

# The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Glenmere Primary school 22/23 grant

Commissioned by



Department  
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools **must use the funding to make additional and sustainable improvements** to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report you 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	£ 0
Total amount allocated for 2021/22	£ 17800
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17800
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17800

## Swimming Data

Please report on your Swimming Data below. 22/23

<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><b>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</b></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 2022. Please see note above</p>	<p>94%</p>
<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>	<p>84%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>84%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p> <p>All year 5 and 6 children have weekly swimming lessons to give them</p>

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

All children have two years of weekly swimming by the time they leave in year 6.

This funding does not come out of the PE grant.

Training costs for staff would be used from the grant if needed.

## 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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £17,800</b>		<b>Date Updated: July 23</b>	
<b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport 22/23</b>					Percentage of total allocation:
					33.3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		£5940
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  Teacher training day 22/23 was spent with all staff being trained by professional coaches in running basketball, athletics and tennis sessions. Staff were taught skills and shown how to put these into a lesson.		£2700 (South Leicestershire SSP Membership)  SLSSP Membership	Staff are up to date with training and feeling more confident delivering PE lessons. They are aware of how important physical education is to not just fitness but also mental well-being.	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.
Ofsted training	The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including an Ofsted training workshop. The PE Co-ordinator shared the learning points with all staff.		£240 teacher day  Part of SSP membership	Staff training day gave all staff the knowledge to step in support these lessons or run sessions on their own.  Ofsted training has enabled PE lead to feedback to staff to make them aware of what is expected within the PE timetable.	

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<p>Gymnastics CPD</p> <p>Staff watching professional coaches in lesson time</p>	<p>Two staff had 2-day gymnastics course.</p> <p>Our ECT, EYFS teacher and another newer teacher attended a full days training in fundamental movement skills and gymnastics. They also attended a day's dance course.</p> <p>4 staff attended whole day swimming course.</p> <p>Staff accompanied professional coaches throughout the year pupils to sessions and watched the delivery of these lessons.</p>	<p>£450 (came out of staff training budget not PE)</p> <p>£270(came out of staff training budget not PE)</p> <p>£380 (came out of staff training budget not PE)</p> <p>£3000 on coaches for staff to watch.</p>	<p>All staff were then given the relevant information to make them feel more confident with their delivery within gymnastics lessons.</p> <p>Less confident staff that had very little training in PE before gained valuable knowledge in dance and gym and this helped their confidence and skill level in delivering PE.</p> <p>Staff have been confident on how to teach swimming and this has enabled more children to complete the swimming expectations.</p> <p>Staff are able to then use the knowledge gained in these sessions to use within their own PE lessons and staff have also ran after school gymnastics sessions.</p> <p>Staff also coached the gym team all year and the gym team went onto win our area.</p>	
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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:
				17.3%
Intent	Implementation		Impact	£3089.92
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:
For children to have daily focused physical activity in addition to break and lunch.	Most classes have daily 30 minute daily physical activity. This is mainly achieved through 3 Pe lessons and 2 active maths and English lessons. Active maths and English are a scheme that we follow to ensure it is good quality and progresses.	SLSSP Membership	Glenmere children have such a positive attitude to exercise and will go out in all weathers. Our children show good stamina and resilience in lessons. Active maths and English have supported the children's subject knowledge, while also keeping them active.	We have a focused Pe scheme and active maths and English scheme and this will continue when the grant stops.
To offer a wide variety of extra-curricular sports activities to help ensure the pupils are active.	We offered clubs to all year groups from EYFS to year 6, before school, at lunch and after school. We purchased new resources for these clubs	Children pay towards these clubs and the grant contributed Towards clubs and equipment =£3089.92	The take up off extra-curricular sports is excellent. Children from EYFS to year 6 also develop knowledge of competitions and make links to external clubs like OWLS running club, Knighton Tennis and Leicester Dynamite basketball.	We have external coaches as well as staff offering clubs and the money comes from parental payment.
To develop focused activities at lunch and break time.	As part of SLSSP, children were trained as sports ambassadors and then ran activities with the younger children at lunch.	SLSSP Membership	The sports ambassadors, learnt leadership skills and the impact on the younger children was that it focused their play times and kept them active while having fun.	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.
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. The activity was chosen by the participants. This included cheerleading and dodgeball. Unfortunately, we were	SLSSP Membership	The children all thoroughly enjoyed the activities in the Aspiration Active Project and showed real enthusiasm especially towards the cheer leading. Later in the year a cheer leading club was offered by some	Take part next year with the Big Moves project – Autumn term if

<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>unable to take part in the Aspiration Active celebration event at the local leisure centre.</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>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. 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.</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</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Money comes from a separate budget.</p>	<p>sports leaders and the take up of this club was very good, including children who would normally be less active.</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. Pupil interviews showed this.</p> <p>The Move it March project was enjoyed by the majority of the school. 86% of children took part reaching different milestones.</p>	<p>possible to see if the impact is greater for the children involved.</p> <p>Offer the sessions next year again to the less confident children. EYFS staff have had training in Big Moves, so they continue this after the project has finished.</p> <p>Offer the sessions again to targeted children to ensure they also have the enjoyment of active sessions.</p> <p>Ensure we take part again next year.</p> <p>Offer this to the children the following year.</p>
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<p>For children to be safe on the road and therefore be able to cycle to school and keep active rather than coming in a car.</p> <p>To give parents knowledge and information on how to be active during the summer.</p>	<p>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>Children in year 5 took cycling proficiency award so that they are able to travel to school themselves. Offer rewards and incentives.</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>The children are more aware of what to look out for especially when riding on the roads. 87% passed.</p> <p>All details sent to parents via email to make them aware of what activities are available to them.</p>	<p>This is something we offer yearly and will factor into our budget.</p> <p>Include opportunities on the school newsletters, send emails with the information and put posters up around school to encourage participation.</p>
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Key indicator 3: The profile of PESSPA (physical Education, school sport and Physical activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
Intent	Implementation		Impact	£875.50
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 continue to give sport and physical education and activity a high profile, by it being done daily, having focused time tabled slots.	All classes have 3 timetabled slots a week for Pe, plus 2 active maths and English slots. Regular monitoring is done of this.	£629 PE scheme (see area 5 for coaching costs)	We find for some of the livelier classes the daily exercise in the school time table, in addition to physical activity at break and lunch really helps the children stay focused.	Continue developing our whole PESSPA approach and ensuring it stays as a high-profile area in our school with so many benefits.
Parents to know the high profile all sport and physical activity is given, by being given details each week in all year groups of what is being covered in school.	All classes send out a weekly outline of what is being covered in all subjects and this ensures PE is given the same profile as other subjects and parents can talk to their children about this.	SLSSP Membership	The weekly outline and daily lessons show children and parents how much we value PESSPA.	
Sports notice board, sports awards, annual sports newsletter and the regular use of TWITTER will ensure PESSPA is given a high profile.	There is a dedicated sports board, we have a very large cabinet in the entrance of school to show our achievements. We also have a talent board for talents outside of school. We celebrated success in assemblies with our half termly sports award per class, regular TWEETS about activities and we sent out a yearly sports newsletter celebrating all that has gone on through the year.	SLSSP Membership	Children are very proud of their achievements and children are becoming more resilient in what they do. The children learn how to win and loose and they also learn how to be proud of their individual achievements. The sports awards go to different ability children and the children show such pride in this. We receive pictures for our newsletters each month about outside achievements and we share all the activities in school. The school has a good reputation for being a school that is very active in any weather.	Annual sports newsletter went out for the second year, termly sports awards have been done for many years now and will continue. Staff know to TWEET any activities and achievements and this expectation will continue.
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			

<p>Embedding Physical Activity and Well-being into the school day through different leadership roles in year 6. For lunch time supervisors to be trained on how to make lunch times active.</p> <p>Encourage active travel to school.</p>	<p>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.</p> <p>Younger students were encouraged to submit pictures of themselves taking part in physical activity and pupils' sporting achievements were included on the noticeboard. Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</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. They had their own budget, developed a wellbeing shed and also had hoodies to identify their important roles.</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</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£109.50</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Money for resources to use in wellbeing shed came from a different pot of funding.</p> <p>Hoodies£72</p>	<p>Sports ambassadors were able to help run some of the lunch time clubs and supported the playground leaders at lunchtime. The children were all given hoodies with their sport's ambassadors role on, which they were very proud to wear each day.</p> <p>The ambassadors encouraged children to share their achievements to display on the noticeboard.</p> <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.</p> <p>This leads to improved self-esteem and confidence.</p> <p>Children understand the importance of being active and healthy living and the benefit to how it makes them feel.</p> <p>The children always thoroughly enjoy the weeks cycling proficiency training and we then have more children cycling to school.</p> <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 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. We will continue to give the children special hoodies so the other children know that they have an important role.</p> <p>Continue to promote sport and achievements through assemblies, social media and newsletters.</p> <p>School counsellor and emotional wellbeing group to be continued through other budgets. Personal growth curriculum will work on developing resilience.</p> <p>The school continues to promote active travel through school newsletters and social media. The school works closely with the Leicestershire County Council</p>
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<p>To increase the number of staffs who are active to raise the profile of sport and exercise in school.</p>	<p>school. A trophy was given to the class that actively travelled the most. Year 5 also did cycle proficiency which enables them to ride to school safely.</p> <p>Student playground leaders and lunch time supervisor trained to make lunch times more active. A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors.</p> <p>We utilised the SLSSP Return to Well-being resources to support students back into school. These included: 5-minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques. 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>We have promoted SLSSP's Staff Well-being Challenges to all staff. This included Marathon Month challenge. The challenge to place in October, staff had to travel 26.2 active miles</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Playground leaders set up and run activities during lunch time to encourage children to be active by having fun. Sports ambassadors also ran activities and clubs. Dinner staff were actively engaged with children and groups of children.</p> <p>All staff were given the resources to utilise as needed. These had been used the previous year, but staff were given them again as an option to use.</p>	<p>Officer to promote Active Travel including encouraging parents to park and stride.</p> <p>Cycling proficiency will continue yearly for year 5.</p> <p>The lunch time supervisors are trained to put on a range of activities/games during lunch. The lunchtime supervisors have 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> <p>Staff to be given a new challenge the following year.</p>
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	<p>during the month. Staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.</p> <p>The SLSSP deliver Staff Well-being Ambassador training for 2 members of staff in school. The ambassadors 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. This was used for prizes for Move it March.</p> <p>We took part in Staff Sports Festival delivered by the SLSSP. This included a dodgeball, rounders and netball festival and shared this with the children.</p>	<p>£65 training</p>	<p>All staff were given the opportunity to take part in move its March. There was a prize for the top 3 winners. The take up from staff was really good and everyone thoroughly enjoyed taking part.</p> <p>Staff were updated with things that could help with well-being and a few ideas were discussed.</p> <p>The funding was used to encourage staff to take part in move its March – vouchers.</p> <p>Next year there are a couple of ideas to implement to try and improve staff well-being.</p> <p>Questionnaire given to all staff to complete.</p> <p>A staff team went to the netball event and thoroughly enjoyed it. There were plans to take part in the rounders but unfortunately, we were unable to take part due to other commitments.</p> <p>The children were so excited to find that the staff and some of our external coaches had taken part in this event.</p>	<p>Wellbeing committee with HT and 2 well-being staff, plus wellbeing governor, who does weekly check ins with staff.</p> <p>Continue with the training on offer and put things into place to help with staff well-being.</p> <p>Enter the competitions offered next year.</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:
				2%
Intent	Implementation		Impact	£355
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.	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).	SLSSP Membership	80% of the less active children have taken part in activities.	Continue to offer a range of activities to encourage all children to participate.
	Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range of fundamental movement skills.	SLSSP Membership	The 10 children who took part in the KS1 multiskills festival all enjoyed the event and were able to show the skills learnt across the year for example throwing and catching.	Enter into this festival again next year.
	The school sent out the SLSSP Christmas physical activity resources to all parents, it was designed to keep children and families active over the Christmas holiday. We also sent out the SLSSP resources designed to keep children active and healthy over the Easter and Summer holiday.	SLSSP Membership	All relevant information was sent to parents	Send out to parents yearly.
	Also, we promoted the SLSSP parent portal which contains information about local walking routes and fun physical activity videos.  Our school took part in the FA's Girls Football week. This included virtual football challenges for girls and a	SLSSP Membership	This was put onto our school newsletter to inform parents of what was on offer.	Signpost information when needed.

<p>To offer different sports and activities for the children through enrichment in school and in after school clubs.</p>	<p>design a football competition. The ideas of the week were to raise the profile girls' football and increase participation.</p> <p>We ran an African dance workshop for the whole school, we ran an Indian dance workshop for the whole school and we had a Free styling football workshop for the whole school.</p> <p>Year 1 children had a week of sessions on balance bikes.</p> <p>Year 6 went on a residential and took part in rock climbing, canoeing and many other different outside activities.</p> <p>The year 6 children went to NINGA warrior as an end of year trip.</p> <p>Year 5 went to the Brownlee foundation triathlon and took part in swimming, running and cycling.</p>	<p>SLSSP Membership</p> <p>Some of the money came from our enrichment budget.</p> <p>(£499 African dance, Indian Dance £499, Free styling football £660</p> <p>£175 balance bikes</p> <p>Residential is funded by the parents.</p> <p>£180 triathlon</p>	<p>The girls football team took part in a tournament and had challenges set for them throughout the week.</p> <p>These activities gave the children a chance to explore different things that were not part of the school curriculum and use equipment and costumes that wouldn't normally do. There was a lot of enthusiasm with all these activities.</p> <p>The year 6 children thoroughly enjoyed the riskier activities and competitive element and challenge of NINJA Warrior.</p>	<p>Continue to raise the profile of girl's football and encourage more participation.</p> <p>Continue to offer the children different activities and experiences.</p> <p>Residential is reviewed yearly and activities selected to suit the cohort.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				42.3%
Intent	Implementation		Impact	£7539.58
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 SLSSP 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. For example, active aspiration project.</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills. For example, dodgeball, rounders, golf, tennis, dance</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance. For example, basketball, gymnastics, hockey, cricket.</p> <p>Pupils took part in the Quad Cup virtual competitions. The</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Participation in competitions</p> <p>Key stage 2 Yr. 3 – 52% Yr. 4 – 70% Yr. 5 – 77% Yr. 6 – 94%</p> <p>Key stage 1 Yr. 1 – 17% Yr. 2 – 16%</p> <p>Key stage 2 59% of pupils took part in competitions. 100% took part in whole school cross country and sports days.</p> <p>Key stage 1 16% of pupils took part in competitions.</p> <p>100% took part in school cross country and sports day.</p> <p>Whole school 46% of the school took part in competitions.</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>We will also keep running our yearly whole school cross country and sports day events.</p>



<p>To provide links to take part in further competitions outside of school.</p>	<p>personal/team challenges were designed to give all students the opportunities to take part in a competition and learn sport specific skill/develop physical literacy. The virtual competitions included: Virtual basketball, 5K challenge, cricket.</p> <p>The SLSSP put on a series of virtual Key Stage 1 competitions. The pupils took part in activities designed to improve agility, balance and co-ordinator (physical literacy). Ks1 bespoke virtual challenges.</p> <p>We provided links to running, tennis and basketball, these are our focused competition teams.</p>	<p>£1434 competitions, entry, transport and rewards</p> <p>Professional running, basketball and tennis coaching £7539.58</p>	<p>Virtual competitions were completed by whole classes. Key stage 1 – 100% Key stage 2 – 100% Whole school – 100%</p> <p>We provided links to OWLS running club, one child joined this and has gone onto come top 3 in the county at x country. We provide links to Knighton Tennis club and have got 6 children now attending Leicester dynamite events and practices. These links in the past have led two children to reach county level tennis, we have had a child go onto play National league basketball and be part of the Aspire England development programme, we have also had children represent Leicestershire in the national cross-country finals.</p>	<p>Continue providing information to events. Arrange a tennis session for children at Knighton Tennis centre. Arrange for the coach to run after school sessions as well as in school sessions.</p>
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Signed off by

Head Teacher:	Sam Conlon
Date:	
Subject Leader:	Natasha Hartley
Date:	
Governor:	Janine
Date:	