

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	£ 0
Total amount allocated for 2021/22	£ 17,080
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,090
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17,090

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	70%
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 2022. Please see note above	100%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

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

Academic Year: 2022/23		Total fund allocated: £17, 090		Date Updated:	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 48%
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 the school. This includes: <ul style="list-style-type: none">All children having access to 2 hours of high quality PE per week.	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 The PE co-ordinator took part in the South Leicestershire PE Conference, taking part in a variety of workshops including a workshop on developing physical literacy in PE. The PE Co-ordinator shared the learning points with all staff. Angela kirk leadership CPD 2 days (headship support ltd). Our hired Sports Coach works alongside	South Leicestershire SSP Membership-see costs on KI2 and KI5) SLSSP Membership	Staff feel more supported and can deliver. Broader knowledge of understanding and access to various sports. Targets have been identified and ready to implement through co-ordinator receiving the additional leadership training.		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. Teacher feel more confident delivering high quality PE as a result of the sports coaches support. Keeping our membership to continue to offer these kinds of opportunities.

Created by:



Supported by:



	teachers to enhance and extend current opportunities offered to pupils - teachers learnt from coach the necessary skills to be able to teach PE, sports and physical activities effectively	£8,240.00 (% of sports coach costs)		
--	---	--	--	--

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:
8%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Providing targeted activities or support to involve and encourage the least active.	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.	£1350 % of SLSSP Membership	<ul style="list-style-type: none"> •After completing the Initial Assessment, 75% of students scored less than 5 in Week 1 of the Project, therefore not meeting the requirements to pass the Assessment. •However, on week 6, 58% of children were able to do 5 or more movements and meeting the requirement to pass the Assessment. This is an improvement of 33% compared to week 1. •75% of children made an improvement of movements by 	<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>GBA will be participating in Big Moves, Energise and inclusive clubs in the new school year to help support children who might require additional support or motivation.</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.	The school participated in the Energise Club/SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 (for Energise) or KS1 (for SPARX) pupils. The sessions included fun physical games and mindfulness. A member of staff supervised the sessions.	SLSSP Membership	<p>week 6, with an average increased on 3 moves compared to week 1.</p> <ul style="list-style-type: none"> - At week 1 were asked to score their attitude for the statement, 'I do sport and exercise for 60 minutes'. 46% reported being active for 60 minutes every day. -100% attained their Gold certificates (50 hours) and 92% reached their Platinum milestone within the 10 weeks. - By week 10 77% reported drinking 6-8 glasses of water every day. This was an improvement of 23%.
	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. The coach delivered	SLSSP Membership	<ul style="list-style-type: none"> - All children who participated were interviewed after the final session and implied that they had really enjoyed the 8 sessions. - All children who attended lacked some confidence in PE. The use of small groups really allowed each child to get involved fully in the sessions.
	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	SLSSP Membership	<ul style="list-style-type: none"> - Children's participation in Move it March increased from the previous year. Class 4 ended up as the most involved class with every child

	<p>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>completing at least 1 sheet. The top two children in the school completed 5 tracking each. Teachers were also involved in the project this year.</p> <p>- This has encouraged children to continue to be active outside of school with their parents and family. The children have enjoyed sharing these achievements with class teachers.</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>	SLSSP Membership		
	<p>Sports coach delivering sessions at lunchtime to support activity. Range of after school clubs available throughout the year.</p>	Sports coach time/ resources	<p>Clubs are popular and children get access to a range of activities. These are sometime linked to specific sports and competitions</p>	<p>To continue to offer these opportunities but to ensure we are targeting pupils who may benefit but are not taking the opportunities up. To explore ways of offering further clubs in addition to the Sports coach.</p>
	<p>Ambassador training to allow opportunity for children to be taking part in active play at lunchtimes and to promote physical activity.</p>	Identified pupils received training through SLSSP and were clear about their roles.		<p>Zoning introduced for lunchtimes and playground leaders to support a range of appropriate activities to meet the needs of all pupils. This will be further supported by training for lunchtime supervisors</p>

	New equipment was purchased in order to support teachers and pupils will lunchtime, afterschool clubs and competitions.	Donation from PTA	Equipment has enabled teachers and sports coach to teach lessons more effectively.	Continue to monitor the current state of the equipment which is available to be used and look at where investment might need to be made.
--	---	-------------------	--	--

Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	<p>The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical 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. Younger students were encouraged to submit pictures of themselves taking part in physical activity and pupils' sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity,</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Sports Ambassadors created awareness within their roles of physical activity, creating lunch time games and helping in Sporting Events.</p> <p>Ambassadors went and supported children from various primary schools at RSA during the mini Olympics. They were given opportunities to lead and direct sessions</p> <p>Using Social Media to celebrate sporting activities is effect as well as in assemblies.</p>	The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.

<p>Encourage active travel to school.</p> <p>Embedding Physical Activity and Well-being into the school day</p>	<p>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</p> <p>The school took part in an Active Travel Month. During October 2022, students and families were encouraged to walk to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most.</p> <p>Student playground leaders. A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors.</p> <p>We have invested in equipment to make lunch times more active for example skipping roles, plastic tennis rackets, balls, nets and football posts.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£2250</p>	<p>This has been beneficial but could use more of a platform on a regular basis.</p> <p>This encouraged all children from each class to be more physically active and gain points for their class, creating team spirit. One class won the trophy for being the most active class creating healthy intracompetition between the different year groups. This was then celebrated with all children and parents</p>	<p>To ensure the Well-Being ambassadors can have a platform to support more awareness over Mental health and internet safety</p> <p>The school continues to promote active travel through school newsletters and social media. The school works closely with the Leicestershire County Council Officer to promote Active Travel including encouraging parents to park and stride.</p> <p>The lunch time supervisors are trained to put on a range of activities/games. The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch times. The Playground Leaders will continue to put on a lunch time clubs for KS1 children.</p>
---	--	--	---	--

<p>To increase the number of staff who are active to raise the profile of sport and exercise in school.</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>The SLSSP deliver Staff Well-being Ambassador training for a member 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.</p>		<p>Staff took part in well-being activities and one member of staff received training as the schools well-being ambassador.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 22%</p>
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>Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p>	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 2).</p> <p>Our KS1 pupils took part in a multi-skills festival designed to develop physical literacy and a range of fundamental movement skills.</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 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>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Through our Champions Curriculum, Sports Coach and our SLSSP membership, has given the children a broader experience of a range of sports and activities. Our afterschool clubs link to their learning and up and coming competitions.</p> <p>Entering more competitions and being aware of broader sports that are available have encouraged children to want to take part in sports they may not have wanted to before. Being proud to be part of a team and having support from staff and parents encourages children to want to take part in more physical activity.</p> <p>Parents can access all the information for free on the portal which can help support the children over the holiday periods.</p> <p>With the success of the Lionesses in the European championships, girls participation in football was an area of development.</p>	<p>To continue to use the PE curriculum that has been designed and for all teachers to follow. As well as make the most of all the opportunities that SLSSP offer to ensure a range of sports is being experienced.</p> <p>Continue to promote SLSSP holiday activities to keep children involved with physical activities during holiday periods.</p> <p>Forest school provision to continue next year.</p>
---	--	---	--	--

	<p>All children to have access to Forest school session led by specialist practitioner.</p>	£1,900	<p>Forest school sessions are provided to every year group and encourage all the children to get stuck into outdoor activities.</p> <p>Improved confidence and resilience noticed by Forest School Leaders for all children taking part. Increased ability to take risks and try new things. Improved teamwork skills. Enjoyment and appreciation of the outdoors and nature. Children talk confidently and enthusiastically about their experiences of Forest School.</p>	<p>Provide extra Forest schools sessions for year groups who have been split into separate classes (yrs 1 and 4). This will help support transition days where children can get used to being back as a single year group.</p>
	<p>Our hired Sports Coach deliver a broad range of after school sports clubs for children at school. The sports offered included:</p> <ul style="list-style-type: none"> -basketball -hockey -cricket -tag rugby -tennis -dodgeball -netball -football -dance -gymnastics 	£2,000	<p>By having these sports clubs up and running, it has created lots of opportunities for children to take part in intraschool competition.</p> <p>GBA have competed in the most intra-school competitions since pre covid. The school has also seen some of its pupils competed</p>	<p>Look at aligning sports clubs with the upcoming competitions that the school is planning on taking part in.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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 also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills year 3 & 4 events such as; tennis, football, dodgeball, hockey and tag rugby</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance. These sports included; Swimming, hockey, basketball, dodgeball, cricket, gymnastics, dance, football, cross country, athletics and dodgeball.</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</p>	<p>£1350 % SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>GBA participated in 24 afterschool events across the course of the academic year. The schools participation in those events has been very well received both by parents and children at the school.</p> <p>Over 80% of children in key stage 2 represented the school at intra-school competition.</p> <p>Some events such as mini- Olympics also encouraged participation from KS1 children which allowed them exposure to intra-school events in preparation for key stage</p> <p>GBA qualified for two regional finals in swimming and gymnastics where the children represented the Harborough area.</p> <p>GBA achieved a Gold school games mark this academic year through its commitment to events. This is the highest grade the school has received.</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.

	competition and learn sport specific skill/develop physical literacy. The virtual competitions included:			
--	---	--	--	--

Signed off by	
Head Teacher:	Sarah Bishop
Date:	July 2023
Subject Leader:	Chris Dickinson
Date:	July 2023
Governor:	Richard Moor
Date:	July 2023