

# 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	£0.00
Total amount allocated for 2021/22	£19,830
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0.00
Total amount allocated for 2022/23	£19,830
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£19,830

## 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><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 2022.</p> <p>Please see note above</p>	35%
<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>	35%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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>	Yes/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:	
<p><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</p>					Percentage of total allocation:
					%
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?:	
To raise the fitness levels of all children in KS2	All children in KS2 take part in the Daily Mile each day to ensure that they have had 15 minutes of structured exercise built in to the school day.			KS2 Children have run over 20000 miles this year as a grand total. Individual class totals and individual pupil totals also celebrated.	
To raise level of activity and engagement at lunchtime of all KS1 pupils	32 Y5 pupils trained as play leaders to lead on the KS1 playground so that KS1 children are more active at lunchtimes			KS1 pupils learning and applying games skills, team working skills etc.	
To increase number of children/families who walk, bike and scoot to school	School take parts in Sustrans projects including Big Walk and Wheel including assemblies, competitions, data collecting			An increase in number of children actively travelling to school over the Big Walk and Wheel week.	
				Continue using the daily mile track and increase the distances run by individual children. Less active children targeted for further encouragement.	
				A further team of Y5 pupils trained to continue playground leadership	
				Maintaining increase over the year. Collect average data at beginning of each half term for a to evidence sustained impact.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the range of skills children learn and apply across a range of physical activities and sports. Most children are achieving ARE, including those in identified groups	<p>LCitC staff to deliver 3 x 10 week Premier League Primary Stars programme including a targeted reading intervention of 2x 10 weeks x 2 hours combined with football coaching and a targeted Maths intervention combined with physical activity.</p> <p>LCitC staff deliver curriculum skills sessions to Y3, Y4, Y5 &amp; Y6 classes in a range of sports over the academic year (in addition to the curriculum lessons delivered to the rest of the school by the PE teacher).</p> <p>Blue t-shirts. The school provides all children with a blue polo shirt to ensure children can participate in appropriate clothing. Each year a</p>	<p>£10,200</p> <p>£69</p>	<p>The children's confidence in both PE and reading has increased and outcomes improved/ progress accelerated. The children in the target reading intervention group approach to reading is more positive. Pupil feedback shows they now have a greater understanding of the importance of reading which impacts on their motivation to read, which then impacts on progress. Consistently high quality delivery of physical activity sessions ensures most pupils achieve age related skills and make progress in all sessions including those in identified groups. (See end of school year progress data).</p> <p>All children can change into suitable kit for PE lessons and look the same so feel part of a team. It also supports health,</p>	<p>This is a successful, motivational intervention, which we plan to continue next year for Y4 and then Y3 pupils.</p> <p>Maintain the employment of LCitC PE coach for 4 full days</p> <p>Collect beginning of year data and end of year data for those pupils attending the interventions.</p> <p>Continue to resource PE shirts for all children.</p>

	<p>number need replacing due to loss and increase in pupil numbers.</p> <p>Purchase PE resources including sports day equipment, medals, hoops, dodgeballs, mini footballs, as well as replacing and increasing equipment and resources during curriculum lessons and extra-curricular clubs.</p>	<p>£1,833</p>	<p>safety, and discipline.</p> <p>Pupils have sufficient resources to be able to develop age related skills and to maintain a high level of activity within lessons and at other active times such as playtimes.</p>	<p>Maintain and add to apparatus and resources over time.</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:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure all pupils receive high quality physical activity sessions when delivered by staff other than the specialist PE teacher.	<p>Employ LCitC to support the delivery of physical activity at school 2.5 days per week. A member of school staff supports in the lesson to receive CPD at the same time to enable them to deliver similar sessions in the future</p> <p>Teaching assistants with experience and/or coaching qualifications cover for PE teacher on occasions. Teaching assistants attended available CPD (for example the Barclays Girls' football and Vision Impaired football CPD, both FOC)</p> <p>Teaching Assistant completed Level 5 PE qualification with the support of the PE teacher and coach from LCitC</p>	Costings as above.	5 TAs have delivered good sessions of physical activity in curriculum time and in extra-curricular clubs which are well planned, have high activity levels and are fun when PE teacher at competitions. Head Teacher has observed delivery of these sessions to quality assure.	<p>Continue to work closely with the LCitC staff to ensure that more members of staff can work with the coaches to help up skill and develop their knowledge.</p> <p>Teaching assistant now a qualified coach to deliver curriculum lessons to the EYFS and KS1 Children,</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase girls participation in after school clubs	Skipping Workshop delivered across the school with Henry on 2 days including playtimes.	£250	100% pupils Nursery-Y6 had the opportunity to learn to skip. They then used these skills at playtime and lunchtime, which helped develop their skills and confidence as well as their physical fitness. The large skipping jump rope features every day during lunchtime.	Annual skipping workshops to continue
To engage pupils not already in an after school physical activity club.	Targeted inactive pupils through golden ticket clubs.		Feedback from pupils demonstrates that they enjoy these activities and the fact that members of staff are supporting and/or joining in.	
To engage all pupils positively in curricular physical activity.	Employment of PE Teacher for before and after school clubs and competitions (proportion of salary)	£8,625		
To engage the least active pupils in targeted clubs/interventions	Employment of Sports coaches/TAs employed to run gym and football clubs.	£1,723		
	All KS2 pupils invited to attend a competition or festival outside the school to represent the school at an inter school event.		52% of children participating in at least one extracurricular club. (100%) of KS2 children have taken part in a virtual sporting competition.	
			Awarded trophies for greatest participation in virtual	To further increase attendance and participation in clubs, this is being achieved by offering a wider selection of clubs.



			<p>competitions (100%) and for winning 2 level 2 competitions. Awarded Spirit of the Games trophies.</p> <p>97.5% of KS2 children have represented the school at a sporting event this academic year. This includes 100% of children on the SEND register, 87% of pupil premium children, 88% of EAL children</p>	<p>Target those who are least active and haven't attended clubs in the previous year/</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 increase the number of children taking part in competitive sports.</p> <p>Children acquire, practise and demonstrate a range of physical and personal skills to enable them to participate/compete confidently and competently in competitive situations or scenarios where they are performing/ being active in a community/festival event.</p> <p>Children acquire and demonstrate personal qualities which are essential to be successful participants /competitors.</p>	<p>Subscribed to the Leicester City Primary Schools league.</p> <p>Subscribed to Leicester City SSPAN membership,</p> <p>High quality delivery of skills and personal qualities, by teachers, TAs and coaches necessary to participate/compete successfully (with enjoyment).</p> <p>Entered as many and as wide range of competitions as possible and include as many pupils as possible, not just those who demonstrate excellence.</p> <p>All KS2 pupils took part in all the inter-school virtual challenges</p> <p>Promote Stokes Wood Values to impact on high profile of selection for school teams for competition and festivals.</p>	<p>£2,000</p> <p>£240</p> <p>£230</p>	<p>This has provided competitive football for Y5/6 Boys and Girls we have fielded football teams for Y1 and 2, Y3 and 4, Y5 and 6 for boys and girls in a range of competitions. We fielded 2 boys and 2 girls Y5/6 teams in the Leicester Primary School Leagues.</p> <p>The SSPAN membership has enabled access to a huge variety of sports competitions. 97.5% of KS2 children have represented the school at a sporting event this academic year a small increase of 2.5%. This includes 100% of children on the SEND register, 87% of pupil premium children, 88% of EAL children</p> <p>Feedback from pupils demonstrates they know how to win and lose how to respect opponents, value teamwork and develop resilience and determination.</p>	To encourage and invite all children to compete at some level and achieve 100% school representation.

	<p>3 SEND children have attended the National Athletics championships</p> <p>Coaches and taxis to events</p>	<p>£135</p> <p>£732</p>	<p>Pupils have a wider knowledge of aspects of sport and can demonstrate this. For example issues around racism, poor sportsmanship and physical violence.</p> <p>This year we have won Badminton competition, Virtual Sports Hall athletics 1 silver and 2 bronze at city cross country. Gymnastics: 1 team gold, 2 individual silver medals and a bronze.</p> <p>The children won the spirit of the games award at the city cricket tournament.</p> <p>2 individual bronze medals at the city athletics championships</p> <p>38 children represented the school at the level 3 county competition including a health and well-being activity, cross country, and gymnastics.</p> <p>The children won 5 gold and 1 silver medals at the national competition.</p> <p>We have been able to increase the numbers of participation at different events. Attending 100% of events held by the SSPAN. See participation data sheets.</p>	<p>Continue to enter and attend every event available providing all children the opportunity to participate/compete.</p>
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Signed off by	
Head Teacher:	Jane Gadsby
Date:	
Subject Leader:	Warrick Laverick
Date:	11/07/23
Governor:	Nilesh Makwana
Date:	