

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

July 2024

Commissioned by



Department
for Education

Created by



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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 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2024.



Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£ 18,500
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18.500

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?	80%
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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: £6,972.49 (38 %)	
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	£540 (1/5) (South Leicestershire SSP Membership)	Through lesson observations, teachers and external coaches are using the schemes appropriately and developing their teaching of PE.	SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.
	The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a planning and recording workshop. The PE Co-ordinator shared the learning points with all staff.	SLSSP Membership	Teachers who had received training in the last 2 years were found to have embedded the structure of the lessons. Children interviewed expressed an enjoyment of PE and were confident in lessons. They could describe how their teachers support and challenge them in PE lessons and how physical activity has a positive effect on mental health and well being.	The PE Lead will continue to track curriculum coverage and implementation of lessons. They will continue to track performance of pupils and uptake of opportunities.
	Real PE Subscription: whole school approach to PE	£695		
	Cover Provided for PE Leadership	6 days (£1300)	PE Lessons modelled by PE Lead and Coach	PE Lead and Coach will continue to model good practice in PE, including the use of warm up and cool down in lessons
	Sports Coach employed to deliver CPD to staff (teachers and HLTAs)	£4,400		
Purchase of AFPE Book for Safer Practice	£37.49	Improve safety in PE Delivery	PE Lead to share as part of Aug 2024 Inset.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1,464.75 (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>Providing targeted activities or support to involve and encourage the least active.</p> <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 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 movement and teamwork. 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 the intervention. A member of staff supervised the sessions and attended a Big Moves training course.</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>1/5 of SLSSP Membership: £540</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Children who participated said that they would ask their parents if they could take part in sign-posted activities.</p> <p>After completing the Initial Assessment, 60% 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, 90% of children were able to do 5 or more movements and meeting the requirement to pass the Assessment. This is an improvement of 50% compared to week 1.</p> <p>Children interviewed at the beginning of the programme stated that they enjoyed some physical activity but did not take part in sporting clubs in or after school. At the end of the programme, more than 50% of pupils took part in school sports clubs.</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>

	Purchase of a range of equipment to support curriculum and non-structured times.	£424 £500.75	When games other than football were played, a variety of children joined in, thus increasing activity for those who would not normally take part. To ensure wider positive participation in organised game sit was felt that a range of equipment was required. Replacements to any damaged equipment was made as well as ensuring that enough equipment was accessible to children during their lessons. We have also invested in new equipment, which was previously either damaged due to extensive play, was old and needed replacing or found new items that pupil voice had directed us to.	Continue to build on what has been achieved. Pupils are being trained to lead activities. CPD for lunchtime staff will be supported by a new sports coach and will form part of his remit. PE lead to do a full audit on PE equipment in line with a fresh approach to PE in 2024/25
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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: £553.60 (%)
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 to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical	1/5 of SLSSP Membership £540	Sports Ambassadors were involved in training for events, sports day. They also canvassed for opinion for which sports clubs and activities the children wanted during lunchtimes and for after school clubs. This led to an increased attendance to clubs that	The school continues to train and give opportunities to the Sports Ambassadors. These will be supported by House Captains, Sports Leads and Well Being Ambassadors.

<p>activity in school.</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures. A feature of, outside the school gate' was included to promote pupil achievements outside school</p> <p>House Competitions in cross country, hockey and athletics.</p> <p>Experience Days in Hockey and Tennis</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p> <p>Encourage active travel to school.</p> <p>The school took part in an Active Travel Month. During October 2022, students and families were encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most.</p> <p>Embedding Physical Activity and Well-</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>children had chosen.</p> <p>Pupils introduced to a new sport. 5 pupils went on to join the local Tennis Club</p> <p>Wellbeing ambassadors were high profile in the playground and approachable by all children.</p>	<p>Extending outside the school gate to celebration worship.</p> <p>Tennis and Hockey to continue as a specialism within the school in 2024-25 making links will local clubs.</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</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £9530.50 (52 %)
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.	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a design a football competition. The ideas of the week was to raise the profile girls football and increase participation.</p> <p>Year 5 pupils had three sessions of TAG Rugby training with Leicester Tigers</p> <p>Yr 3/4 Girls Football Club</p> <p>Superstar Sports: Ninja Warriors Club Superstar Sports Football Club Superstar Sports Hockey Club Superstar Sports Gymnastics Club All clubs co-funded to promote</p>	<p>1/5 of SLSSP Membership £540</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Community Funded</p> <p>£252 £236.25 £47.25</p>	<p>There is clearly a desire from children to take part in these clubs and activities but they sometimes coincide with other activities (extra curricular), parental commitments which may encumber participation. Children took part in physical activities building resilience, team work skills and allowing them to shine in other ways . Children enjoyed the event doing activities that many of them had never had the chance to experience before. A greater take up of afterschool sports but not as much as we hoped f</p>	<p>Form partnerships within the Trust to offer more opportunities for pupils.</p> <p>Trust to liaise with SLSSP exploring closer working partnerships.</p> <p>Widen the offer of sports available for pupils. Branch out into lesser known sports to try and widen participation.</p> <p>Monitor pupil participation in enrichment opportunities, including targeted groups such as PP, SEND and EAL.</p>

	participation Forest School	£315 £7578.66	Builds independence and creative thinking. Promotes facing challenges & risks with confidence. Promotes healthy bodies. Social & Interpersonal Skills. Engaging & motivating. Difficulty with integration into standard schools. Weather changes. Children are unique.	Continue to promote the Forest School Approach to learning. Internally train an individual to ensure a wider timeframe of use.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £540 (3 %)
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>Inter-house Competitions in Cross Country, Hockey and Athletics</p> <p>Established House System with Weekly House Point Results</p>	<p>1/5 of SLSSP Membership = £540 (total membership for year £2700)</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>In School</p>	<p>There is clearly a desire from children to take part in these clubs and activities but they sometimes coincide with other activities (extra curricular), parental commitments which may encumber participation.</p> <p>Children took part in physical activities building resilience, team work skills and allowing them to shine in other ways . Children enjoyed the event doing activities that many of them had never had the chance to experience before.</p> <p>A greater take up of afterschool sports</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>Continue to grow House Culture within the school</p>

Signed off by	
Head Teacher:	Mr S Crick
Date:	31/07/24
Subject Leader:	Mr S Crick
Date:	31/07/24