

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



Commissioned by



Department
for Education

Created by



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TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

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 2022. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2022 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • A clear medium term plan with clear progression across the school. • Use of PE Hub to support staff in ensuring high quality progressive teaching and learning. • Ongoing CPD for Sports Coach and support within the Discovery Trust. • Sports coach facilitated a variety of sports to each class across the school during lunch times and after school. • Sports Ambassadors, Wellbeing Ambassadors and Playground Leaders are set up and trained. • Playground Leaders support the Sports Coach to run active activities at lunchtimes with all children. • Sports coach provides daily opportunities for children to participate in extra-curricular sporting clubs. • External clubs set up; Basketball coach and Core Dance Company. 	<ul style="list-style-type: none"> • Monitoring and assessment of the teaching of PE across the school • Develop CPD for all staff to ensure high quality outcomes for all children • Revise and review implementation of Sports Ambassadors. More clarity on their role.

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.	
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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/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: £18,120		Date Updated: 23.10.23		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 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?:	
Increase opportunities for children to participate in daily physical activity in school, extra-curricular clubs and competitions in addition to high quality designated PE lessons.		<ul style="list-style-type: none"> PE Hub planning to be embedded across all year groups to incorporate active bursts of physical activity and enhance provision, including year groups with new teachers. Year 5 Playground Leaders to be trained and running sessions for other children during lunch times to increase physical activity during the school day. Year 5/6 Wellbeing ambassadors to be trained and working alongside our ELSA. Playground equipment to be zoned at lunchtimes to encourage agility and being physically active during break and lunchtimes, including KS2 trim trail. Support the development of swimming across KS2 recognising the need to achieve the end of KS2 		£350 PE Hub subscription. £2650 (South Leicestershire SSP Membership). Sports Coach £520 Sports equipment	<ul style="list-style-type: none"> PE Hub subscription gives teachers greater confidence in lesson planning and delivery, enabling improved skills progression for all children in all year groups. This has also enabled teachers to provide additional support and challenge for pupils. Playleader training had a positive impact on children continuing to increase KS1 activity at break and lunch times. Lunchtime equipment continues to be set up effectively and used by an increasing number of children as confidence and familiarity with it grows. All children in KS2 continue to attend swimming lessons maintaining the increase in confident swimmers and those 	Continue subscription of the PE Hub to ensure quality PE lessons. Renew Option 1 package with LSLSSP 2023/24. Strengthen link between Sports Ambassadors, Playground Leaders and Sports Coach to further empower children in leading lunchtime activities. Continued auditing and monitoring of PE and Play equipment to ensure it is repaired and replaced as necessary. To continue to look at alternate arrangements for after school clubs e.g. external basketball, dance etc.

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	<p>swimming objectives</p> <ul style="list-style-type: none"> • SLSSP: Activity Bags including equipment, activity cards, well-being booklets and associated resources have been created for 12 less active/disadvantage girls. • SLSSP: Activity Bags including equipment, activity cards, well-being booklets and associated resources have been created for 12 less active/ disadvantage boys. • Take part in the SLSSP Big Moves project for EYFS pupils who lack fundamental movement skills/physical literacy. • Participate in the Energise Club. The 6 weeks will consist of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 pupils. • The school to take part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP to deliver a 6 week club. • The sports coach works closely with the PE lead to plan and implement the long-term progression of skills for each year group that match the competition schedule so pupils feel confident enough to take part. • The sports coach is assigned PPA time within the week to ensure high quality plans are in place and assessments are accurate and shared with the class teacher. • The sports coach leads daily Big Moves sessions with EYFS to develop gross motor skills during the Autumn term 		<p>able to swim 25m by the end of KS2.</p> <ul style="list-style-type: none"> • Year 5/6 Wellbeing ambassadors worked closely with the ELSA. Delivered assemblies around mental health and competitions to promote a healthy mind. • High attendance and interest levels of after school clubs. A higher level of children exposed to sports. Higher interest in external clubs (e.g. local basketball team). • Increased number of children with improved gross motor skills in EYFS due to weekly Big Moves sessions. • Children attended competitions across year; continue growth of participation - X Country, Football tournaments (boys and girls), Swimming Gala. 	
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	<ul style="list-style-type: none"> • The sports coach runs 4 after school clubs per week across EYFS, KS1 and KS2. • External agencies from the community run dance clubs and basketball clubs. (The Core Dance Company and James Craig) • The sports coach works closely with the PE lead to organise the competition map for the academic year. • The sports coach organises, liaises with local schools and leads on school competitions across the year (E.g. X-country, Football, Swim gala.) 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:

<p>Raise the profile of PESSPA to encourage more children to take up opportunities and improve skill base</p> <p>Engage student voice and use pupil leaders to raise the profile of PE and School Sport.</p> <p>Encourage active travel to school to develop fitness and support sustainable benefits for wellbeing and fitness</p> <p>Embed physical activity and well-being opportunities throughout the school day.</p>	<ul style="list-style-type: none"> • 4 students in Y6 to become Sports Ambassadors to promote physical activity across the school. The ambassadors form a school sports organising crew and devise an action plan to promote PE and physical activity in school. • Sports Ambassadors to raise the profile of sports in school by following up on sporting achievements and update parents and the school community by interviewing our athletes after events. • The ambassadors to take control of a PE and school sport noticeboard. Younger students to be encouraged to submit pictures of themselves taking part in physical activity, sporting achievements to be included on the noticeboard / newsletter. • Sporting achievements to be celebrated in our weekly Celebration Assemblies. The school newsletter to contain information about physical activity, sports clubs and reports on fixtures. • PE Lead to communicate with parents and school community the progress of our teams in tournaments to raise profile of sports teams in school. Use of Microsoft Sway – Sports Ambassadors to take a role in updating these regularly. • 4 students in Y5/6 trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being 	<p>£350 PE Hub subscription.</p> <p>£2650 (South Leicestershire SSP Membership).</p> <p>Sports Coach</p> <p>£520 Sports equipment</p>	<ul style="list-style-type: none"> • Sports Ambassadors: Increase in interest from previous year. Further work around role of SA still needed with collaboration with Playground Leaders and Wellbeing ambassadors. • Sports achievements published on the school Newsletter. Some examples from in school e.g. sporting competitions, videos and pictures from PE dance projects and some external e.g. achievements from the local football team. Sporting achievements also celebrated in celebration assemblies and encouraged. More children bringing in achievements such as football trophies, swimming badges and netball medals. • Wellbeing ambassadors: see above. • Active travel month demonstrated a higher level of children actively travelling to school. The results were used by our Year 6 children in a healthy lifestyle campaign to promote healthy living across the school. • Playground leaders: see above. • Sports Coach to run and facilitate a range of clubs for all children to access – see above • Competitions: see above 	<ul style="list-style-type: none"> • Sports Coach to revise and review implementation of Sports Ambassadors. More clarity on their role and develop collaboration with Wellbeing Ambassadors and Playground Leaders. • Wellbeing Ambassadors to continue to work alongside ELSA/Wellbeing Lead. • Year 6&5 children to be trained as Playground Leaders in Autumn term to ensure smooth transition of role. • Continue to promote sporting achievements in and outside of school on our weekly newsletter and in assemblies. • Continue with Active Travel Months. • Engage staff members in active travel month.
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	<p>Ambassadors to work alongside the Sports Ambassadors to ensure triangulation.</p> <ul style="list-style-type: none"> • All classes to take part in two Active Travel Months. During October 2022 and May 2023, students and families will be encouraged to walk to school. A wallchart will be given to each class to record children actively travelling to school. A trophy will be given to the class that actively travelled the most. • Student playground leaders and lunch time supervisor to be trained to make lunch times more active. • PE Hub planning to be embedded across all year groups to incorporate active bursts of physical activity and enhance provision. • Sports Coach to run and facilitate a range of clubs for all children to access – see above. • Intra and inter school competitions (where possible). • Active opportunities such as NSPCC fundraising Golden mile, Wake up Shake up weeks and Walk to School initiative. 			
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Key indicator 3: 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 school.	<ul style="list-style-type: none"> • Our PE co-ordinator/Sports Coach take part in local PE Subject Leader meetings and a PE and School Sport Conference to keep up to date with PE provision and local initiatives. They then disseminate practice to other staff. • Our PE co-ordinator/Sports Coach take part in the virtual Leicestershire and Rutland PE CPD week, taking part in a variety of workshops such as Reviewing your PE Curriculum- Ofsted PE Deep Dive, Primary PE Curriculum Design and Delivery. • The Family Support Worker to take part in the virtual Leicestershire and Rutland PE CPD week. • The learning points to be shared with all staff. • Staff audit of confidence and areas of development identified to inform action planning • Staff to be sent details of CPD opportunities based upon the outcomes of the audit. • Build staff confidence through regular CPD. • All staff use PE Hub as a basis for 	<p>£350 PE Hub subscription.</p> <p>£2650 (South Leicestershire SSP Membership).</p> <p>PE Coordinator Leadership / TDT Time</p> <p>Sports Coach</p> <p>Cost of identified CPD</p>	<ul style="list-style-type: none"> • PE co-ordinator/Sports Coach attended local PE Subject Leader meetings. They shared practice and notices to other staff. • Staff were sent details of CPD opportunities regularly. • All staff used PE Hub as a basis for their planning to support subject knowledge and assessment. Staff regularly spoke with Sports Coach or PE Coordinator to ensure high quality PE sessions. • Sports week at the beginning of the academic year and Sports Day / week at the end of the year. Organisation of Sports Day ensured all children were active throughout their Sports Day. Differentiated provision for SEND pupils who could not participate in whole phase activities. Positive feedback from parents, children and staff. • All classes had minimum 1 PE session a week with the Sports Coach plus one teacher-led PE lesson. The results from our Sports Day demonstrated a continued improvement in a range of sporting skills across all year groups. 	<ul style="list-style-type: none"> • To look at further CPD opportunities for staff. • Audit to be carried out to ensure CPD provided match the needs of the staff.

	<p>their planning to support subject knowledge and assessment</p> <ul style="list-style-type: none"> • Development of an effective assessment process to determine an accurate baseline and record progress. • Two designated sports week identified at the beginning and end of the academic year to celebrate achievement and progress in a range of skills • The Sports Coach is timetabled to work with all classes across the week (preschool – Y6) for at least one high quality PE lesson per week, the second is taught by the class teacher / cover supervisor 			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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?:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	<ul style="list-style-type: none"> • A range of activities to be offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1). • Our most talented Year 5 and 6 pupils to take part in the South Leicestershire Gifted and Talented works. • The school to send out the SLSSP Festive Fun booklet to all parents (designed to keep children and families active over the Christmas 	£350 PE Hub subscription. £2650 (South Leicestershire SSP Membership). Sports Coach £520 Sports equipment	<ul style="list-style-type: none"> • Whole school PE Timetable/Curriculum Map/access to planning ensured full coverage of the PE curriculum and effective skills progressions within and across all year groups. • Sports Coach delivered a range of clubs over the academic year (See Key indicator 1) • Sports Coach/Playground Leaders facilitated a range of sports, traditional and non-traditional, at
			<ul style="list-style-type: none"> • Continue to use the PE Hub as a basis to ensure a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport. • Continue to develop the range of after school sports provision. Feedback from the children regarding the types of clubs they'd be interested in.

	<p>holiday despite the COVID-19 restrictions).</p> <ul style="list-style-type: none"> • Maintaining and purchasing further sports equipment to provide a wider range of sporting activities and to support intra or inter school competitions. • PE Coordinator to liaise with children regarding feedback from clubs last year. Which clubs do each year group want? Why are children quitting clubs? PE Coordinator to feedback to Sports Coach to improve club attendance. • Sports Coach to deliver a range of clubs over the academic year. • Sports Coach to facilitate a range of sports, traditional and non-traditional, at lunch times for children to participate in. • Sporting achievements and club registers are uploaded to scholar pack • Sensory Circuits delivered for identified children in Y3 and 4 to support SEND need • Children are given access to all LSLSSP virtual competitions that are available through class Team. 		<p>lunch times for children to participate in. Higher engagement and activity levels during lunch breaks.</p> <ul style="list-style-type: none"> • Club registers show maximum capacity for after school clubs. • Sensory Circuits were delivered for identified children in Y3 and 4 to support SEND need. 	
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Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
<p>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:</p> <ul style="list-style-type: none"> • Continue to enter a range of sporting competitions, events and festivals for pupil of all abilities • Increase participation by actively encouraging pupils to take part in sporting competitions, events and festivals 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Subscription to SLSSP provides opportunities for high ability, lower ability, SEND and less active pupils. • Pupils to take part in local competitions, personal challenges and encouraged to practice skills and improve them: <ul style="list-style-type: none"> • KS2 cross country • Y5/6 Football (girls and boys) • Y3/4 Unihoc • KS2 Swimming Gala • Basketball • KS2 Netball <p>Two designated sports week identified at the beginning and end of the academic year to celebrate achievement and progress in a range of skills to boost confidence.</p> <ul style="list-style-type: none"> • The SLSSP put on a series of virtual Key Stage 1 competitions. The participants to take part in activities designed to improve agility, balance and co-ordinator (physical literacy). • Whole school intra-school competitions to be organised with the Sports Ambassadors. • Whole school Sports Day in the Summer Term. • Take part and organise agreed range 	<p>Funding allocated:</p> <p>£350 PE Hub subscription.</p> <p>£2650 (South Leicestershire SSP Membership).</p> <p>Sports Coach</p> <p>£520 Sports equipment</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • Children attended competitions across year, with continued increase in levels of interest. Eg: basketball, X Country, Football tournaments (boys and girls), Swimming Gala. • Children attended local events and festivals such as The Big Dance (our after-school club ran by the Core Dance studios). • Sports week at the beginning of the academic year and Sports Day/ week at the end of the year. Organisation of Sports Day to ensure all children were active throughout their Sports Day. Positive feedback from parents, children and staff. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • To continue to subscribe to SLSSP Package 1. • To continue to encourage children to take part in local competitions. • To continue with two Sports Weeks and Sports Day. To follow the same format as 2022/2023 • Increase level of in-school sports competitions with Sports Ambassadors be involved in the organisation and promotion in assemblies.

	<p>of inter-school competitions:</p> <ul style="list-style-type: none">- DSAT competitions focussing on inclusive sports- Other local sporting opportunities organised through local clubs & schools			
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