

# 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. The funding **should** be spent by 31<sup>st</sup> July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

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.

How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17790
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	£ 0

## 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 practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>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</b></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><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	93%
<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>	73%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	97%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<b>Key indicator 1:</b> 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: 30%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
High quality PE lessons. Promote a whole school approach to PE and School Sport -providing all children with high quality and effective PE lessons and embed physical activity across the school.	KS2 classes to have weekly sports coach lessons for PE. 1 hour each class.		£3800	Children receive a weekly PE session delivered by a high skilled sports coach. Used as a CPD tool for teachers to Increase confidence and knowledge of staff in the teaching of PE and Sport. Knowledge and skills as teachers are kept up-to-date therefore raising profile of School PE and Sport. Children benefit from high quality lessons increasing skill and performance level. They follow a progressive scheme that builds on skills each year. Children then want to do after school clubs with the same coaches.	Continue with sports coach provision.

Sports safe equipment for inspection.	To ensure PE equipment and static playground equipment is kept safe, so that all year round usage is enabled.	£600	Children use good quality equipment for PE lessons. All equipment adhered to the Health and Safety requirements when inspected.	Still to be a requirement each year and this is factored into the budget for PE.
Specialist coaches to deliver sessions for targeted groups and classes. More opportunity for alternative sports provision into the PE curriculum. To promote physical activity and enjoyment of a new sport.	This year we had a specialist coach in to deliver a session to each class on Didi Rugby led by Head coach for the Ladies Leicester Tigers Vicky McQueen. Each class also received a Tennis coaching session by the Tennis Coaches at Hinckley Tennis Club.	£700	All children gained new skills in 2 specialised sports. They all enjoyed the sessions and testimonials included " <i>I am going to go to the Tennis Club for lessons.</i> " " <i>I am really good at Rugby now.</i> " For staff members the sessions the sessions have provided a continuation of what has been learnt that can be used by staff to enhance their own pedagogy for teaching PE.	We would look to fund this through the PTFA in future. Another possibility is to have staff members lead on sports they feel experienced at.
Young Sports leaders organize and lead games for younger children during lunchtimes. , Embedding physical activity and well-being into the school day. ensuring children can be active and the freedom to choose the activities.	Children worked as a team to engage students each lunchtime in a range of different activities.	£300	More students undertaking 30 minutes of physical activity per day. Improved behaviour at break and lunchtimes. Teachers reported less incidents at lunch time which resulted in children coming into class after lunch ready to learn. Student voice is represented through their roles as playground leaders. They promote physical activity and well-being. They had regular meetings where pupils were able to give their views and opinions, making choices	Continue to train students yearly- incorporate lunchtime supervisors who have already had Happy Lunchtimes training and fully implement these principles.

			about what they were going to play and with which cohort of children to focus on.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 21%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enable all children in year 6 to be able to experience a range of outdoor and adventure activities during their residential visit.	All pupils are taught the mindset to be resilient and supportive, creating a cohesive cohort that will impact on their ability to apply this in taught lessons in school. They experienced a giant swing, zip wire, caving and climbing walls.	£1500	Pupil questionnaire results showed that 100% of the children felt they had worked together as a team. 92% of the children experienced physical activities they hadn't tried before. <i>"At first I was scared to do the high swing but then when I watched my friends do it I found the courage to have a go, I'm glad I did"</i> 96% of the children felt that it was an enjoyable experience where they had learnt resilience, that they could apply to their everyday learning. The children felt that this experience was beneficial and physically active. <i>"It's the best thing I've ever done"</i> They felt it had a	Funds will be used from the PTFA to supplement this as we feel it is very beneficial and for some a once in a lifetime opportunity.

			positive impact on their mental health and well-being and co-operation skills. Photo's, videos and testimonies were shared during a whole school Act of Worship.	
Physical literacy- to use the Big Moves program to develop children's fundamental movement skills.	Big moves initiative ran as a weekly intervention by and external coach through the HABBSA	£150	The Big moves initiative has been a great success in increasing the motor skills of our young learners. 13 children across Year 1 have taken part in this initiative. All who took part made at least 2 points of improvement in their skills over the 6 sessions. At the start the highest score was 2 out of 6 of the movements and by the end 10 children had moved to 6/6 and the other 3 children achieving 4/6. It has had a positive impact on their development of motor skills, increased self-confidence and willingness to try new things.	4 members of staff currently know how to deliver the Big Moves sessions should they need to.
To continue to increase the 'daily boost' within class each day.	We utilise the videos on Go Noodle to ensure an active start for all children or to use as brain breaks to split up two lessons in the morning timetable. 3 x videos played with the focus being on two activities followed by one cool down which focuses on mental health, dealing with anxiety, anger etc and relaxation techniques.	£0	Children enjoy Go Noodle activities and brain breaks withing the class day. Students are ready to focus and can settle on the learning. Better engagement and concentration in the classroom. Children are able to transition from one lesson to another without disruptions.	

	Also, active lesson breaks are encouraged for teachers to use at any time throughout the day when needed with their students. Class teachers use brain breaks during the day to help the concentration of the children.			
To have a large range of high quality PE resources and equipment to ensure children have greater opportunity for a wide range of games and sports within curriculum PE and after school sports and clubs. New PE equipment replenishment.	Teachers have all the correct equipment to match the units of work they teach for PE for each year group.	£1400	Well maintained resources ensure children have access to a broad and balanced curriculum for PE. Lessons observed by the PE Lead during monitoring and a learning walk with a governor showed that lessons were well resourced.	
To ensure that sport is valued and achievements are celebrated.	Celebration assemblies to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved in the assemblies. Trophies are engraved and presented in a cabinet in the school's entrance	£70	Children who made the finals in sporting competitions received a school medal. This helped to boost morale of the children and celebrate their successes. All children receive participation certificates after taking part in competitions. School trophies are engraved and displayed in the school's entrance hall. Regular updates on the school social platform Class Dojo are put on to update parents and celebrate children's success and achievements. Parents comment that they like the pictures and feedback positively to the posts online. Children say they	



			feel proud to receive certificates and medals.	
To have a smart and consistent appearance when representing the school at sporting events.	New sports kits/hoodies purchased for children who are attending events. New staff T shirts and hoodies purchased.	£600	This resulted in us looking smart and competitive at our competitions this year. Pupils have responded positively to the new kit and parents have commented on how the new kit promoted an additional sense of pride and encouragement in representing the school.	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
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:
PE Lead to keep up to date with current information with regards to sport and school PE.	Training taken and disseminated as required. Local network meetings with other PE coordinators. Meetings have been attended and support given through the partnership and buy in package with HABSSA	£300	PE Lead disseminated specified programs of interventions work and updates to contribute to better led PE sessions, encouraging greater pupil involvement and interest. PE lead carried out learning walk with subject Governor by means of monitoring subject area.	Continue to network with local schools PE Leaders.

Val Sabin gymnastics CPD for all staff	All staff to receive training for gymnastics as some staff are new and would all benefit from refresher training using the gymnastics from the Val Sabin scheme.	£700	To build on or enable staff to improve on their teaching of gymnastics.	<u>Val Sabin CPD didn't happen as we couldn't fit the training dates in with our schedule.</u>
To encourage active travel to school.	Each class recorded their travel to school during the month of March.	£0	The school took part in an Active Travel Month. During March 2023, students and families were encouraged to walk to school. A wall chart was given to each class to record children actively travelling to school. Total class results were: EYFS = 535 Year 1 = 576 Year 3 = 610 Year 4 373 Year 5 = 494 Year 6 = 387 A mascot came to school to promote the active travel week. Children were overheard telling parents - 'I need to walk to school, so I can get my mark!'	The school continues to promote active travel through school newsletters and social media. The school will continue work with the to promote Active Travel including encouraging parents to park and stride
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 23%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocate	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:	d:	can they now do? What has changed?:																																																	
Additional achievements: Subsidy for weekly cost to after school clubs	To enable and encourage pupils to take up after school sport sessions weekly at a lower cost.	£2100	<p>A variety of sports offered:</p> <table border="1" data-bbox="1193 272 1724 707"> <thead> <tr> <th>Activity</th> <th>Male</th> <th>Female</th> <th>SEND</th> <th>EAL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Football</td> <td>54.2%</td> <td>45.8%</td> <td>12.5%</td> <td>4.2%</td> <td>0</td> </tr> <tr> <td>Gymnastics</td> <td>20%</td> <td>80%</td> <td>13.3%</td> <td>13.3%</td> <td>0</td> </tr> <tr> <td>Multisports KS1</td> <td>58.3%</td> <td>41.7%</td> <td>8.3%</td> <td>33.3%</td> <td>0</td> </tr> <tr> <td>Multisports KS2</td> <td>63.6%</td> <td>36.4%</td> <td>4.5%</td> <td>18.2%</td> <td>0</td> </tr> <tr> <td>Breakfast club</td> <td>65.4%</td> <td>34.6%</td> <td>7.7%</td> <td>19.2%</td> <td>0</td> </tr> <tr> <td>Hockey Club</td> <td>57.4%</td> <td>42.6%</td> <td>13%</td> <td>18.5%</td> <td>1.9%</td> </tr> <tr> <td>Athletics Club</td> <td>41.4%</td> <td>58.6%</td> <td>14.3%</td> <td>17.1%</td> <td>1.4%</td> </tr> </tbody> </table> <p>Children had increased opportunity for extra curricular sports and physical activities</p>	Activity	Male	Female	SEND	EAL	PP	Football	54.2%	45.8%	12.5%	4.2%	0	Gymnastics	20%	80%	13.3%	13.3%	0	Multisports KS1	58.3%	41.7%	8.3%	33.3%	0	Multisports KS2	63.6%	36.4%	4.5%	18.2%	0	Breakfast club	65.4%	34.6%	7.7%	19.2%	0	Hockey Club	57.4%	42.6%	13%	18.5%	1.9%	Athletics Club	41.4%	58.6%	14.3%	17.1%	1.4%	After school clubs to continue, some staff members to run clubs as well.
Activity	Male	Female	SEND	EAL	PP																																															
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Whole school skipping event to re-activate enthusiasm for skipping	Classes to access this workshop and then incorporate it into their daily routine and into lunchtimes.	£300	A diverse curriculum activity with benefits to core strength, physical fitness, mental health and wellbeing. <u>Unfortunately this did not go ahead - due to availability issues.</u>	To try to book early next academic year.																																																

<p>For staff to have a healthy happy mind contributing to their well being.</p> <p>Staff well-being meetings.</p> <p>Use of My Happy Mind program with children.</p>	<p>Staff INSET for a course of 8 sessions. To address managing stress and unhelpful thinking (Hummingbird well-being)</p> <p>My Happy Mind sessions 1 per week for each year group.</p>	<p>£0 free as a continuation of original buy in.</p>	<p>Time for staff to explore and implement techniques to reduce stress levels. Impacting on the health and mental well-being of staff. These strategies help to manage stress through the week. Weekly Happy mind lessons with the children have enabled children to be more aware of their mental health and develop and understanding about their brain and what it needs. Children understand that a physically active brain helps them to feel better mentally and physically. (Feedback of Pupil voice/interviews)</p>	<p>This is to continue next year.</p>
<p>A yearly sports day to promote activity and a love of competitive sports.</p>	<p>KS1 and KS2 are separate sports days. Year 5 helped to run the KS1 event.</p>		<p>Whole school sports day in June. KS2 traditional events and competitive element alongside a couple of fun non-traditional events. EYFS and KS1 traditional events with an element of team competitiveness. Year 5 enjoyed being young leaders for the KS1 event, this gave them responsibility and helped them to develop skills to promote fairness and sportsmanship amongst the younger children.</p>	<p>Staff in KS1 like the new competitive format for sports day. Next year we will have participation certificates and snap bands for all children. We will also look to incorporate some fun participation games too.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p>
	<p>18%</p>

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:
Membership to the Hinckley and Bosworth school sport partnership.	Access to PE Co-Ordinator subject leader activities. Training and network meetings; access to school sport competitions, festivals, leagues and virtual competitions.	£1625	Continued CPD for PE lead. Access to up-to-date information and support where needed to benefit the teaching and learning of PE in our school. Access to support with coaching sessions within school.	
Transport to competitions and supply cover for staff during school day competitions. When the competition calendar re opens	For the school to perform well in local sporting events. All children can take part in competitive sport within the county.	£1500	Subscription to HABSSA provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupil. Pupils took part in a wide range of festivals and competitions and enabled them to learn sport specific skill/develop physical literacy, learn about the competitive element of sports and be physically active. The competitions included: Year 6 Dodgeball- 2 teams placing 4 <sup>th</sup> and 5 <sup>th</sup> . Year 5/6 Danone cup (football) 3rd place in our group Year 5/6 Football league- completed all rounds. Prestwold Hall- Cross Country, year 3, 4, 5, 6 Gymnastics year 1/ 2,3/4, 5/6. Year 5/6 team made it to the finals.	

Area cross country races Year 3, 4, 5, 6  
 Sportshall athletics year 5/6- Boys 3<sup>rd</sup> place  
 Girls 5<sup>th</sup> place.  
 Swimming gala- We won small schools' trophy  
 and SEND race.  
 Let Girls Play event- Girls only football and toe  
 tap challenge.  
 Year 3 /4 girls football league  
 Year 2 Multisport festival.  
 Quad kids' athletics year 3/ 4 Year 5/6 - 1<sup>st</sup>  
 place.  
 Area athletics 3<sup>rd</sup> place Year 5 girls  
 Inclusive sports SEND focus- 4 SEND pupils. "  
*I'm so glad I got to go to this, it's the best day  
 of my life"*  
 Inclusive Sports Hall Athletics  
 Inclusive Area Athletics  
 Inclusive County Athletics.  
 Year 3/4 5/6 some children placed in finals.  
 Hockey tournament-year 3, 4, 5, 6 - year 5/6  
 team came 1<sup>st</sup> and made it to the finals.  
 Tag Rugby- Year 5/6- 2 teams placing 4<sup>th</sup> and  
 6<sup>th</sup>.  
 Skipping Festival- Year 5  
 Tennis festival year 6

competition	Male	Femal e	SEN D	EAL	PP
Football Danone Cup	100 %	0	0	18.2	0
Cross country race 1	55.6 %	44.4 %	7.4%	14.8 %	3.7 %
Cross country race 2	66.7 %	33.3 %	0	0	0

			Sports Hall Athletics	50%	50%	16.7 %	20.8 %	4.2 %
			Dodgeball	56.5	43.3 %	0	13%	4.3 %
			Girls Football	100 %	0	18.2 %	27.3 %	0
			Tag Rugby	56.3 %	43.8 %	0	25%	6.3 %
			Skipping	0	100%	8.3%	33.3 %	8.3 %
			Girls only event Football	0	100%	15.4 %	15.4 %	0
			Hockey Tournament	80%	20%	0	20%	0
			Quad Kids Athletics	50%	50%	5%	20%	5%
			Multisports Festival	50%	50%	0	4%	8.3 %
			Swimming gala	41.7 %	58.3 %	8.3%	16.7 %	0
			Gymnastic competition	18.8 %	81.3 %	12.5 %	12.5 %	0
			Change 4 life festival	50%	50%	0	41.7 %	8.3 %
			Inclusive sports event	25%	75%	75%	0	0
			Young Sports Leaders	54.5 %	45.5 %	9.1%	27.3 %	0
			Tennis Festival	44.8 %	55.2 %	17.2 %	24.1 %	3.4 %
			Girls Football Competition	100 %	N/A	12.5 %	12.5 %	0%
			Area Athletics	51.5 %	48.5 %	6.1%	21.2 %	3%

			Total pupil participation- 278 (some of the same pupils took part in more than one event) This is a slight increase of 11 pupils from last year.	
Well-being afternoon at the field mixing year groups to complete various sporting activities.	This formed part of our celebrations for our Saints' Feast Day.	£50	Children enjoyed activities including dance, parachute games, lawn games, football skills and races. This benefitted the children's wellbeing as well as their physical fitness levels. They had opportunity to mix with older school members and siblings.	

Signed off by	
Head Teacher:	Luisa Rinaldi- Oxley
Date:	July 2023
Subject Leader:	Paula Crowley
Date:	July 2023
Governor:	Gavan Wilson
Date:	July 2023