

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](https://www.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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£17772
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 1439.91

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	77%
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	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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

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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:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: 27%	
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>Audit of PE resources to mirror up to LTP and progression map across key stages. Listen to pupil voice</p> <p>Ensure enough equipment available for each child, range of equipment to offer a broad curriculum. 1 per child. Adapted equipment to suit all learners.</p> <p>Offer more opportunities at lunchtimes and break times for children to engage in physical activity</p> <p>Playground markings for games</p>	<p>Liaising with sports coach equipment required – looking into intent to compete – competitions, clubs – use of LTP to match up PE equipment for units. up -coming events and competitions e.g.</p> <p>Flags for banners – Identify the school</p> <p>Medals and trophies</p> <p>Goal anchor pins</p> <p>Ankle skip bag</p> <p>Skipping ropes</p> <p>Cones</p> <p>Playground markings</p> <p>Snakes and ladders, dart board, hop scotch. Copy me, agility trail</p> <p>Soft balls small and large</p> <p>Ping pong table covers</p> <p>Playground markings</p>	<p>Equipment £4821.70</p>	<p>Pupils, through their pupil voice said they did not have enough opportunities at playtimes, lunchtimes to be active.</p> <p>Equipment provides pupils with activities other than football and tag – develops pupil communication and social skills through team games – playground markings – snakes and ladders – turn taking resilience etc. Less friendship issues, pupils ask to join in as more choice.</p> <p>Table tennis covers allow pupils breaks from lessons – part of EHCP helps with behavior and learning.</p>	<p>Playground markings sustainable as permanent. Next steps – audit the PE cupboard to see which equipment needs replacing for next year.</p> <p>PE equipment to be kept separate for full sets for classes – clearly labeled and in set places. People are more likely to look after things – less wastage.</p> <p>Table tennis covers more expensive and go underneath to stop the tearing in the wind. Will last longer.</p>

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	Scooter stand Ankle skips – playtimes			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 41%
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:
Progression map rolled out across all year groups matching up to the LTP identifying key outcomes required in each unit to ensure a broad curriculum is delivered. Coaching from Chris Gowan and after school club football club – for key stage 2 open to all mixed. PE network meeting CPd observing external coaches	Sports Leaders booklets and training sessions Sy Pinel SSPAN membership – access additional sports not on the progression map and LTP. Sports specific. Leicester Tigers Rugby Club – free sessions for ks2 pupils block of 5 sessions Aston Villa – FDS 1 session EYFS – Yr6.	£1993.13 £5270 Free	Young leaders able to lead sessions at playtimes, so younger pupils learn rules and how to move competently in space safely around others. More activities on offer means more children involved – better friendship groups. Access to a wide range of competitions to allow all pupils to take part in sport outside of school to develop, social, communication, leadership, tacticle awareness, assessment of their own and others performances. Pupils through pupil voice explained that they enjoy taking part in the competitions and like the fact that some of them are not just	Continue with next group of young leaders next year. Teachers and TA’s involved in the sessions so just need the books and then they could deliver the sessions themselves. Allows one year group to be Young Leaders and then previous year group could use their skills to do the sports crew activities for key stage two. Next year take part in more develop and inspire events such as teambuilding, mental health etc.

			about winning but fair play and learning new things. Use of assessment, curriculum design. Use of CPD and list of external providers to create a balanced and broad curriculum.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 10%
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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:
Use of outside coaches to offer specialised sports coaching	Aston Villa – affiliated with FDS came in and worked with all year groups from EYFS – year 6 offering them specialised coaching and opportunities to be selected for develop training.	£Free	Pupils all accessed a session of specialized coaching. 5 pupils were selected to attend the develop training for grass roots football.	Building relationships with coaches and development teams. Pupils to attend the sessions and to hopefully be given opportunities in something they have not tried.
CPD from sports coach and teachers from St Paul’s	Gymnastics training CPD - Sy to teachers in lower key stage 2 for large equipment use.	Coaching combined £as above	Pupils enjoyed using the equipment – were shown to access it and use it safely. Instructions given on different activity areas – benches, mats, box tops etc.	Use of large equipment in lessons staff feel more confident in how to set up and use safely. Incorporate into units LTP.
Chris Gowan – Sports coach used for delivery of PE lessons 1 x a week and after school club – football	Athletics training for Saffron Lane and Sports Hall Athletics – teacher and TA to observe and use in lessons.		Chris works with the teachers to ensure the curriculum plans are adhered to. It was identified through pupil voice that	Chris’s football club has grown in numbers and is used to help train and develop the football teams for year5/6 girls and year 5/6 boys.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 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: Chris will work alongside the Teachers following a long term plan to ensure all areas of the curriculum are covered. Liaise with PE Coordinator to feedback on ability etc. Works alongside other schools and attends LRS events.</p> <p>Incorporate use of levels in PE feedback to pupils and PE Coordinator and teachers for use of assessments and report writing.</p> <p>3 Swimming instructors – allows greater differentiation within lessons (key focus due to lack of swimming during Covid)</p> <p>Playground inspection – aid lunchtime supervisors with range of activities on offer to increase participation and</p>	<p>Chris Gowan coaching £ see above</p> <p>Attended PE network meeting part of SSPAN membership – see above</p>	<p>See below</p> <p>£ see above</p> <p>swimming tuition £609</p> <p>Pool hire £900</p> <p>Playground inspection £within sports</p>	<p>Pupils able to access range of sports – LTP and progression map is skill based working from FUNDamental movements multi skills to full games and specific sports in year 6.</p> <p>Competitions and external providers offer one off events for pupils to see if they would like to pursue this outside of school. 5 pupils picked out and offered chances to go to a development centre as a result of football coaches.</p> <p>Year 6 pupils that can swim a stroke 25m or more – see above</p> <p>Pupils able to work on water confidence and stroke technique – allows to select pupils for the swimming gala.</p>	<p>Raises pupil engagement and uptake into different sports. Continue to work with sports coaches and attend Network meeting in June 23 – for ideas of other providers to work alongside the curriculum.</p> <p>Look at more targeted groups for next year – Mini Whispa as part of SSPAN membership for girls with low confidence play sports with a smaller group, thinking up their own activities and picking games in a less competitive environment. Last year we used Mini Whispas so staff can deliver – just need the time on the timetable. Had a great impact last year.</p>

physical activity Attending competitions throughout the year through SSPAN – School Sports Partnership St Paul’s Academy – events ran by Sports Leaders External coaches setting up links with providers Leicester Tigers, Aston Villa allow pupils to access sports specific rather than skill based on the curriculum. Living streets booklets Racing to school education day		equipment above See above See above Free £118.20 £200		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 12%
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>Through SSPAN membership and partnership with feeder school St Paul's pupils can attend a wide range of events throughout the year categorised into develop, elite and inspire.</p> <p>Allows pupils to access sports and competitions on not on the timetable as part of the LTP.</p>	<p>Tag Rugby event</p> <p>Cross country events</p> <p>Yr4 Girls football</p> <p>Transport for events</p> <p>Staff to attend events</p> <p>Cross country qualifiers Knighton Park Victoria Park Prestwold Hall</p> <p>Saffron Lane – Athletics Qualifiers East Leicestershire finals</p> <p>Football girls and boys</p> <p>Tag Rugby festival year 3 and 4</p> <p>Toplink festivals key stage 2 all year groups</p> <p>Sports hall athletics – winners</p>	<p>Staff costings for events</p> <p>£405.48</p> <p>Transport to events</p> <p>£1805.00</p> <p>Tag rugby Event</p> <p>See coaching costs</p>	<p>As a result of the membership with SSPAN and links to St Paul's, St John Fisher have represented in the county finals for three events for East Leicestershire as a result of the coaching, curriculum and attendance at sporting competitions.</p> <p>Pupils get to see how other pupils of their age group perform – assess and evaluate their own and others performances.</p> <p>Develop greater skills in fair play, following the rules, fair play, resolve.</p> <p>Results as follows:</p> <p>Girls football Boys football</p> <p>Sportshall Athletics</p> <p>Quad Kids – result of Saffron Lane Athletics</p> <p>Tag Rugby Festival – Team a won Aim is that pupils who compete outside of school PE lessons in School Competitions have developed an understanding in fair play, leadership, sportsmanship, teamwork, playing to the letter of the game, social, communication. Pupils who play</p>	<p>Membership is sustainable – will renew for 23-24 as allows pupils a wide range of activity opportunities to ensure a broad and balanced curriculum</p> <p>Develops good links to St Paul's – allows coaches to come in and work with pupils on skills and expectations for secondary school KS3 – helps with transition</p> <p>Intent to compete form submitted for SSPAN and St Paul's for 23-24 with the plan to incorporate more development competitions, target specific pupils, SEND, girls and pupil premium.</p> <p>School Games form submitted for 22-23 All works to achieving gold then platinum in award.</p> <p>CPD for teachers and TA's who work with pupils in lessons and clubs.</p> <p>Staff questionnaire to be sent Parent questionnaire to be sent for ideas for next year.</p>
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			<p>against other children of the same age, can then make comparisons of their own ability and strive to improve. Gives opportunities for CPD courses at reduced rates. All going towards School Games Mark Award Awarded Gold 2019/20 still because of covid 19 first year it has recommenced.</p> <p>Good uptake of sports clubs – gymnastics, athletics, dance , rounders and football.</p>	
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Signed off by	
Head Teacher:	Anthony Gallagher
Date:	9.9.24
Subject Leader:	Kate Jones – Kieran Wheatley
Date:	27.06.23
Governor:	Helen Ladkin
Date:	9.9.24