

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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	£2,146
Total amount allocated for 2020/21	£20,426
How much (if any) do you intend to carry over from this total fund into 2021/22?	£8,847
Total amount allocated for 2021/22	£18,060
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26,907

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>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>	42%
<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>	42%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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>	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: 2020/21	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:
All children to have an active start to the day.	All classes completing the daily mile or aerobic/dance activity E.g Go Noodle or Just Dance.	£0	Better engagement and concentration in the classroom.	Monitor engagement and be open to new activities to support an active start. Signed up for 'Daily Boost' by Active-together.org Promote this to start over the summer holidays to then continue in school within classes.
Providing targeted activities or support to involve and encourage the least active.	The Year 2 children had access to SPARX club, this was 10 weeks of sessions delivered by a coach from LSLSSP supported by a member of staff. The sessions included fun physical games and mindfulness which aims to support activity, health and wellbeing and nutrition.	LSLSSP membership £2650		
	Year 1 and Reception children took part in Big Moves Fundamental Movement project. This aims to support physical development for those lack fundamental movement skills/physical	LSLSSP membership	Big moves children all saw a marked improvement in their movement skills ability. 7/8 children went on to meet Physical Development ELG. Teachers reported an improvement	A member of staff shadowed sessions/had access CPD to ensure these activities can be sustained and embedded. They continued for the rest of the school year and

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<p>Increase the levels of activity at lunch time</p>	<p>literacy or are at risk of not meeting the required standard.</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. This aimed to support fundamental movement skills alongside characteristics like perseverance, tolerance etc.</p> <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. This included archery, football and basketball. 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 Bhangra dancing, climbing wall and Martial Arts. 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 after discussion with the participants. They took part in martial arts sessions. The participants also took part in a LADs celebration event at the local leisure centre. The boys took part in a range of activities including Martial Arts, climbing wall and Archery. The aim of the event was</p>	<p>LSLSSP membership</p> <p>LSLSSP membership</p> <p>LSLSSP membership</p> <p>Transport to GALs and LADS</p>	<p>in their handwriting and ability to sit and concentrate.</p> <p>The girls showed enthusiasm for activity and could express an interest in what would motivate them to be active. An improvement in their self-esteem was also noted.</p> <p>The boys involved in LADS showed better engagement in PE and concentration in the classroom, particularly during the sessions, it was a real motivator for them.</p>	<p>will start again next year with a new cohort.</p> <p>Will look to use this coach again for some clubs.</p>
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	<p>to signpost the participants to local community exit routes.</p> <p>Student playground leaders and lunch time supervisor trained to make lunch times more active. Buy and maintain more sports equipment for lunch time and break time use only.</p> <p>Employed a sports coach from an outside company to deliver sessions at lunchtime daily to encourage an active lunchtime. Time to be split between KS1 and KS2 playground.</p>	<p>£120</p> <p>LSLSSP membership</p> <p>£2500</p> <p>£1440</p>	<p>More pupils undertaking 30 minutes of physical activity per day. Improve behaviour at break and lunch time.</p> <p>Teachers reported less incidents at lunchtime (which would overflow back into class) this resulted in children coming in to class after lunch ready to learn.</p>	<p>To take part in all of these projects again next academic year.</p> <p>Recruit and train new playground leaders from year 5 in September to work alongside some of the leaders from previous group.</p> <p>Continue to monitor behaviour and activity at lunch time.</p>
<p>Encourage active travel to school and to 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>To deliver an Active Travel Month. During October and Move it March, students and families are encourage to walk, scoot or ride to school. Rewards will be given to the class that actively travels the most.</p> <p>Promoted/support to engage families to attend Set, Pedal – Go! (Outside of school hours) a learn to ride a bike programme for children who can't ride and probably don't own a bike. Targeted KS2 children first, impacted by COVID. Then any child in KS1 who wished to learn to ride a bike.</p> <p>Hosted and took part in 'Mini Bikers' training for Early Years to support physical development and children</p>	<p>LSLSSP membership</p> <p>£0 Delivered by Active-together.org</p> <p>LSLSSP membership</p>	<p>Reduced congestion at the school gates, increase levels of physical activity and reduce pollution. To encourage families to incorporate physical activity into their daily lives.</p> <p>More children actively travelling to school.</p> <p>Had to build more bike/scooter racks for EYFS.</p> <p>Teachers reported an increase in confidence in the children and their fundamental movement skills in P.E lessons.</p>	<p>To continue to encourage families to actively travel to school.</p>

	learning to ride balance bikes.			
	We promoted LSLSSP holiday resources to all parents and students. LSLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays. E.g. Games for Everyone Festival and HAF summer camps.	£0		Parental involvement and uptake meant those children and families are leading active lives.
To provide additional coaching for swimming sessions	Swimming TA to run extra swimming sessions for year 6, to enable specific groups to receive more targeted swimming coaching.	£180	Increase the number of children that can swim 25m+ by the end of year 6 Increase physical activity levels for all and improve concentration.	Swim Lead to renew swim teacher status. Offer intervention swimming sessions in summer term for those needing more support to meet 25metres curriculum requirements.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
To engage student voice and use students' leaders to raise the profile of PE, Health and Well-Being and School Sport.	The school trained 4 students to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the School Council. The ambassadors formed an organising crew and devised an action plan to	SLSSP Membership Taxi to training £15		The school continues to train and give opportunities to the Well-Being Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.

<p>To celebrate PE and sporting achievements</p>	<p>promote Health and Well-Being and internet safety in school.</p> <p>Sporting achievements were also celebrated sport in assemblies and via Dojo. The school website and Dojo to contain information about physical activity, sports clubs and fixtures.</p>	<p>LSLSSP Membership</p>		
<p>Encourage active travel to school.</p>	<p>Took part in an Active Travel Month. During October 2021 and Move it March 2022. Students and families are encourage to walk, scoot or ride to school. A wallchart was given to each class to record children actively travelling to school. Rewards were given to the class that actively travelled the most.</p>	<p>LSLSSP Membership</p>	<p>Reduced congestion at the school gates, increase levels of physical activity and reduce pollution. Encouraging families to incorporate physical activity into their daily lives.</p>	<p>To continue to encourage families to actively travel to school. Ensuring suitable safe places to store their bikes and scooters.</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>	<p>LSLSSP Membership</p>	<p>More pupils undertaking 30 minutes of physical activity per day. Improve behaviour at break and lunch time. Teachers reported less incidents at lunchtime (which would overflow back into class) this resulted in children coming in to class after lunch ready to learn.</p>	
<p>All children to have an active start to the day.</p>	<p>All classes completing the daily mile or aerobic/dance activity E.g Go Noodle or Just Dance.</p>	<p>£0</p>	<p>Better engagement and concentration in the classroom.</p>	<p>Monitor engagement and be open to new activities to support an active start. Signed up for 'Daily Boost' by Active-together.org Promoted this to start over the summer holidays to then continue in school within classes.</p>

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	<p>The 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</p> <p>The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a Movement is FUNdamental workshop. The PE Co-ordinator shared the learning points with all staff.</p>	<p>LSLSSP Membership</p> <p>LSLSSP Membership</p>	<p>P.E lead up to date with current issues, aware of any upcoming initiatives to sign up for. Sharing of good practice and support within local schools.</p> <p>Raised awareness and drive of the impact physical activity has on the whole child.</p>	<p>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.</p>
Real P.E legacy and next steps programme used to deliver P.E across the school EYFS-YR6.	<p>REAL PE will continue to provide support and training on delivering the PE curriculum, with 4 days in total support from them. This includes an online portal for supporting delivery of lessons.</p> <p>New area manager introduced to staff, supported P.E lead in delivering a staff meeting refocussing and looking at our next steps for support in delivering the programme.</p>	<p>£2495</p> <p>£16,696.08</p>	<p>Any new staff had access to induction programme and were able to start teaching P.E using the Real P.E programme.</p>	<p>Online resources available to all staff to ensure sustainability.</p> <p>Subject leader to continue to work with all school staff to support PE across the school.</p> <p>Training booked for August 2022 CPD days, ½ day Real Foundations for EYFS including Pre-School staff and ½ day whole school assessment training.</p>


To provide additional training for the P.E lead	the delivery of P.E lessons both indoors and out including pitch markings and a MUGA. Real Dance training completed and cascaded to staff in staff meeting time. P.E lead undertaken assessment wheels training.	£380	Once Real P.E was embedded classes were able to start delivering Real Dance.	Audit of Gym equipment to support delivery of gym lessons. P.E Lead to undertake training to deliver Real Gym.
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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. Provide sporting games during lunch	A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1). 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. (Other initiatives were also promoted as outlined in Key indicator 1.) See Key Indicator 1	LSLSSP membership	Increased level of engagement in physical activity and sports. Parental involvement and uptake meant those children and families are leading active lives.	Continue offering these activities and clubs. Continue to work closely with LSLSSP and promote all initiatives.

<p>times and ensure they are adequately resourced</p> <p>Pupil Playground leaders trained to support active lunchtimes for all.</p> <p>To offer quality extra-curricular PE opportunities for all pupils after school</p> <p>A yearly sports day to promote activity and a love of competitive sports.</p> <p>To motivate pupils to engage in sports and activity.</p> <p>Red Nose Day/Sports Relief</p>	<p>See Key Indicator 1</p> <p>Various clubs run after school for EYFS/KS1 and KS2. Including Gymnastics, football, multi-sports and martial arts.</p> <p>Whole school sports day in September, KS2-traditional and competitive. EYFS and KS1-traditional, E.g. sack race, Egg and spoon.</p> <p>Visit from an Olympic athlete, motivational speech and questions followed by coaching session. (Hockey)</p> <p>Children to support fund raising for the event through wearing 'Sports clothing' and then to take part in a circuit of activities to promote movement and enjoyment.</p>	<p>£0</p> <p>£310.92</p> <p>Resources to support</p> <p>LSLSSP membership</p> <p>£0</p>	<p>Fun, energetic lunch times. High pupil participation. Pupils displaying sportsmanship.</p> <p>Well-resourced lunch times.</p> <p>To complement the PE curriculum and encourage enjoyment of sports and fitness.</p> <p>Children motivated to engage in hockey at play times and lunch times.</p> <p>All children and staff engaged in physical activities promoting an awareness of the cause.</p>	<p>To evaluate current coaches and provision and look at offering a wider range of clubs. Map across the year to support upcoming competitions.</p> <p>Ensure equipment is maintained to support this.</p> <p>Support similar events in the future.</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. To take part in a wide range of sports competition.	Transport pupils to and from sporting events Organise more School Teams. Year 5/6 boys/girls football. Year 3/4 girls/boys football. Took part in the Vines Inter-school tournament (football.) Participate in more competitions put on by LSLSSP and the Oadby and Wigston School Sports Association. We entered the rice bowl and friendlies with other schools from the area.	£120 LSLSSP Membership	Increased engagement in the training sessions and competitive element. To encourage healthy competition and sportsmanship between pupils. Raise the profile of sports in school Increased participation in sporting events hosted at other venues. Increase resilience and team work.	To continue with the football teams and offer a wider range of clubs and opportunities for other competitive sports, E.g Basketball/Netball and athletics. 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.

Signed off by	
Head Teacher:	
Date:	21/07/22
Subject Leader:	J Crane
Date:	20.7.22
Governor:	

Date:	
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