and increase participation.</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> | <p>Children were able to compete in a range of competitions; some for the first time and either develop or hone their skills.</p> <p>For Year 1 children, this was their first experience of a sport competition. The school are aware of 5 children within KS1 who have gone to take up a sport new to them outside of school.</p> <p>Feedback from parents was that the initiative was welcomed and helped children to become physically active independently.</p> <p>Girls who participated enjoyed the opportunity to represent the school and have all committed to further opportunities.</p> | <p>School will continue to compete in the events next academic year.</p> <p>School will continue to compete in the event next academic year.</p> <p>School will continue to engage with the initiative next year</p> <p>School will look at other sports to ensure girls have an equal opportunity to boys.</p> |

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| | <p>Introduction of a new PE scheme to ensure a broad and balanced curriculum with the introduction of new sports to ensure a greater variety of offer for children. This includes the purchasing of new equipment and scheme to deliver the sports.</p> | <p>£3,250</p> | <p>Pupil feedback has suggested children enjoy the new sports on offer. Yoga has helped pupils to self regulate which has had a positive impact on their mental health. Staff feedback has highlighted a need to deliver CPD in volleyball.</p> | <p>Staff to complete CPD in volleyball through an external partner to ensure quality teaching.</p> |
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| 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: |
| Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children. | <p>Subscription to SL SSP provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools.</p> <p>Pupils took part in the following intra-school events: Athletics, Badminton, Basketball, Boccia, Bowls, Cricket, Dance, Dodgeball, Football, Golf, Gymnastics, Hockey, Multi-Skills, Netball, New Age Kurling, Rounders, Table Tennis, Tennis, Triathlon, Volleyball, Wheelchair Basketball</p> <p>Pupils took part in the following inter-school events: Rugby Union, Athletics, Basketball, Boccia, Bowls, Cricket, Dodgeball, Football, Golf, Hockey, Multi-Skills, Netball, New Age Kurling, Swimming and Aquatics, Table Tennis, Tennis, Triathlon</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> | <p>The whole Year group of Year 4s competed in the multi-skills events which assessed and prepared their skills for UKS2.</p> <p>Some children became more exposed to a wider variety of games such as wheelchair basketball and Kurling.</p> | <p>The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The SLSSP's will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical literacy and sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions.</p> <p>School will also look at creating more in-school events so that all pupils have the opportunity to compete at a more local level to develop confidence to compete in competitions at a higher level.</p> |

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| Signed off by | |
| Head Teacher: | Colin Miller |
| Date: | 12/7/23 |
| Subject Leader: | Brendan Brannigan |
| Date: | 13/7/23 |
| Governor: | Neil Williams |
| Date: | 13/7/23 |