

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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 2019/20	£ 0
Total amount allocated for 2020/21	£17830
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 37
Total amount allocated for 2021/22	£ 1780
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 17850

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>Year 5 and 6 have weekly swimming lessons to ensure they are meeting the national curriculum requirements for swimming and water safety. They are all taught self-rescue techniques to give them the confidence to help themselves.</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 2020.</p> <p>Please see note above</p>	<p>83%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>79%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>76%</p>
<p>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?</p>	<p>No, but All year 5 and 6 have swimming lessons weekly, to give them confidence</p>

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in the water these sessions are ran by members of our school staff.

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: 2021/22	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 Girls Active Lifestyles project, 6 weeks of activity for less active girls in year 5/6. The activity was chosen by the participants. The participants also took part in a GALs celebration event at the local leisure centre. The girls took part in a range of activities including climbing. The aim of the event was to signpost the participants to local community exit routes.</p> <p>The school delivered the Live Active Do-Sometime project, 6 weeks of activity for less active boys in year 5/6. The activity was chosen by the participants. This included activities such as football and dodgeball. The participants also took part in a LADs celebration event at the local leisure centre. The boys took part in a range of activities. The aim of the event was to signpost the</p>	<p>£2650 (South Leicestershire SSP Membership)</p> <p>SLSSP Membership</p>	<p>The 10 children that took part really enjoyed the sessions and felt there was no pressure to have to be the best. They felt comfortable joining in and having the opportunity to pick what they would do in their sessions. They were being active in a fun way and actually went forward and took part in a football tournament after.</p> <p>The 10 less active boys really enjoyed choosing their own activities to do. The majority of the time they did choose football which they were able to play without the more active children judging. They then played in a football tournament against other schools and thoroughly enjoyed themselves and the feeling they got from taking</p>	<p>To take part again next year giving the less active girls as many opportunities as possible to be physical and active on a weekly or daily basis. Try to get them to understand the benefits of exercise.</p> <p>To take part again next year giving the less active boys as many opportunities as possible to be physical and active on a weekly daily basis. Try to get them to understand the benefits of exercise.</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>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.</p> <p>The school participated in the SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident KS1 pupils. The sessions included fun physical games and mindfulness.</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.</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 2022. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>part.</p> <p>The reception children who took part in the big moves project all showed better core stability which was having an impact on their ability to concentrate harder within class and was beginning to impact on their ability to sit correctly at a table to complete work set.</p> <p>The children that were chosen for these sessions were the children that needed to believe in themselves and their abilities more. By taking part in these fun sessions the children came back to class motivated and enthusiastic about what they had been doing.</p> <p>The SEND pupils that took part really enjoyed the sessions they were given it was noticed that they became very animated within the sessions and felt motivated in the active lessons.</p> <p>The Move it March project was enjoyed by the majority of the school. 85% of children took part reaching different milestones.</p>	<p>Take part next year with the Big Moves project – try to take part earlier on in the year to see if the impact is greater for the children involved.</p> <p>Offer the sessions next year again to the less confident children.</p> <p>Offer the sessions again to targeted children to ensure they also have the enjoyment of active sessions.</p> <p>Take part in the project again next year.</p>
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<p>Continue with the P.E timetable as it was last year – 4 x 30 minute sessions a week to help the children keep active every day.</p>	<p>minutes=Gold and 1000 active minutes=Platinum).</p> <p>Children in year 5 took cycling proficiency award so that they are able to travel to school themselves. Offer rewards and incentives.</p> <p>The timetable was adapted to ensure all children have the opportunity to be active for 30 minutes a day. 2 of these sessions were dedicated to active English and Maths.</p>	<p>Money for cycling comes from a different budget.</p> <p>School timetable.</p>	<p>93% of year 5 passed their cycling proficiency.</p> <p>Each class had the opportunity to be active which then has an impact on concentration levels for work in classes. Children showed better stamina and those children that find either maths or English a struggle were able to take part in active sessions with enthusiasm and motivation.</p> <p>For 100% of the week 100% of ks2 pupils are active for a minimum of 30 min a day.</p> <p>For 100% of the week 100% of KS1 pupils are active for a minimum of 30 min a day.</p> <p>Observation in lessons shows children are enjoying the different sporting activities and attitudes towards P.E are very positive with most children showing high levels of motivation</p>	<p>Continue to offer cycling proficiency and encourage active travel to school.</p> <p>Next years timetable to give each class a 30 minute slot daily.</p>
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<p>Encourage children to take part in physical activity during the holidays.</p> <p>To continue offer a variety of sports, activities to a range of pupils including the less active.</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>We bought into learning south Leicester sports program. Children took part in Energise club, Body and movement classes in KS1, GALS club, LADS club</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>and enthusiasm.</p> <p>Wider impact</p> <ul style="list-style-type: none"> • Pupil are more active in P.E lessons-take part without stopping to rest. • Children are more positive about shorter daily lessons. • Children enjoying outdoor learning. • Children are confident at cycling to school after cycling proficiency. <p>Some children took up the variety of opportunities given to them through the holidays.</p> <p>39 Ks1 children participated in clubs, which is 65%.</p> <p>91 Ks2 children participated in clubs, which is 75%.</p> <p>32 Ks2 children participated in non-competitive sports activities and</p>	<p>Include opportunities on the school newsletters, send emails with the information and put posters up around school to encourage participation.</p> <p>Staff will continue running the clubs for the different groups of pupils</p> <p>Sports ambassadors to run and feedback any issues that might arise</p>
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	<p>part in physical activity, sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</p>	SLSSP Membership	<p>The assemblies are enjoyed by the children and staff ensured a variety of children won the awards. These are shared in newsletters and on TWITTER. This leads to improved self-esteem and confidence.</p>	<p>Continue to promote sport and achievements through assemblies, social media and newsletters.</p>
<p>Continue to develop pupil's health and wellbeing and their self-esteem, which in turn will make pupils happier and healthier individuals.</p>	<p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p>	SLSSP Membership	<p>Children understand the importance of being active and healthy living and the benefit to how it makes them feel.</p>	<p>School counsellor and emotional wellbeing group to be continued through other budgets. Personal growth curriculum will work on developing resilience.</p>
<p>Encourage active travel to school.</p>	<p>Took part in an Active Travel Month. During October 2021, students and families are encourage 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>	SLSSP Membership	<p>Children become more aware of the importance of being healthy so are more inclined to walk, scoot or ride their bike to school.</p>	<p>The school continues to promote active travel through school newsletters and social media. The school with closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p>
<p>Embedding Physical Activity and Well-being into the school day</p>	<p>Student playground leaders and lunch time supervisor trained to make lunch times more active.</p>	SLSSP Membership	<p>Playground leaders set up and run activities during lunch time to encourage children to be active by having fun.</p>	<p>The lunch time supervisors are trained to put on a range of activities/games during lunch. The lunchtime supervisors have</p>

	<p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>These included:</p> <p>5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques.</p> <p>Also, active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</p>	<p>SLSSP Membership</p>	<p>All staff were given the resources to utilise as needed.</p>	<p>created zones to ensure a variety of activities can take place during lunch. The Playground Leaders will continue to put on a lunch time club for KS1 children.</p> <p>PE coordinator to ensure staff are given resources to use or share with children and parents.</p>
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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	All relevant information was given to staff to utilise and be aware of.	SLT will continue to champion the PE co-ordinator role. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed. PE coordinator will continue to attend these meetings and sessions.
Continue to develop staff knowledge in gymnastics and other areas of PE.	The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops. The PE Co-ordinator shared the learning points with all staff.	SLSSP Membership	By knowing what is available to school will give the children more opportunities to take part in training, competitions etc.	
Staff to run tennis and basketball sessions for clubs, using the skills they have learnt from professional coaches.	We arranged professional coaching in gym, Basketball, running and tennis. Staff worked alongside coaches and then ran their own P.E lesson.		School staff to use the skills they have learnt in their lessons.	Professional coaches are continuing to train staff so that this can be sustained and used in our own clubs.
School sports coaches to work alongside professional coaches to develop their knowledge and provide high quality P.E for the children.	We also organised clubs in these out of school or at lunch to develop these skills further.		Children will be encouraged to take part in competitions.	Clubs will still be available for the children.
Teachers to observe and support in gym, basketball and running	Teachers to have increased		High quality P.E in all lessons.	Teachers to have the knowledge to run their own

Support staff to attend relevant courses to increase their subject knowledge.	knowledge in all areas of PE.		Children gaining high quality teaching leading to enhanced performance. Children encouraged to take part in competitions in and out of school.	lessons confidently.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range fundamental movement skills.</p> <p>Our most talented Year 5 and 6 pupils took part in the South Leicestershire Gifted and Talented works.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>The children who took part thoroughly enjoyed taking part and has made them want to compete more when the opportunities arise.</p>	Continue to take part in activities and festivals on offer.

<p>Basketball coaching across the school. Develop team sports, hand eye co-ordination.</p> <p>Continue to offer a range of after school clubs for KS1 and 2 pupils. Make more clubs for all pupils and not just squads.</p>	<p>The school sent out the SLSSP Festive Fun booklet to all parents, it was designed to keep children and families active over the Christmas holiday despite the COVID-19 restrictions. Also we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.</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>Our school took part in lots sports challenges to raise awareness of the Commonwealth Games, which take place in the summer, including a Baton Relay challenges. The challenges were a part of the SLSSP's Commonwealth Games virtual competition.</p> <p>Arrange club schedules, keep registers of clubs, send out questionnaires to see what sports pupils would like.</p> <p>A range of after school activities for KS1 and KS2.</p> <p>Children experienced a range of</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Information was sent out to encourage children to be active during holiday time.</p> <p>All the girls played their part as a team building on their stamina, cooperation and had fun. It raised their self-esteem and promoted their love for sport and being active.</p> <p>Taking part in the virtual competitions meant that all children were able to take part and play their part.</p> <p>Children to learn active running games, increase speed stamina. Children to learn new throwing and jumping skills. More children wanting to come to running and athletics club. Increased stamina and fitness.</p>	<p>Send out relevant information to parents.</p> <p>Staff working alongside coaches</p> <p>Children to pay for gym club and staff to be trained alongside gym coach.</p> <p>Other sports can be sustained by buying resources and running</p>
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<p>Offer a gym club for all and then sessions to develop the gym squad from a professional coach.</p> <p>Professional running and athletics coach for year 1-5.</p> <p>To run balance ability workshops for year 1.</p> <p>Bike ability workshops to enable pupils to become more mobile and safe on the road.</p>	<p>running games and fun athletic activities.</p> <p>We ran KS1 balance ability workshops, these again helped develop core strength, encourage non-competitive activity and showed how activity is fun.</p> <p>Organise year 6 bike ability</p>		<p>Children improved their core strength through balance ability classes. This then improves posture in class.</p> <p>Children passed bike ability and became safer on the roads and this gave them more freedom to get to school. During lockdown, we saw an increase in children riding to school.</p>	<p>groups for them to be used in.</p> <p>Resources purchased, lunch time clubs and after school clubs run. Sports coaches to work alongside professional coaches so that these skills can be used in P.E lessons.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	Subscription to SL SSP provides opportunities for high ability, lower ability, SEND and less active pupils. Pupils took part in virtual competitions. Pupils took part in virtual competitions. The personal/team challenges were designed to give all students the opportunities to take part in competition.	SLSSP Membership SLSSP Membership	By taking part in the virtual competitions more children were active and able to take part as there was no transport required. Whole classes participated from Yr 1-6.	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 school is committed to taking part in the local competitions.
Provide children with high quality tennis, running, gym and basketball coaching and enable them to have links to outside clubs. To prepare children for school games competitions. Develop hand eye co-ordination, fitness and spatial awareness.	Small squad selected. Two squads 45 minutes coaching from professional coach. Tennis was then offered in after school groups. We entered a variety of school games competitions so that all	SLSSP Membership	Children had the opportunity to experience competitive sport and play against schools in their area and the South Leicestershire area. Hand eye co-ordination improved from the specialised coaching. Children developed their Understanding of competitive sports and the different rules.	School staff to work alongside coaches and gain valuable experience. Sports drills to then be used in normal P.E lessons

<p>Offer more clubs and don't make squad selections till later in the year so more children have a chance and this will be good for progression planning.</p> <p>After school or dinner coaching costs for team squads for competition teams in gym, tennis, football, basketball, rugby and netball.</p> <p>Develop understanding of rules, learn attacking and defending drills, develop co-ordination.</p> <p>Arrange tournaments within school and with other schools</p> <p>Professional athlete to train the running squad</p>	<p>children have the opportunity to take part. We took part in so many different competitions - gym, basketball, football, cross country., tennis, table tennis, athletics, hockey.</p> <p>We ran trials for all squads. Then squads were coached all year in preparation for school games competitions. We entered competitions and leagues.</p> <p>We offered links to outside clubs.</p>		<p>Staff gained valuable training from working with coaches.</p> <p>Children developed skills and confidence that will enable them to compete in the school games.</p> <p>A wider variety of children were able to take part in competitions.</p> <p>Working with professional athletes and coaches developed their Understanding of the training and dedication needed to become an athlete.</p> <p>Children through the different squad training Increased stamina, resilience and speed. This was evident in competition.</p> <p>Some children joined basketball club linked to sessions offered in school.</p>	<p>Staff to run clubs. Staff to gain experience working alongside the coaches.</p> <p>Swimming to continue in year 5/6 as parents already pay for this.</p> <p>Look into planning sessions to develop speed and stamina in swimming.</p> <p>Continue to offer links to outside clubs.</p>
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Signed off by	
Head Teacher:	Sam Conlon
Date:	11 th July
Subject Leader:	Natasha Hartley
Date:	7 th July
Governor:	Janine
Date:	