

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 | £19050 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | na |
| Total amount allocated for 2022/23 | £19140 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £19140 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|---|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | <p>All year 6 going swimming until they can swim 25 metres. This ensures all children can swim before they leave the school. (3x children excluded on medical grounds E&R/behaviour-parent meeting in place NF)</p> |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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</p> | <p>94%</p> |
| <p>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</p> | <p>94%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>During their time at swimming, every child must perform water safety-climbing out of the pool at the nearest exit.</p> |

Created by:



Supported by:



| | |
|---|--|
| | Water safety sessions planned for year 6 in summer term. |
| 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? | <p>No. Pupil premium swimming is funded.</p> <p>Mel @ swim hub- private funded lessons for individuals with extenuating circumstances.</p> |

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: 2023/24 | | 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: % |
| 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) | School to fill out evidence of impact | | 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 a gymnastics workshop. The PE Co-ordinator shared the learning points with all staff. | SLSSP Membership | School to fill out evidence of impact | | |
| | The PE co-ordinator organised for external coach to come and deliver staff CPD in the form of a Dance workshop, responding to feedback from a staff survey, identifying a lack of confidence in the subject area. | £197 £510 | | | |

Created by:



Supported by:



| | The school has bought into the PE hub scheme to help support staff in the planning and implementation of PE. This helps us to ensure national curriculum coverage. Sports and modules covered are planned long term to fall in line with the competition calendar and are progressive through the keystages | | | |
|---|--|---|--|--|
| Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 18% (£3407) |
| 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. | <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy. A coach from SLSSP deliver 6 sessions to 15 targeted pupils, the pupils undergo a fundamental movement assessment on week 1 and 6 to evaluate the impact of the intervention. A member of staff supervised the sessions and attended a Big Moves training course.</p> <p>The school participated in the Energise Club. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 (for Energise) pupils. The sessions included fun physical games and mindfulness. A member of staff supervised the</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> | <p>SLSSP report or comment on impact</p> <p>SLSSP report or comment on impact</p> | 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. |

| | | | | |
|---|--|--|---|--|
| <p>Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.</p> | <p>sessions.</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6 week club alongside a member of staff. The coach delivered</p> <p>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 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 through newsletter content. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays.</p> <p>Sports leaders were set up throughout the school to promote lunch time physical activity, training provided by Kieran Grundy for playground leader games- part of the SLSSP.</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP</p> | <p>SLSSP report/comment on impact</p> <p>SLSSP report/comment on impact</p> <p>Comment on impact (use M +E form and class spreadsheet sent to SLSSP)</p> <p>Comment on impact</p> | |
|---|--|--|---|--|

| | | | | |
|--|--|------------|--|--|
| | <p>Role of Sports Coach at lunchtimes- Revamping sport and introducing new activities and games to children. Leading and guiding other lunch time supervisors.</p> <p>Sports leaders across 5 and 6 are revamping lunch times- after training with Kieran Grundy SLSSP, they will implement various sports and games on a rotation basis across all playgrounds.</p> | Membership | | |
|--|--|------------|--|--|

| | | | | |
|---|--|--------------------|--|--|
| Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 14% (£2700) |
| 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 student voice and use students' leaders to raise the profile of PE and School Sport. | <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 action plan. This included the physical activity</p> | SLSSP Membership | Schools to report-Sport Ambassador Impact | The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer. |

| | | | | |
|---|---|---|--|--|
| <p>Encourage active travel to school.</p> <p>Embedding Physical Activity and Well-being into the school day</p> | <p>guidelines infographics. Pupils' sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</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>The school took part in an Active Travel Month. During October 2022, students and families were encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most.</p> <p>Student Sports leaders and lunch time supervisor trained to make lunch times more active. A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors.</p> <p>Also, active lesson break resources for</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Lunchtime Sports Coach: £4260</p> <p>Lunchtime wellbeing club: £5187</p> | <p>Use Active Travel month M+E to comment impact</p> <p>School to report on impact</p> | <p>The school continues to promote active travel through school newsletters and social media. The school works closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p> <p>The lunch time supervisors are trained to put on a range of activities/games. The lunchtime supervisors have created zones to ensure a variety of activities can</p> |
|---|---|---|--|--|

| | | | | |
|---|---|---|---|---|
| <p>To increase the number of staff who are active to raise the profile of sport and exercise in school.</p> | <p>teachers to use at any time throughout the day. Students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</p> <p>The SLSSP deliver Staff Well-being Ambassador training for 2 members of staff in school. The ambassadors took part in physical activity and mental health training. The ambassadors devised an action plan to support staff well-being. We were awarded £150 of funding to support our action plan.</p> <p>We took part in Staff Sports Festival delivered by the SLSSP. This included a dodgeball, rounders and netball festival.</p> <p>PE Event organisation - VL</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£750</p> <p>£750</p> <p>SLSSP Membership</p> | <p>School to report on impact</p> <p>School to report on impact</p> | <p>take place during lunch times. The Playground Leaders will continue to put on a lunch time clubs for KS1 children.</p> |
|---|---|---|---|---|

| | | | | |
|---|--|---------------------|--|--|
| | Assessment & monitoring - VL | SLSSP Membership | | |
| | | SLSSP Membership | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 57% (£10947) |
| 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: |

| | | | | |
|--|---|---|---|--|
| <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 of 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 designed to keep children active and healthy over the Easter and Summer holiday.</p> <p>Also, we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.</p> <p>Purchasing new sports equipment e.g. Lacrosse equipment and opportunities for collaboration and delivery of archery during SLSSP phase meetings. The PE coach will plan to implement this into creative weeks.</p> <p>LACROSS</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership / Resources £2550</p> | <p>School to fill out evidence of impact</p> <p>School to comment on impact</p> <p>School to comment on impact</p> <p>School to comment on impact</p> | |
|--|---|---|---|--|

| | | | | |
|--|--|--------------------------|--|--|
| | <p>• KC leading Forest school provision for all children alongside OAA on the long term plan. All year groups will get a half terms worth of lessons.</p> <p>SI to lead mindfulness on a rotation basis across the school. Each year group will receive a 6 week programme..</p> | <p>£700</p> <p>£1752</p> | | |
|--|--|--------------------------|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 25% (£4702) |
|---|---|---|--|---|
| 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 INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity. e.g. Sports hall Olympics and the Boccia and Kurling tournaments</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills e.g. Tag rugby, cricket, tennis, squash and football develop festivals.</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance. e.g. football, netball, basketball and corby triangle athletics.</p> <p>Pupils were given the opportunity to take part in the Quad Cup virtual competitions. The personal/team challenges were designed to give all</p> | <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> | <p>Schools to report on numbers taking part in the competitions. Did whole year groups/classes take part in virtual competitions? Has the KS1 participation increased?</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. |

| | | | | |
|--|--|--|--|--|
| | students the opportunities to take part in a competition and learn sport specific skill/develop physical literacy. | | | |
|--|--|--|--|--|

| | |
|-----------------|--|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |