

# 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	£ 5000
Total amount allocated for 2021/22	£ 20080
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 5000
Total amount allocated for 2022/23	£ 19560
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 24560

## 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? <b>N.B.</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	87 %
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	62%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	87%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes – additional swimming sessions for year 6 children who had answered No to the above questions (£600)

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## 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:		
<b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			30%	
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	<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 wellbeing workshop. The PE Co-ordinator shared the learning points with all staff.</p> <p>A tennis coach was employed for the summer term to model expert teaching as a form of CPD to staff.</p>	<p>£2650 (South Leicestershire SSP Membership)</p> <p>SLSSP Membership</p> <p>£1800</p>	<p>The PE Co-ordinator felt more confident in supporting staff with PE in school. They surveyed staff and led a staff meeting to support all teachers in the PE curriculum across the school.</p> <p>The PE coordinator has used the information from this to create a plan of action for 23/24 to support children's wellbeing and physical activity.</p> <p>Children had access to high level tennis teaching that helped them to become more knowledgeable in the skills and applying these in games. Staff saw excellent modelling of teaching tennis skills and uplevelled their own knowledge for future</p>	<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. The PE coordinator will prioritise staff knowledge and upleveling the curriculum in 23/24</p>

	All lunchtime staff received CPD for 'Happy lunchtimes' to make lunchtimes more structured and provide more opportunities for physical activity.	£1000	teaching.  Happy lunchtimes have seen an increase in activity at lunchtime as children can do guided activities with an adult. This has also seen an impact on wellbeing as less children are requiring first-aid or adult support in social scenarios.	
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<b>Key indicator 2:</b> 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:
				20%

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 pupils. The sessions included fun physical games and mindfulness. A</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<ul style="list-style-type: none"> <li>- See final sheet for details of impact of Big Moves</li> <li>- 12 Year 3 and 4 pupils participated in a 10-week long Energise programme. Children were involved a number of activities and games linked to promoting life-long involvement in physical activity. Children also had a workbook which included activities link to healthy eating, hydration, sleep and other healthy lifestyle choices. Throughout the Energise programme, children were encouraged to continue with physical activity in school and in extra-curricular activities.</li> </ul>	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.

Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.	member of staff supervised the sessions.			
	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		<p>3 pupils completed over 100 hours of physical activity, 4 pupils completed over 75 hours of physical activity and 5 pupils completed over 50 additional hours of physical activity</p> <ul style="list-style-type: none"> <li>- 80%+ of the school took part in Move It March. The majority of these children also achieved Platinum through the month.</li> </ul>
	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		<ul style="list-style-type: none"> <li>- It made parents aware of the offer during school holidays and some children did take up these opportunities.</li> </ul>
	The school hires qualified sports coaches to run daily lunchtime sports clubs to encourage more pupils to be active and to encourage them to take up sports.	£4600		<ul style="list-style-type: none"> <li>- There is a large uptake in children joining in with these activities at lunchtime and it has encouraged some less active children to get involved and be physically active at lunchtime.</li> </ul>

<b>Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>			Percentage of total allocation:
			10%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

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>Sporting achievements were celebrated sport in classroom assemblies. The school newsletter and Class Dojo contained 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>Student playground 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>	SLSSP Membership	<p>Raised the profile of sport in school and encouraged some children to look into different clubs out of school.</p> <p>Well-being ambassadors became well known around school. They carried out assemblies and organised whole school well-being afternoons with a focus on the five ways to wellbeing.</p> <p>Playground leaders were invaluable for the Sports Day; they took on a leadership role and led activities for the other children including scoring them too.</p>	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.
Encourage active travel to school.	<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>	SLSSP Membership	<p>85% of children participated in active travel month with 63% travelling for 11 days or more. Walking was the main method used by our children other than those that cycled or scooted already.</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>being into the school day</p> <p>To increase the number of staff who are active to raise the profile of sport and exercise in school.</p>	<p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>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 breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</p> <p>Introduction of 'Happy Lunchtimes' to support the children's physical activity during lunchtimes – equipment purchased to support this</p> <p>We have promoted SLSSP's Staff Well-being Challenges to all staff. Staff took part in the Move It March challenge alongside students and a summer holiday activity challenge</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£300</p> <p>SLSSP Membership</p>	<p>Happy lunchtimes has seen an increase in activity at lunchtime as children can do guided activities with an adult. This has also seen an impact on wellbeing as less children are requiring first-aid or adult support in social scenarios.</p> <p>This year we had a higher uptake of staff getting involved in this and competition amongst the staff.</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 take place during lunch times. The Playground Leaders will be included to put on a lunch time clubs for KS1 children.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 10%</p>





	<p>football and increase participation.</p> <p>Different Sports introduced through 'The Zone' at lunchtimes that are guided by a member of staff.</p> <p>Sports equipment purchased to support the teaching of a wider range of sports E.G footballs, Badminton rackets, dodgeballs.</p>	£1100	<p>This has supported SEND and PP children with both socialising and behaviour. Staff have tried to utilise a variety of equipment to introduce children to different sports and this has encouraged some of them to try these sports out of school.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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 SLSSP 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 also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills Multisports Festival, Year ¾ Dodgeball, Year ¾ football festival</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance. New-age Kurling, Boccia, Year 5/6 dodgeball.</p> <p>Pupils took part in the Quad Cup virtual competitions. The personal/team challenges were designed to give all students the opportunities to take part in a competition and learn sport specific skill/develop physical literacy.</p>	SLSSP Membership	<p>The competitions provided opportunities for children to experience different sports at a competitive level.</p> <p>Multisports Festival – 9 children (3 boys and 6 girls) Year ¾ Dodgeball – 10 children (4 boys, 6 girls) Year ¾ football festival – 6 Girls</p> <p>New-age Kurling / Boccia – 7 children (5 boys and 2 girls, all SEND). Year 5/6 dodgeball – 10 children (4 girls, 6 boys)</p> <p>The majority of the school took part in this from EYFS to year 6 including SEND, PP, girls and boys</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>The virtual competitions included: World Cup Competition</p> <p>The school has hired a qualified sports coach to support and attend competitions</p> <p>Purchase of a team strip football kit for competitive matches</p>	<p>£250</p> <p>£700</p>	<p>-This has allowed for the staffing of these competitions so that they could go ahead.</p> <p>Increased team spirit and provided easier identification at competitive events</p>	
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Signed off by	
Head Teacher:	F. Clarke
Date:	14/07/23
Subject Leader:	R.E. Weed
Date:	13/07/23