

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	£ 19490
Total amount allocated for 2021/22	£ 19490
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 19500
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19500

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	67.8%
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	71.2%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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?	Yes

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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:		
<p>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</p>			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 was basketball. 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 Ultimate Frisbee, Archery, Indoor Climbing, Martial Arts and Wheelchair Sports . 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 fundamental movement assessment on week 1 and 6 to evaluate the impact of</p>	<p>£2700 (South Leicestershire SSP Membership) Apprentice wage Transport £110</p> <p>SLSSP Membership Apprentice wage</p>	<p>A group of identified less active/ less confident children engaged in small group basketball coaching weekly for 6 weeks in school grounds. All children looked forward to the sessions and enjoyed taking part. All attended the celebration event and were able to talk about the activities they participated in (wheelchair basketball) and the guest speakers.</p> <p>After completing the Initial Assessment, 50% of students scored less than 5 in Week 1 of the Project, therefore not meeting the requirements to pass the Assessment. However, on week 6, 76% of children were able to do 5 or more movements and meeting the</p>	<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> <p>School staff are trained to assess children and deliver Big Moves interventions which are proven to support wider learning within the school curriculum.</p>

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<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>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 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> <p>The whole school took part in October Active travel month, children were encouraged to walk/ scoot or cycle to school and were awarded class Dojo points for doing so. Competitions and motivational material were provided by the SLSSP.</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</p>	<p>SLSSP Membership Apprentice wage</p> <p>SLSSP Membership Apprentice wage</p> <p>SLSSP Membership</p> <p>SLSSP Membership Apprentice wage</p>	<p>requirement to pass the Assessment. This is an improvement of 26% compared to week 1.</p> <p>Pupils responded that they enjoyed the activities, understood the importance of a healthy lifestyle and felt more confident within the group by the end of the intervention.</p> <p>Specialist coach led a range of accessible activities within school, lots of the children remembered the experiences they had last year and developed their positive experiences around sport. 50% of pupils were able to travel actively for over half the days included in active travel month. 58% of pupils intended to continue to travel actively.</p> <p>Playground leaders feel empowered and are increasingly confident, children from all year groups across the school have a wider experience</p>	<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> <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</p>
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	students and lunchtime supervisors.		of playground games and activities than they would otherwise have. Leaders work in a timetable to provide daily activities at lunchtimes supported by the sports apprentice.	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.
	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) These were recorded through the LSLSSP website. Pupils were also given points for achieving milestones and the most active class won a trophy.	LSLSSP Membership	Children enjoyed the virtual competition element of the event, by ticking off their 15 minute chunks of activity and reporting them directly to the LSLSSP organisers to represent their school. Year 6 were particularly enthusiastic! Class 2C were the most active within the school and received a trophy	The school continues to promote physical activity 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.
To increase ability in swimming across all pupils	Targeted swimming sessions funded with SSP for any children in Year 6 who did not meet the NC criteria after cohort swimming sessions.	£900.72	Additional, funded swimming sessions were offered to 16 pupils. Of the 13 that accepted the offer, 5 met the full NC expectations by the end of the interventions. 12 could perform safe self-rescue and 12 increased the distance that they could swim unaided. All felt more confident in water.	When trialed previously, 12 out of 20 of the children in the intervention group were able to meet NC expectations by the end of the intervention. All children have experienced swimming in deep water and will hopefully feel confident enough to participate in swimming activities safely in the future.
Safe and appropriate sports equipment available for delivery of activity across the school day	Replacement of worn/ damaged equipment and introduction of new equipment to support the delivery of activity through the school day.	£878.95	The children have access to all equipment necessary for full experience of the NC and a range of sustainable lunchtime activities.	Investment in quality, durable equipment that is sustainable for the future.

Key indicator 2: 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.	The school trained 4 students to become Sports Ambassadors and 20 students to become playground leaders to promote physical activity during lunch times. The children formed a school sport organising crew and devised action plan to promote PE and physical activity in school. Sporting achievements were also celebrated in assemblies and the school newsletters contain information about physical activity and sports fixtures.	SLSSP Membership Apprentice wage	The Sports ambassadors and Playground Leaders work with the sports Apprentice to offer a range of active opportunities outside of curriculum PE. These include playground activities at lunchtimes and wider school activities such as Sports Day.	The school continues to train and give opportunities to the Sports Leaders. Sports Leaders 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. Children were rewarded with class Dojo points. A trophy was given to the class that actively travelled the most.	SLSSP Membership	50% of pupils were able to travel actively for over half the days included in active travel month. 58% of pupils intended to continue to travel actively.	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 from SLSSP delivered a Playground Leader workshop to 20 Year 5/6	SLSSP Membership	A wide range of activities with appropriate equipment are available for all children to engage in during lunch times.	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

	students and lunchtime supervisors.			Playground Leaders will continue to facilitate lunch time activities for KS1 and KS2 children.
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Key indicator 3: 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	SLSSP Membership	School remains up to date regarding changes to School Games Mark and Sports Premium as well as local events and competitions, in school offers and virtual competitions	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 as part of a rolling programme.
	The PE co-ordinator is chair of the Academy trust development group. SSP has been used to allow for time to plan and conduct meetings 3 times within the school year	class cover	Schools across the trust remain up to date regarding changes to School Games Mark and Sports Premium as well as being able to discuss future arrangements for PE and good practices.	
	The PE co-ordinator planned a staff meeting to gain feedback on curriculum PE from teaching staff in order to identify areas of strength and areas to develop in order to plan future CPD that meets the needs of staff.	SLSSP Membership	Future CPD will be targeted, appropriate and sustainable.	The PE co-ordinator will meet with Cover supervisors to ensure that any CPD needs are met and that PE delivery is of consistent high quality across the school.
	The PE co-ordinator took part in the Leicestershire and Rutland PE	SLSSP Membership	The long term aim is to enable children in all classes across the	All staff understand the importance on the overall health,

	Conference, taking part in a variety of workshops including: active classrooms and gymnastics key skills workshops. The PE Co-ordinator will share the learning points with all staff.		school to exceed government guidelines of 30 minutes of activity within school though opportunities to be active both in and out of the classroom.	wellbeing and learning ability of activity on children.
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:
Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).	SLSSP Membership Apprentice wage	See Evidence of Impact section in indicator 1.	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.
To increase ability in swimming across all pupils	Targeted swimming sessions funded with SSP for any children in Year 6 who did not meet the NC criteria after cohort swimming sessions. (9 further swimming lessons per child)	£900.72	Additional, funded swimming sessions were offered to 16 pupils. Of the 13 that accepted the offer, 5 met the full NC expectations by the end of the interventions. 12 could perform safe self-rescue and 12 increased the distance that they could swim	When trialed previously, 12 out of 20 of the children in the intervention group were able to meet NC expectations by the end of the intervention. All children have experienced swimming in deep water and will hopefully feel

To facilitate engagement in Forest Schools activities	Cover supervisor employed to allow a trained Forest School Professional to engage in weekly Forest School outdoor learning in Year 4.	£874	<p>unaided. All felt more confident in water.</p> <p>Children experience the benefits of being active and outside in a different environment to normal PE/ playground activities. New skills are learnt, in particular, Resilience, Problem solving, Teamwork and Co-Operation which all have a positive effect on learning across the curriculum and reflect our whole school priority of Route to Resilience Character muscles.</p>	<p>confident enough to participate in swimming activities safely in the future.</p> <p>We are lucky to have the space and trained staff to offer Forest Schools, using the SSP allows time for this to happen and embeds the activity into school life.</p>
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: %
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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.	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. Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be	SLSSP Membership Apprentice wage	Cross country - 43 children Dodgeball – 11 children Football leagues – 20 children Basketball – 8 children Hockey – 12 children Tennis – 8 children Athletics – 28 children	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 will develop a calendar of competitions/festivals designed to INSPIRE pupils,

	<p>involved in physical activity. This included Year 5/6 Tennis and local area athletics.</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills</p> <p>This included Y3/4 and 5/6 dodgeball as well as Year 3/4 Tennis.</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance.</p> <p>This included the cross country league and football leagues, Y5/6 basketball league, Y3/4 and 5/6 Hockey tournaments and Saffron Lane athletics</p>	<p>SLSSP Membership Apprentice wage</p>	<p>360 children from across the school took part in the virtual 5K.</p>	<p>DEVELOP physical literacy and sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions. Which are reliant on links created through existing competitions.</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> <p>The virtual competitions included: A whole school 5k challenge in teams of 10 and due to the nature of the event were inclusive of all children.</p>				

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	