

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

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 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 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	£8,847
Total amount allocated for 2021/22	£18,060
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 18000
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18000

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? 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 2023. Please see note above	50%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 30%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
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	£2700 (South Leicestershire SSP Membership)	P.E co-ordinator has been able to have up to date knowledge of events and CPD which has then been implemented or shared with the colleagues accordingly.		
	The PE co-ordinator along with the Head Teacher took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including 'Exploring the Myths on a Deep Dive' and 'Physical Literacy' workshop. The PE Co-ordinator shared the learning points with all staff.	SLSSP Membership £65	PE co-ordinator and head were able to attend this conference together. It enabled us to evaluate our current offer to our pupils and action areas for development for the next academic year.		
	Staff attended 'Big Moves' training	SLSSP Membership	This enabled the continuation of the Big Moves intervention in school after the coach had delivered the initial intervention. Pupils have continued to show increasing		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. Will aim to deliver Big Moves for longer periods during the next academic year as an intervention for targeted children.

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<p>Real P.E Legacy and next steps programme used to deliver P.E across the school EYFS-Yr6</p> <p>Provide addition training for staff to support the delivery of Real Gym</p> <p>Promote up to date knowledge and guidance for school sport and PE.</p>	<p>Monitoring of lessons using to support staff in delivery P.E lessons. CPD delivered to support staff to deliver high quality P.E lessons using the Real P.E approach.</p> <p>CPD given for the delivery of Real Gym.</p> <p>Purchase "Safe Practice in Physical Education: School Sport and Physical Activity.</p>	<p>£1995</p> <p>£51.64</p>	<p>development in the fundamental movement skills.</p> <p>Fidelity to the schemed has been shown when observing lessons and children are engaging in lessons and able to talk about the different aspects of the lesson.</p> <p>After looking at this document it was decided only teaching staff will teach PE lessons moving forward.</p>	<p>CPD was postponed for our SEND provision, this will be rescheduled for the autumn term.</p> <p>CPD was postponed for delivering assessment lessons and assessing of P.E. Reschedule for autumn term.</p> <p>Continuing monitoring and supporting the delivery of lessons. Ensure new staff have access to CPD so they can deliver P.E lessons using the Real P.E programme.</p>
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<p>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.</p>	<p>Percentage of total allocation: 40%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Providing targeted activities or support to involve and encourage the least active.</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 Martial Arts. The participants also took part in an Aspiration Active celebration event at the local leisure centre. The pupils took part in a range of activities including wheelchair basketball and the climbing</p>	<p>SLSSP Membership Transport costs; £94.26</p>	<p>High levels of engagement and enthusiasm. One child gave me a hug and said "Thank you for letting me come it's been the best day ever!"</p> <p>Pupils were really engaged with the coach in school and were keen to join the club outside of school. Parents were given information to</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>

<p>Inspire ALL students to get involved in 30 minutes of physical activity during school</p>	<p>wall. 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>The school participated in the SPARX club. 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</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>support this.</p>  <p>After completing the Initial Assessment, 87% of students scored less than 5 in Week 1 of the Project, therefore not meeting the requirements to pass the Assessment. However, on week 8, 9 children were reassessed 34% of children were able to do 5 or more movements and meeting the requirement to pass the Assessment. This is an improvement of 21% compared to week 1. 100% of children made an improvement of movements by week 8, with an average increased on 4 moves compared to week 1.</p> <p>The children were really keen and we ended up allowing siblings to participate it was so popular! The coach commented on how well behaved and engaged this group of children were.</p> <p>We ran this club in school time to allow all the children from our SEND provision (Footsteps) access, whom</p>	<p>Will aim to deliver Big Moves for longer periods during the next academic year as an intervention for targeted children.</p> <p>Could we target families next year, not just individual children?</p> <p>Will deliver this club the same way next year.</p>
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<p>time and take part in physical activity outside of school.</p>	<p>club alongside a member of staff. The coach delivered a range of activities including Boccia and new age curling. This aimed to support fundamental movement skills alongside characteristics like perseverance and resilience.</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 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>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>Student playground leaders and lunch time supervisor trained to make lunch times more active. A member of staff from SLSSP delivered a Playground</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Caps for leaders; £38.95</p>	<p>usually have transport to and from school and they're unable to stay after school.</p> <p>The children showed great character including resilience and perseverance alongside the challenge of personal best.</p> <p>The whole school engaged, however some classes didn't track. Some children did individual, there was a trail for children to track themselves or to complete forms and pass to school- this ended up not being particularly successful with neither being completed!</p> <p>Parents were Dojo messaged weekly with the reminders and videos. Saw a big rise in the number of scooters and bikes being used by children. For some children this has now become a regular way for them to travel to school.</p> <p>Children were all given the opportunity to engage in holiday clubs at locations near to their home and further away. Children were also set challenges to keep them active at no extra cost too.</p> <p>See below (Student voice and student leaders section)</p>	<p>Some children logged their activity electronically themselves, some classes did whole classes others didn't. Some children gave in individual paper trackers. It was a bit confusing! Next year look at whether electronic monitoring or paper is best suited to our school and to just choose one way to complete it!</p> <p>Continue to promote.</p> <p>The lunch time supervisors are trained to put on a range of activities/games. The lunchtime supervisors have created zones to</p>
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All children to have an active start or the use of an active brain break in the morning.	Leader workshop to 20 Year 5/6 students and lunchtime supervisors.	Cost; £6610	More students undertaking 30 minutes of physical activity per day. Improved behaviour at break and lunch times. Teachers reported less incidents at lunch time which resulted in children coming in to class after lunch ready to learn.	ensure a variety of activities can take place during lunch times. The Playground Leaders will continue to put on a lunch time club for KS1 children. They also maintain the resources shed and support in the KS2 playground	
	Employed a sports coach from an outside company to deliver sessions at lunchtime daily, ensuring children have the opportunity to be active and the freedom to choose the activities.		Free	Students are ready to focus and can settle on the learning. Better engagement and concentration in the classroom.	This has been agreed by SLT to continue and ensure all classes either have an active start or a brain break transition between morning lessons. All new staff will be made aware. Timetables to be monitored, drop in to ensure it is happening for every child daily.
	We utilised the videos on GoNoodle to ensure an active start for all children or to use as brain breaks to split up two lesson in the morning timetable.			Children are able to transition from one lesson to another without disruptions.	
	3 x videos played with the focus being on two active followed by one cool down which focus' on mental health, dealing with anxiety, anger etc and relaxation techniques.				
	Also, active lesson breaks are encouraged for teachers to use at any time throughout the day when needed with their students.				

Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

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what they need to learn and to consolidate through practice:			changed?:	
To engage student voice and use student leaders to raise the profile of PE and School Sport.	WE merged the sporting ambassadors with our playground leaders this year. We had a big drive on recruiting and retaining leaders for the whole year. This included supporting the EYFS and KS1 children at lunchtime, shed monitoring duties of equipment and supporting and instigating games and activities in the KS2 playground too.	SLSSP Membership Equipment; £630.60	Student voice is represented through their roles as playground leaders, well being ambassadors and school councillors. We had regular meetings where pupils were able to give their views and opinions making choices about what they wanted and how this was to happen.	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.
To celebrate PE and sporting achievements	Sporting achievements were celebrated as well as sport in celebration assemblies. Whole school Dojo was used to contain information about physical activity, sports clubs and fixtures.	free	Students were proactive in their roles, engaging well, being great at problem solving with a flexible approach when needed. Students volunteered for extra duties, were stand in if others were away and loved being shed monitors responsible for the lending of and upkeep of the equipment.	
Encourage active travel to school.	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 playground leaders and were part of the school council. 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	Transport costs; £30.60	I have had some children relinquish their duties but have always had others willing to join. I have a waiting list already for next year!	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.

How many pupils have actively travelled for 11 days or more during October?	97	62.50%
What percentage of pupils will be sustaining Active Travel to School in the future?	60%	
Which Class in your school was most active?	Joseph (85%)	

Noticable increase in the number of children travelling to school on bikes and scooters. Our next steps will be to have better facilities for storing them during the day, bike racks, scooter parks etc nearer to each classroom not just by the front office. I have heard children asking to walk/bring their bike instead of the car, parents have also told me that their child has asked to do this! I have also had a couple of children coming to school on roller skates now too! We used Dojo here in school which was quick and easy to use, great for me for the reporting side however even with a gentle reminder two classes did not fill it in at all! I think because there wasn't the visual reminder of seeing the sheet. Next time I will put a post-it on every board/laptop to remind them to do it!

<p>To increase the number of staff who are active to raise the profile of sport and exercise in school.</p>	<p>class that actively travelled the most.</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 during the month. Staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.</p> <p>A member of staff started a running club for staff, beginning with the couch to 5k.</p> <p>Members of staff have been sharing their interests and expertise. There is now a running club for children and the football teams have been active this year. Staff have also shared their love of other sports including Rugby, Cricket, basketball and American Football.</p> <p>The SLSSP deliver Staff Well-being Ambassador training for 1 member of staff in school. The ambassador took part in physical activity and mental health training. The ambassador devised an action plan to support staff well-being. We were awarded £150 of</p>	<p>SLSSP Membership</p> <p>Free</p> <p>Free</p> <p>Resources; 1,002.99</p> <p>SLSSP Membership</p>	<p>Staff have taken these challenges on board and were competitive between themselves to watch their names moving up the leader board! Successes were celebrated in our celebration assemblies alongside the children's.</p> <p>Three members of staff completed this challenge all being non-runners before. One has carried on and completed 10k and now planning a half marathon!</p> <p>Children have had the opportunity to take part in workshops and development days delivered by coaches from Leicestershire County Cricket, Leicester Tigers. They have been able to attend events at the Leicestershire County cricket ground and the Tigers Rugby ground.</p> <p>Well Being Wednesday was a huge hit devised by our staff Well-being ambassador. Staff actively looked forward to Wednesdays!</p>	<p>To continue to engage in these challenges.</p> <p>Staff have already expressed an interest in running clubs linked to their own interests. We have a running club, rugby and netball clubs planned. We have already started to plan out competition events to join linked to some of these including cross county and athletic events. Tag rugby coaching with an event at a local club is already booked!</p> <p>Staff well being continues to be a priority. We are always looking for different ways to support staff.</p>
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	funding to support our action plan.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
20%

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>Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p> <p>Upkeep and maintenance of equipment to ensure all children can be offered a broad and balanced PE curriculum.</p>	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 2).</p> <p>Update benches and ensure both hall stock cupboards are fully stocked. The purchase of balance bikes and helmets for Early years.</p> <p>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 design to keep children active and healthy over</p>	<p>SLSSP Membership</p> <p>£3611.58</p> <p>SLSSP Membership</p>	<p>See Key Indicator 2</p> <p>See Key Indicator 2</p> <p>Parents have expressed gratitude at being sign posted to events and activities during the school holidays which usually are free but</p> <p>Continue to promote opportunities.</p>

<p>Provide sporting games during lunchtimes. Coach employed to support alongside playground leaders.</p> <p>To offer extra-curricular PE opportunities for all pupils after school</p>	<p>the Easter and Summer holiday.</p> <p>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>See Key indicator 2</p> <p>See key indicator 2 for details as well.</p> <p>Children have been offered a range of sports including football KS1, football teams for KS2 boys and girls, basketball, martial arts, running club.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>Coach and or resources already accounted for in Key indicator 2.</p>	<p>will help to keep their children active, occupied and happy!</p> <p>The weather was bitterly cold but the girls loved that this challenge was just for them! They had fun challenging themselves with the toe tap activity and were really competitive between themselves to beat each other's score but they also showed they are developing a growth mindset of perseverance, resilience, respect and supporting each other!</p> <p>See Key indicator 2</p> <p>Due to low uptake (linked to cost of living crisis) and staff unable to commit fully some clubs were unable to continue for the time planned.</p> <p>Running club was successful and children are already signed up for next year!</p>	<p>Will continue to look at opportunities for girls to engage in as much sport as we can offer.</p> <p>Provision and coaching has been evaluated and we will be offering a weekly KS1 club at a reduced cost to parents and fully subsidised to pupil premium students. Coaches will also be used to run the KS2 football teams with staff supporting when they can. Staff have expressed an interest in running some clubs which will be free to parents including running, rugby and</p>
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<p>A yearly sports day to promote activity and a love of competitive sports.</p>	<p>Whole school sports day in September. KS2 traditional events and competitive element alongside a couple of fun non-traditional events. EYFS and KS1 traditional events with an element of team competitiveness.</p>	<p>Reward Stickers; £28.09</p>		<p>netball.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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. This included inspiration active. Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills.</p> <p>This included a touch rugby event at the Leicester Tigers ground for year 5 and 6 pupils and a tag rugby event for year 3 and 4 pupils.</p> <p>Pupils took part in the Quad Cup virtual competitions. The 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.</p> <p>The virtual competitions included: Girls only football and toe tap challenge.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>KS1 participation has not increased this year due to various reasons, this has been addressed and will be monitored moving forward.</p> <p>All KS2 children have had the opportunity to take part in at least one competition mostly football.</p> <p>Plans to ensure this is not just football but a range of sports next year.</p>	<p>This is a development area for next year. We have already mapped out some of the after-school clubs we will be providing with strong links to upcoming competitions for instance running club and cross country, rugby club and a tag rugby coaching and local event.</p> <p>Look to increase KS1 participation.</p> <p>The school will continue to raise it's profile within competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place.</p> <p>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>To take part in a wide range of sports and competitions.</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). Including a skipping challenge.</p> <p>The school's KS2 football teams, girls, boys and mixed took part in various events over the year including inter and intra competitions. These events were a mixture of competitions and friendlies.</p> <p>Upper KS2 children had the opportunity to play touch rugby at a schools event at the Leicester Tigers.</p> <p>The children had the opportunity to have coaching from Leicestershire County Cricket and Leicester Tigers.</p>	<p>Bibs/kit purchased (allocated in Key Indicator 2)</p> <p>Free</p> <p>Free</p>	<p>Children loved this opportunity and one child remembered this event as their best leaving memory of All Saints!</p>	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Joanne Crane
Date:	19.07.23
Governor:	
Date:	