

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](https://www.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	£23697
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3877
Total amount allocated for 2022/23	£19900
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19900

Swimming Data

Please report on your Swimming Data below.

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 2023. Please see note above	53.1%
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	43.75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37.5%
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: The engagement of <u>all</u> 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:
				100%
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 the 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 The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a an active PE workshop. The PE Co-ordinator shared the learning points with all staff.	£2700 (South Leicestershire SSP Membership) SLSSP Membership	New planning embedded means staff have becoming more confident and enthusiastic about PE. New skills and units of work have been implemented such as gold and orienteering. Share successes in matches/competitions around school to highlight and celebrate sport.	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.
Sports Coach delivering CPD to teaching staff using outdoor PE knowledge to develop skills.	Timetable to ensure all year groups access sports coach, support in planning, time to plan and prepare sessions. Give opportunities to feedback to leaders.	Sport Coach cost £16852	High quality sports lesson delivery with calibration with teaching staff. Wide range of sports covered in PE lessons. Topics covered also encouraged social play as children found it hard to socialise after lockdowns. Continues monitoring of	Teaching staff have improved knowledge, understanding and confidence in teaching PE and skills. A wider range of sports and skills have been taught to the children.

			children's progress and adapting when necessary.	
To run inclusive, SPARX, Big Moves, Mini GALs and LADs sessions to encourage less active children to participate in physical activity.	Organised sessions with LSLSSP. Identify target children, monitor progress of the sessions and follow up with additional support and opportunities. Feedback via sports teams and children.	LSLSSP Membership	Identified proportion of less active children in Years 1, 2, 5 and 6. Sessions run and follow up on impact monitored. Mini GALs and LADs received activity cards to take home to encourage sports at home and with families.	Mini GALs, LADs and Inclusive sports embedded within school. Big Moves videos shared with FS and Key Stage 1 staff to use in lessons and home learning. Links made with outside coaches to use in future. Identified children monitored. A member of staff shadowed the session/access CPD to ensure these activities can be sustained and embedded. The members of staff learnt a lot about delivering sessions to the target group and this continues outside of the intervention.
Virtual competitions ran through our sports partnership, working in collaboration with Oadby and Wigston for the Quad Cup, representing Oadby and Wigston against the schools in the area.	Continue to participate in virtual leagues. Encourage good sporting ethos. Sports coach to cover skills in lesson, clubs and additional sessions. Competing in both inter and intra sports competitions.	LSLSSP package Sports Coach cost	Greater participation in competitive sport, focus on different children competing. Virtual competitions meant a wider number of children getting involved especially in KS1. The return of face to face events meant parents have got involved once more.	Leagues and competitions embedded in calendar and organized by Sports Coach and staff. Staff ran some competitions in PE lessons and have the resources and confidence to apply these challenges again. Applying virtual challenges into lessons meant all children have had the opportunity to try new things and develop skills.

SEN targeted inclusive competitions	SEN children took part in virtual competitions via our sports partnership.	LSLSP package	Children with significant need has their self esteem raised. Children gained confidence in their ability to compete in sports	Links made to external providers. Encourage SEN children to participate in more after school clubs and competitions.
Planning, preparation and assessment	<p>Monitor impact of sports clubs, track targeted children, assess targeted groups review resources, enhanced PE provision and quality of planning, ensure a wide curriculum. Sharing knowledge organisers with trust and staff.</p> <p>New planning bought to support staff and teach new skills to children. Additional resources bought to support the teaching.</p>	<p>PE coordinator time</p> <p>PE planning costs: £269</p> <p>New equipment: £79.</p>	<p>Monitor impact of sports clubs, track targeted children, assess targeted groups review resources, enhanced PE provision and quality of planning, ensure a wide curriculum. Share knowledge organisers to develop skills and progression across year groups. New planning embedded means staff have becoming more confident and enthusiastic about PE. New skills and units of work have been implemented such as golf and orienteering.</p>	To maintain a high level of participation, passion for sport and PE, high inclusion in all areas of sport and PE. Ensure that all children are given access to clubs and sporting opportunities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13.5%
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.	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	SLSSP Membership	All children improved in their big moves assessment and is now a daily part of the KS1 day. A member of EYFS went to the Big Moves course and now regularly timetables into EYFs.	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

	the intervention. A member of staff supervised the sessions and attended a Big Moves training course.			throughout the year.
Providing targeted activities or support to involve and encourage the least active.	The school participated in the SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident year 2 pupils. The sessions included fun physical games and mindfulness. A member of staff supervised the sessions.		All children came back with enthusiasm for PE and sport. We noticed an increase in attendance at Year 2 clubs and some of the SPARX children attended.	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.
Providing targeted activities or support to involve and encourage the least active.	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	SLSSP Membership		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.
Providing targeted activities or support to involve and encourage the least active.	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	SLSSP Membership	92% of our children were actively travelling to school for 14 days or more. 72% of children said they were going to keep this up.	Keep working with the Eco council to raise awareness and encourage children to walk to school. Have competitions to encourage and promote road safety. 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.

Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.	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.	SLSSP Membership	Shared resources on the school story via class dojo means its accessible to all families.	Keep sharing resources with parents from school, the county council and sports partnerships.
Sporting achievements to be celebrated	Children or classes who competed in the virtual competitions were celebrated via certificates that are now on display. Sporting successes shared on class and school stories on Class Dojo.	LSLSSP membership.	Children were excited and proud to see results from their competition entries. Having the home school link with sport has really encouraged parents to try new sports with their child.	School contributes to celebrates the achievements of all children and encourages children to share their successes within school competitions and outside clubs.
Embedding Physical Activity and Well-being into the school day	We continue to utilise the SLSSP Return to Well-being resources to support students back into school. We have continued to use this in daily practise. These included: 5 minute videos played during the day The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques. Also, active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active	SLSSP package	Children benefited from short sharp bursts of exercise to refocus. As a school we noticed that children were able to come back into their learning quickly and settle. Children are open about their feelings and are aware they can discuss their feelings in school. We noticed as children get back into things, they are needing less brain breaks as their focus is improving but they are very effective. Our new cubbie delivery promotes mindfulness across the school.	Staff found this useful and continue to embed brain breaks in daily routines. There are also open conversations about feelings and emotions. Staff to continue to receive support and CPD on mental health in the classroom. Higher focus on wellbeing this year within staff and children.

	breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme. We found this so beneficial last year it has been implemented as part of our daily routine.			
Embedding Physical Activity and Well-being into the school day	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.	SLSSP package	The Wellbeing Warriors teamed up with school council to raise money for games/wellbeing resources for the playground. This has proved popular with the children and there has been an increase in children wanting to play games, draw and read together	Continue to develop our mental wellbeing team and share out resources and strategies with students, staff and parents.
Embedding Physical Activity and Well-being into the school day	Student playground leaders and lunchtime supervisor trained to make lunchtimes more active. A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors	SLSSP package	New playground leader and happy lunchtime training for Lunchtime Teachers means we have a very strong lunchtime system. Playground leaders work with KS1 children to share games and take turns. This is a very positive and popular area at lunchtimes.	Continue to work with lunchtime staff to promote physical and mental wellbeing at lunchtime.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
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 the school.	<p>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</p> <p>The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a an active PE workshop. The PE Co-ordinator shared the learning points with all staff.</p>	<p>(South Leicestershire SSP Membership)</p> <p>SLSSP Membership</p>	<p>New planning embedded means staff have becoming more confident and enthusiastic about PE. New skills and units of work have been implemented such as gold and orienteering.</p> <p>Share successes in matches/competitions around school to highlight and celebrate sport.</p>	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.
Sports Coach delivering CPD to teaching staff using outdoor PE knowledge to develop skills.	Timetable to ensure all year groups access sports coach, support in planning, time to plan and prepare sessions. Give opportunities to feedback to leaders.	Sport Coach cost	High quality sports lesson delivery with calibration with teaching staff. Wide range of sports covered in PE lessons. Topics covered also encouraged social play as children found it hard to socialise after lockdowns. Continues monitoring of children's progress and adapting when necessary.	<p>Teaching staff have improved knowledge, understanding and confidence in teaching PE and skills.</p> <p>A wider range of sports and skills have been taught to the children.</p>
New PE planning to increase confidence, knowledge and skills of all staff in teaching PE and sport	<p>New planning bought to support staff and teach new skills to children. Additional resources bought to support teaching</p> <p>Staff meetings to introduce and have directed time for staff to develop their knowledge.</p>	<p>PE planning costs</p> <p>New equipment costs (noted above)</p>	New planning embedded means staff have becoming more confident and enthusiastic about PE. New skills and units of work have been implemented such as golf and orienteering.	To maintain a high level of participation, passion for sport and PE, high inclusion in all areas of sport and PE. Ensure that all children are given assess to clubs and sporting opportunities. Continue to have regular CPD and staff questionnaires to see what staff need. Use that to base next years CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				<p>Percentage of total allocation:</p> <p>98%</p>

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:
Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</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>Also, we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.</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>	LSLSSP package	Both children and parents have enjoyed the resources. Parents have responded by bringing in results sheets and sharing successes with school. We the share this on School Class Dojo.	Continue to encourage all children to try sports and a 'have a go' attitude. Continue to seek children's voice via surveys and interviews about what sports they would like to see and try.

	Year 3/4 and 5/6 girls football clubs and teams created this year.			
Provide long term sustainable improvements to delivery of curriculum PE. Teachers to work in collaboration with Sports Coach to improve delivery and experience of a full range of PE activity.	Teachers to participate in delivery and observe good practice to improve future delivery in PE sessions in all year groups across the school	Sport Coach cost	Observed sessions of a good/ outstanding standard with all children active.	Continue to support teachers in planning and delivering PE through staff audits and future CPD
Sports Coach delivering new sessions in outdoor PE , including dodgeball, OAA, tag rugby, etc	Support in planning and resourcing new sessions, time to plan and prepare sessions and share with teaching staff	Sport Coach cost	New sessions delivered. Children experience a wider range of sport in curriculum time.	Teaching staff have had time to observe good practice and become increasingly familiar with the curriculum.
Provide children with a range of physical activities that can be done at school and home.	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1). The school sent out the SLSSP Festive Fun booklet to all parents, it was designed to keep children and families active over the Christmas holidays. 2) Move it march encouraged all children to get active at home for at least 15 minutes each day.	LSLSSP package	Activities shared with home via class dojo and regular whole school updates. Children were sent home with activity packs over the holidays. Adventure trails and walks in the local area sent home to parents to encourage getting out in nature in the local area.	Ensure children are encouraged to be active and try a new range of activities via home booklets. Also make parents aware of any clubs, sports camp in the local area.

	3) Daily boost bookmarks sent out for the children over the summer Holidays to keep active.			
Inclusive PE sessions to be ran with Mark Beeby	A six week inclusive programme ran for our Learning Unit, Riverbank to encourage sports and new activities.	LSLSSP package	All children were able to access and take part in the 6 week workshop. All children learnt new skills and benefitted from physical exercise. Staff attended to ensure they could apply new skills and activities into regular lessons,	Teaching staff observes and took part and will use these games and skills in future PE lessons.
To motivate and encourage children to try new sports and get involved.	Membership to the Sports Partnership to gain access to specialist coaches, inclusive sport sessions, CPD for leaders and staff. This will allow staff to access resources and training for teaching PE to children. Extra clubs mean that more children get involved in sports and try new things.	LSLSSP Package	Teachers adapt their lessons to suit needs of the children. Intra school competitions allow teachers to teach new skills in PE that can be applied when competing with a class or against themselves.	Teaching staff have the access needed to get support, ideas and encouragement. New clubs to be set up to encourage new children to try.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				98%
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.	Pick a range of children for different events. We have taken part in 'develop' competitions to encourage children to try a sport as well as the 'excel' competitions against other schools	LSLSSP package	Clubs lists have increased with greater waiting lists. Lots more girls have joined and a wider range of children have taken part in competitions such as saffron lane who would not have gone last year.	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..
Inter class competitions in all year groups leading up to school games Sports Day in summer term	Delivered during curriculum PE sessions, each key stage group participated in inter year group competitions.	Sport Coach cost	Greater participation in competitive sport, focus on different children competing and wider range of SEN/PP participation. Whole year group included.	To continue to become embedded and celebrated. Encourage all children to have a go regardless of ability.
To run inclusive, SPARX, Big Moves, Mini GALs and LADs sessions to encourage less active children to participate in physical activity.	Organised sessions with LSLSSP. Identify target children, monitor progress of the sessions and follow up with addition support and opportunities.	LSLSSP package	Identified proportion of less active children in Years FS/1, 2, 5 and 6. Sessions run and follow up on impact monitored.	Mini GALs, LADs and Inclusive sports embedded within school. Links made with outside coaches to use in future. Identified children monitored
Partnership with other schools to run a range of sporting competitions e.g. football, basketball and cross country, saffron lane athletics etc.	Continue to participate in leagues. Encourage good sporting ethos. Sports coach to cover skills in lessons, clubs and after school sessions when required.	LSLSSP package Sport Coach cost	Greater participation in competitive sport, focus on different children competing. Competition calendar and registers.	Leagues and competitions embedded in calendar and organized by Sports Coach and staff. Laise with other schools in the local area to compete both against eachother and as a team for wider competitions.

Signed off by	
Head Teacher:	<i>GL Brown</i>
Date:	5/7/23
Subject Leader:	M Washington
Date:	4/7/2023
Governor:	
Date:	