

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	£ 2700
Total amount allocated for 2021/22	£ 16540
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 2700
Total amount allocated for 2022/23	£16740
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 19440

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>This academic year we have restarted our swimming provision, as a result of it being disrupted by COVID we began taking our Year 6 children in the Autumn term and once they could all confidently swim 25m we have then continued to work down the school with our Yr 5 and Yr 4 children.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%

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	For our Year 6 Leavers Trip, the children went to the Outdoor Pursuits Centre where they were asked to demonstrate that they could enter and exit the water safely. One Year 6 was absent from the trip and another felt uncomfortable doing it.
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: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 25%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings	£2700 (South Leicestershire SSP Membership)	We have continued to participate in many opportunities provided by the LSLSSP's membership such as the competitions, intervention programmes, training and meetings which has subsequently had a positive impact in promoting physical activity and allowing children to achieve the daily 30 minutes of exercise on a regular basis. Following the support of the LSLSSP at one of the network meetings, we have again applied for the School Games' Mark.	SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops and will use their Deep Dive report to inform PE Action plans next year. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
	Staff across the small schools cluster (STA, LAS, SK) attended Dance CPD from an external provider held at Lubenham Primary School on two consecutive Wednesdays in March as part of staff meeting time. Both teachers and support staff were in	£370	Staff have grown in confidence in delivering dance and understand ways they can adapt lessons to suit the needs/age of the children and the Theme unit. After attending, staff have also been able to access resources that can be used in their	

	attendance. Our PE co-ordinator attended Angela Kirk's PE Deep Dive training on x2 mornings. The first session looked at what a Deep Dive entailed and how it involved Learning Walks into lessons, Pupil and Teacher discussions. After this session, the PE co-ordinator undertook a Deep Dive into PE alongside the PE Governor where they observed lessons and spoke with both pupils and staff. In the next session, time was spent modelling how to structure a Deep Dive Report. A Deep Dive Report into PE has subsequently been written and shared with SLT.	£1800	planning/teaching. PE co-ordinator is now confident in being able to carry out a Deep Dive into any given subject and is able to write a report identifying strengths and areas of improvement.	
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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:
				15%

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 delivered the Aspiration Active project, 5 weeks of activity for less active pupils in year 5/6. Mixed Martial Arts was chosen by the participants as their 5 week activity. 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 quidditch, martial arts and wheelchair basketball. The aim of the event was to	SLSSP Membership	All of Oak class (Yr 4, 5 and 6 – 28 in total) participated in the weekly sessions as one of their hourly PE sessions. The children thoroughly enjoyed the sessions and were all really engaged. 10 children were chosen to attend the celebration event and the primary focus was to invite the Year 6 children as part of their transitioning activities. All the children had a fantastic and positive	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>signpost the participants to local community exit routes and raise awareness of inclusivity in sport.</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 delivered 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 in the Autumn term. The 10 weeks of sessions were 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 in the</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>experience and participated in all the activities especially those who were not as confident and needed reassurance.</p> <p>The Big Moves programme targeted our Reception cohort (13 children) to help them develop their fundamental movement skills in their first few weeks of school in the Autumn term. After completing the Initial Assessment, 69% 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, 77% of children were able to do 5 or more movements and met the requirement to pass the Assessment. This is an improvement of 46% compared to week 1.</p> <p>The Energise sessions targeted our Year 3 cohort (14 children) where there are many who are inactive/less confident and some with behavioural challenges. The children were engaged in the sessions and many of them completed the home tasks in between sessions.</p> <p>The inclusive club was made up of a number of SEND pupils and less confident/active pupils in Years 1-3.</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>Autumn term. The sessions included Boccia, New Age Kurling, Paralympic sports and various adapted games.</p> <p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils were also given points for achieving milestones and the most active class won a trophy.</p> <p>We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>The children thoroughly enjoyed the sessions and parents provided positive feedback about their child's involvement. As a result, we continued the club for a further 6 weeks in the Spring term.</p> <p>We had 50% of the school (81 on roll at the time) who have participated in this initiative and many of these have completed more than one Activity Tracker card. There seems to have been more involvement from our Yr 2/3 & Yr 4/5/6 class than in our R/Yr 1 class where there were only a small number of children who took part. We also only had a few of our SEN children participate in this initiative too. Overall, the children have really enjoyed taking part in this again and those that do it are really keen to see how many cards they can fill by the end of the month. We had two children who received special recognition for completing 5 and 7 activity tracker cards. All the children who participated were celebrated in one of our Celebration Assemblies.</p> <p>We have signposted many holiday camps or local sports clubs to our parents via our Friday Newsletters.</p>	<p>The school will continue to promote 30 minutes of physical activity during the school day and outside of school as well as exploring different ways to offer extra-curricular clubs to target a wide range of children.</p>
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	<p>Throughout the year on a Monday afternoon, a coach from The Positive Impact Foundation has delivered a 30 minutes sessions of fun and engaging games to help our Year 4, 5 and 6 children practise and embed their times table knowledge. This was on top of their x2 hourly PE sessions.</p> <p>Coaches from The Positive Impact Foundation have delivered hourly after school club sessions on a Monday and Tuesday throughout the school year. The sessions have varied each half term to reflect the weather conditions and scheduled sporting competitions, these have included: Rounders, Tennis, Netball/Basketball, Athletics, Hockey, Football and Gymnastics.</p> <p>During the Summer term, a lunchtime Kwik Cricket club was organised and run by two volunteers for several weeks for our Oak class (Yr 4/5/6).</p> <p>Our PTA team organised and ran a Easter Egg Treasure Hunt around our local village which involved the children actively searching for clues in the Spring term and a School Disco in the Summer term.</p>	£2850	<p>The children enjoyed the sessions and as a result 90% of our Year 4 children scored 20 or above on their Multiplication Check in the Summer term.</p> <p>34 out of 81 children (41.97%) on roll across all year groups have attended the after school clubs over the course of the year. This is a significant increase compared to the numbers who attend our usual after school provision which is not sport focused.</p> <p>14 of our Year 5 and 6 children attended the club on a weekly basis out of a total of 28 children. For many this was their first experience of playing Cricket and they have all grown in confidence as a result.</p> <p>The majority of the school participated in the Easter Egg Treasure Hunt and the school Disco.</p>	
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Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				43%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

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what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	<p>The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.</p> <p>The ambassadors took control of a PE and school sport noticeboard. The notice board included the physical activity guidelines infographics. Pupils' sporting achievements were included on the noticeboard alongside photographs from sporting competitions and events.</p> <p>Sporting achievements were also celebrated in assemblies and on our Facebook page. The school Friday Newsletter contained information about competitions, events, physical activity, sports clubs and fixtures.</p>	<p>SLSSP Membership £470</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Our Sports Ambassadors have helped to run playground games alongside our Playground leaders. They created posters to promote healthy lifestyles and exercise which they have displayed on their noticeboard. They have also spoken in Celebration Assemblies in front of the whole-school and parents with the sports reports they have written to share their performance in sporting competitions or events. Our Sports Ambassadors also helped to lead our House Teams on Sports Day and were involved in the running and setting up of activities. They also supported less confident children in completing their races and were cheering their House team on.</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.	<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</p>	SLSSP Membership	<p>39 out of 81 children on roll in October actively travelled for 11 days (46.43%). 52% will be sustaining Active Travel to school in the future. Acorn Class (R/Yr1) were the most active.</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

Embedding Physical Activity and Well-being into the school day	school. A trophy was given to the class that actively travelled the most.			park and stride.
	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.	SLSSP Membership £7825	Our Playground Leaders choose a variety of equipment each playtime for children to play with and have run games to engage others.	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 continue to put on a lunch time clubs for KS1 children.
	The SLSSP deliver Staff Well-being Ambassador training for 1 member of staff in school. The ambassador took part in physical activity and mental health training. The ambassadors devised an action plan to support staff well-being. We were awarded £150 of funding to support our action plan.	SLSSP Membership	The member of support staff has created noticeboard displays in the staffroom to promote staff wellbeing and has attended the network meetings to share ideas. The funding has subsequently been spent on improving the staffroom.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p>	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>10 of our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range of fundamental movement skills.</p> <p>In March our Yr 5 and 6 children participated in Bikeability sessions to train and develop their cycling skills on single-lane roads with simple junctions and moderate traffic. The children learned about the core functions for safe and responsible cycling.</p> <p>In the Summer term, our Year 6 children went to the Leicester Outdoor Pursuits Centre as their Leaver's trip and had a go at paddle boarding and kayaking. The Year 6 children were also invited to the village Bowls club with their parents for an afternoon of competition. We also hold a Parent vs Year 6 Rounders Tournament on the last day.</p> <p>In the Summer term, our year 5 and 6 children completed the Brownlee Foundation Mini-Triathlon at Pingles</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£175</p>	<p>The children are enthusiastic and willing to give new things a try and the majority of the children have a positive attitude towards PE. The impact is also outlined in key Indicator 1.</p> <p>Children who participated in this festival have grown in confidence and this was their first experience of representing the school for a sporting event. They are now keen to put themselves forward for competitions and events in KS2.</p> <p>12 children participated and achieved their Level 1 and Level 2 certificates.</p> <p>The Year 6 children have enjoyed participating in the activities to celebrate their time at Primary school and to help prepare them for transitioning to secondary school.</p> <p>__ children participated in the event and this was their first experience of a mini-triathlon. The children thoroughly enjoyed the experience.</p>	
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	<p>Leisure Centre in Nuneaton. They participated in swimming, running and cycling and were awarded a t-shirt and goodie bag for their participation.</p> <p>A variety of competitions have been offered for children predominantly in KS2 to compete in as outlined in Key Indicator 5.</p> <p>Forest school sessions have been provided to all year groups over the course of the academic year</p>	<p>SLSSP membership</p> <p>£1500</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	<p>Subscription to SL SSP provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools.</p> <p>Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity.</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance.</p> <p>List of competitions, festivals and events participated in this year: Girls Danone Football League, Small Schools Danone Football League, Mixed Danone Football League, Cross Country, Yr 2/3 Tag Rugby Festival, KS1 Multi-Skills Festival, Yr 5/6 Basketball, Yr 5/6 Dodgeball, Yr 3/4 Dodgeball, Yr 5/6 Netball League, Yr 3/4 Tag Rugby Festival, Yr 3/4 Tennis Festival, Yr 5/6 Tennis Festival, Yr 5/6</p>	<p>SLSSP Membership</p> <p>£1750</p>	<p>40 out of 56 children in Years 2-6 (71.42%) have participated in at least one competitive event run by the SLSSP this year. The competitions offered are for KS2 except for the KS1 Multi-Skills Event. 31 out of 42 children in KS2 (73.81%) participated in at least one competitive event run the SLSSP. The majority of the competitions are for Year 5/6 which 17 out of 18 children have participated in at least once (94.44%). This has included high ability, low ability, SEND and less active pupils. We have had many sporting successes and have progressed to a number of Level 2 competitions this year.</p>	<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>

	<p>Dynamos Cricket Mixed and Girls Competitions, Small Schools Swimming Gala, Small Schools Athletics</p> <p>In the Summer term, we held our intra-school competition (Sports Day) where our children competed to win races in their year groups to earn points for their House Team with the winning team being awarded the trophy. The dressed in their House Team's colour and cheered each other on. 1st, 2nd and 3rd place were awarded with stickers. House Captains and Sports Ambassadors played a role in leading the younger children and in the running of the events.</p> <p>The Year 6 children participated in a Yr 6 versus Parents Rounders Tournament as part of the traditional Leavers' Celebrations.</p>	<p>No cost</p> <p>No cost</p>	<p>The majority of children participated in Sports Day with parents spectating.</p>	<p>The school will continue to arrange intra-school and inter-school competitions between local schools.</p>
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Signed off by	
Head Teacher:	<i>Heather White</i>
Date:	31.07.23
Subject Leader:	C Hebborn
Date:	10.07.23
Governor:	
Date:	

