

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1266
Total amount allocated for 2020/21	£20,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,976
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,976

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>	57%
<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>	49%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<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>	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: 2021/22	Total fund allocated:	Date Updated:		
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			Percentage of total allocation: 60%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
<p>1) To bridge the gap between the least and most active pupils (following impact of Covid19).</p> <p>2) Pupils enjoy being physically active and participating in the wide range of PE curriculum and extra-curricular activities on offer.</p> <p>3) The PE, School Sport and Physical Activity (PESSPA) offer is inclusive with targeted provision to ensure engagement amongst the most disadvantaged pupils.</p>	<p>Broad range of after school sports targeting a diverse range of pupils including football, dodgeball, tag rugby, basketball, multi-sports, gymnastics, dance, athletics, tennis and cricket.</p> <p>Sports ambassadors leading lunchtime clubs and challenges in KS2 playground.</p> <p>25 years 5/6 pupils enrolled on the playground leadership programme to lead activities for all pupils in KS1 playground.</p> <p>A high uptake of competitive and non-competitive sporting opportunities</p>	<p>£13,282 (PE specialists)</p>	<p>In KS1; 72% have taken part in a club and/or competition, including 82% of PP children and 83% of SEND children. In KS2; 75% have taken part in a club and/or competition, including 78.5% of PP and 61% of SEND children.</p> <p>Children who weren't able to attend after school clubs were able to access sports clubs during lunchtime instead.</p> <p>Year 1 & 2 pupils have been able to access active play at lunchtimes. Lunch time manager reported a high uptake of children taking part</p>	

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	<p>through both LSLSSP and DSAT (Covid dependant).</p> <p>High engagement in clubs/festivals that target the least active i.e. GALS & LADS – martial arts club for least active year 5 and 6 boys and girls. 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 the climbing wall and zumba. The aim of the event was to signpost the participants to local community exit routes</p> <p>The school participated in the Energise Club. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 and 4 pupils. The sessions included fun physical games and mindfulness.</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6 week club alongside a member of staff</p> <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy.</p> <p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill</p>		<p>22 girls/boys who had not previously done a club, regularly engaged in the Girls Active Lifestyles (GALs)/ Live Active Do Something LADs initiatives, introducing them to new physical activities, building self-esteem and confidence. The monitoring and evaluation post questionnaires showed that 16 had increased their levels of physical activity by the end of the 6 week course.</p> <p>12 'PP' children engaged in ENERGISE club who hadn't previously participated in extra curricular physical activity.</p> <p>4 SEND children with physical disabilities qualified in 1st place for the School Games gym finals in March- finishing 3rd overall in the county</p> <p>Big moves data shows ALL participants have made some progress in their fundamental movement skills, closing the gap to their peers.</p> <p>Pupils were highly engaged in the project and many brought their trackers into school for their results</p>	
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	<p>out during March 2022. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active 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>to be submitted. Year 3 won the trophy for most active year group.</p> <p>Parents have used the school's digital communication system to thank the school for sharing these resources, commenting on the usefulness for engaging pupils in physical activity during school holidays.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 12%</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>1) All pupils have access to a broad range of physical activities and experiences, which are inclusive for all, cultivate resilience, raise aspirations, deepens subject knowledge and grows confidence and enjoyment.</p> <p>2) To engage student voice and use</p>	<p>Transportation has been arranged to take pupils to and from competitions and festivals, ensuring all pupils are able to access competitive sporting opportunities regardless of circumstances.</p> <p>Wellbeing Ambassadors, Sports Ambassadors and Sports Leaders are</p>	<p>£2650 (South Leicestershire SSP Membership – split across all key indicators)</p>	<p>Pupils have been exposed to opportunities and venues they wouldn't normally experience, which has raised their aspirations. Dancers have performed at Nottingham theatre, gymnasts at an elite level gymnastics club, and cricketers at Leicestershire CCC.</p> <p>Specialist training has given year 5/6 pupils increased confidence and</p>	<p>The school continues to train and give opportunities to the Sports</p>

<p>students' leaders to raise the profile of PE and School Sport.</p> <p>3) Encourage active travel to school</p>	<p>trained through LSLSSP leadership programmes. They are promoted and celebrated throughout the school, PE noticeboard, newsletters, twitter and assemblies. They lead physical activities at lunch times and support with after school clubs to inspire their peers to lead active/healthy lifestyles and raise aspirations of younger pupils.</p> <p>The ambassadors helped to create the PE and school sport noticeboard. The notice board included pictures of the ambassadors as well as a paragraph each to introduce themselves and explain their role. Sporting achievements were also included on the noticeboard.</p> <p>Sporting achievements were also showcased in weekly whole school celebration assemblies. The half termly school newsletters contained information about physical activity, sports clubs and fixtures. Twitter was also used as a platform to celebrate achievements with parents and the wider community.</p> <p>Took part in an Active Travel Month. During October 2021, students and families are 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</p>		<p>competence when delivering lunch time activities with younger children. Children in years 3/4 have raised aspirations to take on play leading role. The number of children applying to be play leaders has risen this year from 30-50.</p> <p>Pupils say that they are proud of their sporting achievements. PE and school sport survey indicates that pupils take pride in their sporting achievements.</p> <p>Parents/carers are aware of the opportunities available to pupils in and outside of school. The percentage of pupils accessing clubs/competitions remains as high as pre-covid.</p> <p>Over 50% of pupils actively travelled to school every day during the month of October.</p>	<p>Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.</p> <p>The lunch time supervisors are trained to put on a range of activities/games during lunch. Next year the sports apprentice will create zones to ensure a variety of activities can take place during lunch, which will be supported by the ambassadors. The Playground Leaders will continue to put on a lunch time activities for KS1 children.</p>
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	<p>most.</p> <p>Virtual challenges including basketball, 5k, hockey, tennis and cricket have allowed ALL pupils to participate in competitive sport, representing their team/class/school. This year there have been many extra challenges for KS1 & EYFS pupils.</p> <p>At sporting events and competitions PE staff highlight the importance of 'the spirit of the games' award to children to encourage sportsmanship and respect for others.</p>		<p>All pupils have access to competitive sport and enjoy competing against other schools.</p> <p>As a direct impact of this, the school have won 4 'spirit of the games' awards at both face to face and virtual competition for displaying these.</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. The school is now working with sports partnership and Active together to support the 'Set, Pedal – Go!' programme providing 5 weeks of free support to children who can't cycle.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:

<p>Promote a whole school approach to PE and School Sport -PE specialists provide CPD where appropriate to non-specialist staff. Sports apprentices and young volunteers are mentored and provided with appropriate training and resources to help them teach PE and sport more effectively to all pupils. PE specialists work with 1:1 staff to provide meaningful PE experiences for SEND pupils.</p>	<p>1:1 staff attend big moves training and work with the coach delivering the programme to support pupils</p> <p>The PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with colleagues during planning and development time.</p> <p>The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including assessment in PE and Leadership in PE workshops. The PE Co-ordinator shared the learning points with all staff members involved in the teaching of PE.</p> <p>PE staff have attended a series of webinars (Inclusion Week) provided by the YST through the school sport partnership including ‘inclusion of girls with autism and wellbeing,’ ‘inclusive school swimming and water safety,’ ‘hearing from young people with SEND on how to make sport and PE relevant and meaningful.’</p> <p>Children’s Mental Health Week resources provided by sports partnership shared across the school with all teaching staff.</p> <p>Energise club coach delivered the club alongside school staff so the inclusive activities can continue after the programme has finished.</p>	<p>(South Leicestershire SSP Membership)</p> <p>£1858 PE staff</p>	<p>1:1 staff report having a better understanding of the needs of the children that they support. The post big moves assessment completed by class teachers shows the progress of these pupils within the classroom.</p> <p>All PE staff have contributed to the assessment of pupils in PE, including PP and SEND pupils. Sports apprentice has been able to identify pupils for targeted intervention and support.</p> <p>PE and school sport has continued to play a key role in whole school approach to supporting pupils mental health and wellbeing. Results from pupil voice surveys indicate that 100% of the sample size feel PE and sport positively contribute towards their happiness and wellbeing.</p> <p>Staff member supporting at the club has continued to support at a range of other after school sports club, adding to existing capacity.</p>	<p>SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver CPD to school staff where appropriate. The PE Co-ordinator will continue to work alongside support staff to highlight areas of PE where further CPD is needed to support 1:1/SEND pupils.</p>
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	1:1 support staff completed surveys to identify areas of strength and opportunities for further development. PE staff work with 1:1 to develop confidence and techniques when working with children.		Pre and post questionnaires have shown support staff feel more confident in the following areas; <ul style="list-style-type: none"> - Understanding of inclusive PE - Ability to support in both outdoor and indoor lessons - Accessing success of SEND children 	New sports apprentice will support SEND children alongside 1:1 support staff member.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 14%

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?:
<p>Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p> <p>Additional achievements:</p>	<p>PE staff have reintroduced after school sports clubs in line with current Covid guidelines focusing on the safest activities that engage the highest number of pupils (i.e. outdoor clubs like football, basketball, cross country etc).</p> <p>Sports Cool provided non-traditional activities including archery for KS2 and frisbee for KS1.</p> <p>Purchase of new sports equipment to replace older equipment to ensure a variety of activities can be delivered within the curriculum and beyond (including tag rugby belts/tags, balls,</p>	<p>£3186 PE equipment</p>	<p>In KS1; 72% have taken part in a club and/or competition, including 82% of PP children and 83% of SEND children.</p> <p>In KS2; 75% have taken part in a club and/or competition, including 78.5% of PP and 61% of SEND children.</p> <p>Pupils who wouldn't usually engage in traditional sports club have had access to less traditional sporting opportunities.</p> <p>Popular activities have continued as part of a high quality PE curriculum. Pupils survey results. 100% of pupils said they enjoyed all or most of their PE lessons in pupil survey.</p>

	<p>bean bags, howlers).</p> <p>LADS & GALS session led by a specialist martial arts coach targeting pupils who wouldn't ordinarily attend traditional sports clubs (as outlined in key indicator 1)</p> <p>Both KS1 and KS2 have visited the high school next door to participate in festivals and competitions led by their young sports leaders, including benchball, basketball and multi skills.</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. The girls also played in a festival at a local club.</p> <p>The school has worked with a variety of local sports clubs to provide opportunities for pupils to work with specialist sports coaches during PE lessons, including Leicester Tigers, Leicestershire CCC, Fox Soccer Academy, WBA development schools and Wigston Tennis Club.</p> <p>Olympic athlete Emily Lewis visited the school to provide an inspirational talk about her journey in sport and delivered Kayaking workshops for</p>		<p>Pupils who wouldn't ordinarily be selected for school teams have had the opportunity to represent the school and experience PE and sport in a high school setting. Improved links with the High School and their PE team.</p> <p>Over 50 girls took part in the various football activities over the course of the week. Girls were signposted to local girls football clubs in the local area.</p> <p>Pupils across year groups and phases get to experience professional level coaching during PE lessons. Several pupils have continued to access these opportunities outside of school giving them a pathway into local sport clubs.</p> <p>Pupils have an insight into what it takes to become a professional athlete, raising aspirations and increasing self-worth. Pupils are more</p>	
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	KS2 children.		aware of alternative sports and activities beyond curriculum and school sport offer.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 4.5%
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 pupils have the opportunity within the curriculum, at lunch times and in extra-curricular club offer to develop their physical skills within competitive and non-competitive situations. They're able to make progress at their own pace, enjoy challenging themselves and are proud of their achievements.	<p>Entered a wide variety of development and excel sport competitions provided by LSLSSP, including gymnastics, dodgeball, football, basketball, tennis, cricket and rounders. High ability, lower ability, SEND and less active pupils have all had the opportunity to take part.</p> <p>Participation in virtual competitions delivered by LSLSSP has enabled all pupils to take part in a variety of competitive sporting opportunities. These included virtual 5k, basketball and 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), including bean bag challenge, relay and basketball.</p> <p>Sports ambassadors and playground leaders have delivered different lunchtime challenges/activities accessible to all pupils.</p>	£1000 (sports apprentice)	<p>114 KS2 pupils have represented the school in some of face to face sports competition.</p> <p>Whole year groups and classes have taken part in virtual competitions during PE lessons and after school clubs.</p> <p>KS1 participation in competition has increased as a result of these new opportunities. Pupils in this age are able to recognise the school games values and understand their meanings.</p> <p>Pupils enjoy taking part in personal/team challenges (pupil survey).</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 school is committed to taking part in the local competitions as well as those within the trust. This will ensure that all pupils have opportunities to access competitive sport.</p> <p>Sports apprentice to work closely with sports ambassadors and playground leaders to develop the lunchtime sports and active play offer.</p>

	Entry into local school leagues (football & netball) as well as family of school events organised by high school (benchball, multi skills, netball).		Pupils aspire to represent the school teams. Improved links with the High school (transition).	
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Signed off by	
Head Teacher:	J Andrews
Date:	3/7/22
Subject Leader:	MU
Date:	7/7/22
Governor:	Celia Varley
Date:	7/7/22