

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	£19590
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19677
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19677

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 2022. Please see note above	75%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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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:	
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 The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a Ofsted deep dive workshop and gymnastics cpd refresher on how to develop progression of skills across year groups. The PE Co-ordinator shared the learning points with all staff. 2X ECTs & Sports Apprentice attended CPD in Gymnastics and Dance (via the Sports Partnership)	£2800 (South Leicestershire SSP Membership) SLSSP Membership £280	Coordinators have greater understanding of physical literacy and promoting physically active lifestyles. Children benefit from teachers greater understanding of skill development. Staff report increased confidence	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. This was disseminated to other staff, following the meeting.

			in teaching gymnastics and dance. Children benefit from teachers greater understanding of skills and curriculum.	
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:
				%
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 delivered the Aspiration Active project, 5 weeks of activity for less active pupils in year 5/6. The activity was chosen by the participants. This included physical activities. The participants also took part in an Aspiration Active celebration event at the local leisure centre. The pupils took part in a range of activities including archery, Boccia and Curling. The aim of the event was to signpost the participants to local community exit routes.</p> <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</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Participating children demonstrated a more positive attitude to PE and physical activity and a greater willingness to participate.</p> <p>Awaiting assessment data from LSLSSP. Movement coach reports significant progress in the number of moves children were able to perform.</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>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 pupils. The sessions included fun physical games and mindfulness. A member of staff supervised the 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>	SLSSP Membership	Children have a greater understanding of healthy lifestyles.	
		SLSSP Membership	Children have a greater understanding of healthy lifestyles. Children took on sports leadership roles within FS and KS1 sports days. Children took part in the Sportability Inter school competition.	
Support the development of the whole child through school sport and physical activity.	All children, including EYFS given two hours of curriculum PE per week.	Salary of sports coaches and apprentices. £15700	Whole school PE timetable. Children receive high quality PE in a broad range of activities, allowing them to experience sports and games which are new to them.	To continue to ensure two hours of PE in all year groups, for all children. Learning walks to monitor effectiveness.
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 minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also	SLSSP Membership	There was a high proportion of children who took part in this project. The data showed that Year 1 were found to be the most active in the school.	Participate in Active Travel Month in the new school year.

P	given points for achieving milestones and the most active class won a trophy.			
	Whole school took part in active travel months in October and March. Families were encouraged to actively travel to school. A wall chart tracker recorded the children's participation.		Children have a greater awareness of how to be physically active on a daily basis. In pupil voice, children reported the importance of staying physical active and healthy. 55% of the whole school participated regularly in the Active Travel Month and report that they will continue to.	
	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	Children have taken up these opportunities.	
	Playground leaders and Sporting Ambassadors have been appointed to lead sports activities to make lunchtimes more active.	SLSSP Membership	More children have an opportunity to achieve the active 30 minutes and report positively.	Y5 Playground Leaders to continue this role when they start in year 6.
	Sports Coaches lead lunchtime physical activity sessions.	See sports coaches costs	More children have an opportunity to achieve the active 30 minutes and report positively.	

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

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>Sporting achievements were also celebrated sport in assemblies. The school newsletter contains information about out of school sporting events, 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>	SLSSP Membership	<p>Sporting Ambassadors promoted sports and physical activity to other year groups. They took part in leadership at lunchtimes and at out of school sporting events such as the Y3 Mini-Olympics.</p> <p>Children's achievements were celebrated throughout the year.</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.
Encourage active travel to school.	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.	SLSSP Membership	55% participation across the school, in Active Travel October.	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.
Embedding Physical Activity and Well-being into the school day.	Student playground leaders and lunch time supervisor trained to make lunch times more active. A member of staff	SLSSP Membership	Children have greater opportunity to achieve the 30 active minutes in the school day and have positive	The lunch time supervisors assist with a range of activities/games. The lunchtime supervisors have

<p>To increase the number of staff who are active to raise the profile of sport and exercise in school.</p>	<p>from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors.</p> <p>Active lesson breaks - using BBC Supermovers and resources from LSLSSP.</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>We have promoted SLSSP's Staff Well-being Challenges to all staff. This included Marathon Month challenge. The challenge to place in October, staff had to travel 26.2 active miles during the month. Staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.</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</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Yoga Spend Free</p> <p>SLSSP Membership</p>	<p>lunchtime experiences.</p> <p>Children report that this is a positive and helpful activity.</p> <p>Staff took part in regular Yoga sessions.</p> <p>Staff took part in Move it March and used the tracker to record their progress.</p> <p>Staff and children took part in Wellbeing training.</p>	<p>created zones to ensure a variety of activities can take place during lunch times. The Playground Leaders will continue to put on a lunch time clubs for KS1 children.</p>
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	awarded £150 of funding to support our action plan.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	We have invested in a new scheme of work for PE (Striver) which introduces new activities (e.g. Handball) to the curriculum.	STRIVER Subscription £890	Children have taken part in a wider range of physical activities throughout the year.	This will be ongoing, year on year, benefitting all year groups.
	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).	SLSSP Membership	See Key Indicator one.	
	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	SLSSP Membership	Children reported taking part in physical activity.	

	children active and healthy over the Easter and Summer holiday.			
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Key indicator 5: Increased participation in competitive 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:
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 took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity.</p> <p>Y3 Tag Rugby Festival</p> <p>Y3&4 Girls' Football Festival</p> <p>Aspirations</p> <p>Dance workshop</p> <p>Mini-Olympics</p> <p>Sportability</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills</p> <p>Mixed Football</p> <p>Girls' Football</p> <p>Dodgeball</p> <p>Quicksticks Hockey</p> <p>Cross Country Running</p> <p>Area Sports</p> <p>Dynamos Cricket</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	Over 130 children took part in out of school sporting events. Many of them took part in more than one event.	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.

	Children took part in Level 0 Competitive events. Competing against themselves in the prior and end assessments. They also took part in competitive sport against other children from our school.			
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Signed off by	
Head Teacher:	T. Leah
Date:	7.6.23
Subject Leader:	M. Pullen L. Thurman
Date:	7.6.23
Governor:	C Weston
Date:	7.6.23