

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

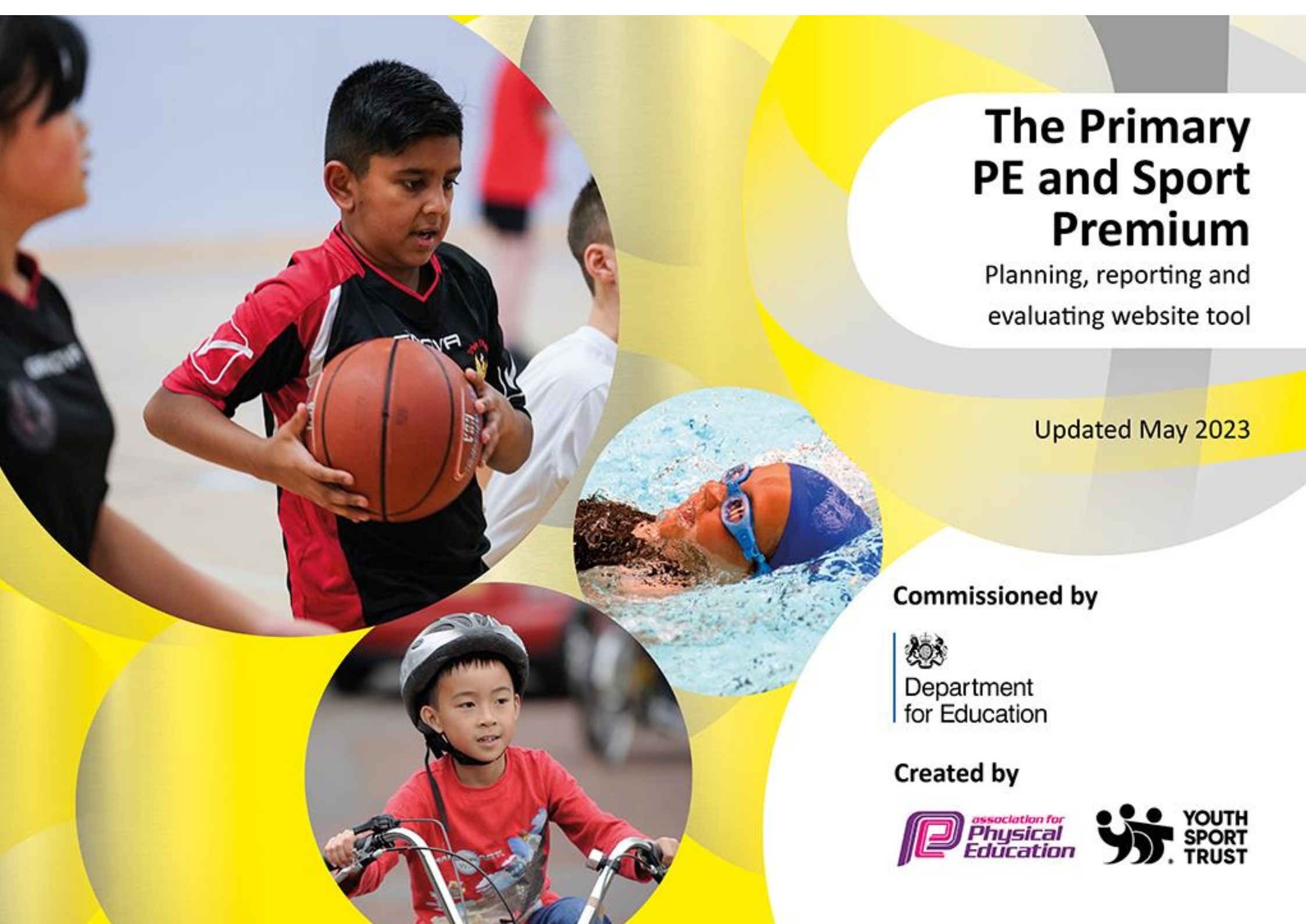
Updated May 2023

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	£21,976
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 20,910
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 20,910

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 2022. Please see note above	67%
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	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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:		Date Updated:	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport					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:
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)	Networking opportunities have built strong working relationships with other PE coordinators in the local area. Effective communication for competitions and tournaments. Key information is relayed to all staff members involved with the subject of PE.	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.	
	The PE co-ordinator partook in induction training to prepare staff member to the role.	SLSSP Membership	PE co-ordinator was made aware of role responsibilities and confidence to lead the subject across the school.		
	The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops. The PE Co-ordinator shared the learning points with all staff.	SLSSP Membership	All PE staff have contributed to the assessment of pupils in PE, including PP and SEND pupils. Apprentice and coach have been able to identify pupils for targeted intervention and support.		

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	<p>The PE co-ordinator has been taking part in a Level 5 qualification in Primary School Physical Education Specialism Course with Active Together, involving coursework, training days and observations of teaching. The course is accredited by AfPE and Sports Leaders UK.</p> <p>Sport's Coach has taken part in CPD led by the England Football Association to develop confidence and competence when planning and teaching high-quality PE lessons.</p> <p>1:1 staff and teachers attended big moves interventions and worked with the external coach delivering the programme to support pupils and Big Moves FUNdamental Movement CPD.</p> <p>Energise club coach delivered the club alongside sports apprentice so the inclusive activities can continue after</p>	<p>SLSSP Membership</p> <p>Active Together</p> <p>SLSSP Membership</p>	<p>Broad and balanced, enriched curriculum has been modified in line with the curriculum. Knowledge and understanding of how to implement sustainable improvements have been made for example, more cross-curricular links and embedding blended learning to enhance education, as well as detail to the progression of skills throughout KS1 and KS2, including Early Years.</p> <p>Modules included: Module 1 - Holistic Development Module 2 – Learning through Games Module 3 – High-quality Teaching and Learning in PE Module 4 – Mapping a PE Curriculum</p> <p>Knowledge attained was discussed with the PE coordinator and embedded into practice and teaching pedagogies.</p> <p>Initial assessments for identified children were completed by class teachers as well as post assessments. Focus was placed upon children with low fine motor skills, social involvement and initiative. After the intervention block, 95% of children improved in all areas of their pre assessment.</p> <p>1-1 support and interventions led by apprentice have embedded</p>	
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	the programme has finished.		strategies and pedagogies taken from the club initially to support with transition, wellbeing and emotional support.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:
50.7%

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	SLSSP Membership £10,608 (PE specialist)	Target games for KS2 pupils was delivered during the summer term. Pupils were highly engaged in the project and many brought their trackers into school for their results to be submitted. Year 1 won the	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>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>Big Moves training course.</p> <p>The school participated in the Energise Club/SPARX. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident pupils. The sessions included fun physical games and mindfulness. A member of staff supervised the sessions.</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6-week club alongside a member of staff.</p> <p>The whole school took part in the Move It March project. Each child was given a physical activity tracker to fill out during March 2023. Certificates and prizes were awarded to children who achieve physical activity milestones (250 active 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>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>trophy for most active year group. Year 6 also were intrigued to research the impacts on physical activity with learning and conducted a scientific enquiry as part of their learning journey inspired by Move It March. Outcomes were written out by each child.</p> <p>Many parents/carers communicated with the PE coordinator about the positive impact that various pieces of documentation supported them with their children for example:</p> <ul style="list-style-type: none"> • Mental Health and Wellbeing Directory created by LLRHP • Half-termly local camps and clubs • Trials for local, competitive sports clubs • Discount codes for professional sporting events to spectate • Home activities for parents/carers to enjoy with children. 	
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	A high uptake of competitive and non-competitive sporting opportunities.	SLSSP Membership		
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Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				27.3%
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>To engage student voice and use students' leaders to raise the profile of PE and School Sport.</p>	<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, 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>SLSSP Membership</p>	<p>Our sport ambassadors have received experience in the following:</p> <ul style="list-style-type: none"> - Supporting in the delivery of lunch time activities alongside staff members - Supporting and having responsibilities in lessons - Planning, discussing and leading assemblies on relevant topics - Helping in afterschool clubs - Notice board. <p>These opportunities have impacted their knowledge and confidence to lead and support their peers. The ambassadors have understood the intent behind festivals/fixtures and tournaments which has been shared with peers in assemblies such as sport's day.</p> <p>Achievements and information regarding clubs are termly shared in the newsletter which is an online sway. This ensures that all staff and parents are aware of the PE provision that is taking place in school.</p>	<p>The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.</p>
<p>Encourage active travel to school.</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</p>	<p>SLSSP Membership</p>	<p>The wellbeing ambassadors have made much impact at Parkland. They have abided by their own action plans from their training sessions. They have led assemblies at the beginning of the school year so that the other children know their role and the support that they can offer. They have also prepared and delivered a wellbeing week with assemblies, talk</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</p>

<p>Embedding Physical Activity and Well-being into the school day</p>	<p>record children actively travelling to school. A trophy was given to the class that actively travelled the most.</p> <p>Student playground leaders and lunch time supervisor trained to make lunch times more active. A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 5/6 students and lunchtime supervisors.</p> <p>We utilised the SLSSP Return to Well-being resources to support students back into school.</p> <p>These included:</p> <p>5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques.</p> <p>Also, active lesson break resources for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to</p>	<p>SLSSP Membership</p> <p>£5711 (PE specialist)</p> <p>SLSSP Membership</p>	<p>stations and competitions.</p> <p>Class teachers shared assemblies with their class and information was sent to parents on Class Dojo informing them of the intent. Teachers monitored and tracked this. Data shown that the majority of children walk to and from school.</p> <p>Sport's coach and apprentice also run lunch time activities on a rota of activities between year groups. Playground leaders have a rota of KS1 support and ping-pong tables. This has created a sense of harmony between all children as it is a big school so these opportunities for interaction has increased confidence for all. Through student voice, the KS1 students particularly enjoy their time with the playleaders.</p> <p>being resources to support students back into school.</p> <p>These included:</p> <p>5 minute videos played during form time (registration). The focus was on mental health, dealing with anxiety, anger and bereavement and relaxation techniques.</p> <p>Also, active lesson break resources</p>	<p>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>
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<p>To increase the number of staff who are active to raise the profile of sport and exercise in school.</p>	<p>expel some energy. There was a cross-curricular theme.</p> <p>We have promoted SLSSP's Staff Well-being Challenges to all staff. This included Marathon Month challenge. The challenge to place in October, staff had to travel 26.2 active miles during the month. Staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.</p> <p>The SLSSP deliver Staff Well-being Ambassador training for 2 members of staff in school. The ambassadors took part in physical activity and mental health training. The ambassadors devised an action plan to support staff well-being. We were awarded £150 of funding to support our action plan.</p> <p>We took part in Staff Sports Festival delivered by the SLSSP. This included a dodgeball, rounders and netball festival.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>for teachers to use at any time throughout the day. Following lockdown students struggle to focus for long periods of time so SLSSP devised some easy to implement 5 minute brain and active breaks. The brain and active breaks allowed mental refocus and the opportunity to expel some energy. There was a cross-curricular theme.</p> <p>We have promoted SLSSP's Staff Well-being Challenges to all staff. This included Marathon Month challenge. The challenge to place in October, staff had to travel 26.2 active miles during the month. Staff also took part in the Move It March challenge alongside students and a summer holiday activity challenge.</p> <p>Positive impact on staff members who took part. It created a sense of collegiality outside of the workplace and encouraged teamwork and co-operation. More staff members attend at each staff festival event.</p>	
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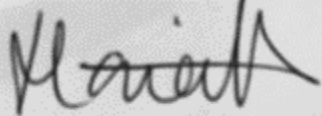
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 4.7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate 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.	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</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>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>As some of the skill and development festivals were based at the local high-schools, this allowed opportunities for transition for our Year 6 students. It also allowed children who wouldn't usually engage in out of school clubs and sport, the chance to partake. The children who represented Parkland were often awarded with the 'Spirit of the Games' award.</p> <p>This was engaged with by parents and students and we found that this had a positive impact on the children's wellbeing and mental health.</p>	To engage more SEND pupils in regard to inclusion and SEND intra and inter competitions, fixtures and festivals.

	<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>After school clubs ran by sport coach, apprentice and Core Dance Company have been taking part 4 days a week over the school year.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£1000 Core Dance</p>	<p>This was engaged with by parents and students and we found that this had a positive impact on the children's wellbeing and mental health.</p> <p>We had over a hundred children partake in the competition. In terms of raising the profile of girls' football, we entered a girls' football team this year who have been training once a week after school. This has encouraged other girls to join and engage in our non-competitive football club, too.</p> <p>A range of clubs have taken place such as multi-skills, tennis, athletics, dance, gymnastics football and dodgeball to name a few. Pupil premium children have priority in line with our PP offer to children. Pupil voice from monitoring and evaluation shown that all children who wanted a space on a club were given a space and they enjoyed the vast variety of club activities. This has supported with children's participation and engagement in lessons. SEND children who engaged, had support of pastoral after school to ensure they had support whilst taking part competitively.</p> <p>Total afterschool club participation: Autumn:</p>	
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			PP: 20% SEND: 10% EAL: 7% Spring: PP: 23% SEND: 13% EAL: 6% Summer: PP: 17% SEND: 5% EAL: 5%	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.2%
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 for example dodgeball.</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills for example dance and multi-skills.</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance for example basketball</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: Basketball and cricket.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£890 PE Equipment</p> <p>School</p>	<p>Whole year groups and classes have taken part in virtual competitions during PE lessons and after school clubs. Pupils aspire to represent the school teams. Improved links with the High school (transition).</p> <p>80% of children asked during the recent pupil voice (summer term) take part in lunch time activities and 100% of them have partook in a club.</p> <p>Competition elements are embedded during afterschool clubs for children.</p> <p>Total participation data (excluding invitation only clubs):</p> <p>203 children in autumn 193 children in spring 87 children in summer</p> <p>Influx in girls wanting to participate in football.</p>	<p>The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The SLSSP's will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical literacy and sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions.</p>

	<p>Girls and boys' football team took part in the cup matches. Boys' team reached the quarter-finals. Both teams played many matches including the Fox Soccer Tournament in autumn term and summer term.</p> <p>Other teams include Basketball and Dodgeball for example.</p>		<p>Confidence in playing competitively showing resilience, team-work, cooperation and high quality skill.</p>	
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Signed off by	
Head Teacher:	
Date:	26.6.23
Subject Leader:	
Date:	24.6.23
Governor:	Sanjay Thakrar (email)
Date:	28/06/2023