



Updated May 2023

**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](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 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 evidence 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	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16690
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16690

### 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	75%
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	75%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	37.5%
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?	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:	Percentage of total allocation:
<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>			
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Employ a lunchtime games coordinator – organise games and activities at lunchtimes (part of Freestyle sports)	Coordinator employed 2 lunchtimes a week Ta employed 5 lunchtimes a week	£1026	Variety of games organised, less problems at lunchtime. Children active
Sporting ambassadors trained and able to organize games	Children confident to lead and organise games		Lots of different games led by sporting ambassadors, leadership skills developed, in charge of equipment
Wider variety of sports equipment	Buy additional equipment for children at lunchtimes and playtimes	£1228	Wider variety of equipment Audit resources termly
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	£2700	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

<p>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 Big Moves training course.</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. The coach delivered</p>	<p>Leicestershire Membership</p>	<p>programmes, therefore the projects can be embedded in school and are sustained throughout the year.</p>
<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>8 pupils attended the Inclusive Sports Club, the group were active in all of the 6 sessions.</p>	<p>Further promote Move It March with staff and pupils for increased participation.</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>23 out of 85 pupils took part in Move it March , completing platinum level.</p>	

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement														
<b>Percentage of total allocation:</b> 24%														
<table border="1"> <thead> <tr> <th data-bbox="603 1639 801 2132"><b>Intent</b></th> <th colspan="2" data-bbox="603 958 801 1639"><b>Implementation</b></th> <th data-bbox="603 519 801 958"><b>Impact</b></th> <th data-bbox="603 94 801 519"></th> </tr> </thead> <tbody> <tr> <td data-bbox="801 1639 1495 2132"> <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>To engage student voice and use students' leaders to raise the profile of PE and School Sport.</p> </td> <td data-bbox="801 1169 1088 1639"> <p>Make sure your actions to achieve are linked to your intentions:</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</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity,</p> </td> <td data-bbox="1088 958 1279 1169"> <p>Funding allocated:</p> <p>South Leicestershire Membership</p> </td> <td data-bbox="801 519 1088 958"> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>More children are keen to share their supporting successes outside of school in assemblies.</p> </td> <td data-bbox="801 94 1088 519"> <p>Sustainability and suggested next steps:</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 is represented in the school's physical activity offer.</p> <p>Develop the use of the notice board and encourage pupils to submit photos of themselves taking part in physical activities</p> <p>Continue to use weekly</p> </td> </tr> </tbody> </table>					<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		<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>To engage student voice and use students' leaders to raise the profile of PE and School Sport.</p>	<p>Make sure your actions to achieve are linked to your intentions:</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</p> <p>Sporting achievements were also celebrated sport in assemblies. The school newsletter to contain information about physical activity,</p>	<p>Funding allocated:</p> <p>South Leicestershire Membership</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>More children are keen to share their supporting successes outside of school in assemblies.</p>	<p>Sustainability and suggested next steps:</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 is represented in the school's physical activity offer.</p> <p>Develop the use of the notice board and encourage pupils to submit photos of themselves taking part in physical activities</p> <p>Continue to use weekly</p>
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<p>Embedding Physical Activity and Well-being into the school day</p>	<p>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>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>A member of staff is trained to deliver ELSA sessions to pupils 3x a week</p> <p>£4035</p>	<p>Well-being ambassadors led assemblies to promote well being to all pupils.</p> <p>Staff shared videos with children</p> <p>Children identified as needing support, followed a 6 week programme initially . Through ELSA , students develop an awareness and understanding</p>	<p>newsletter and social media to promote sporting participation and successes.</p> <p>The lunch time supervisors will be trained to put on a range of activities/games. The lunchtime supervisors will create zones to ensure a variety of activities can take place during lunch times. Lunchtime staff to participate in Happy Lunchtime Steve Harris training. The Playground Leaders will continue to put on a lunch time clubs for KS1 and KS2 children.</p> <p>Staff to continue to access and use videos when needed</p> <p>Continue and develop the role of the ELSA lead.</p>
<p>Embedding well-being into the curriculum</p>			

			of their own emotions. ELSA support provides a safe space for students to express and manage their own emotions effectively and reducing stress .
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<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				<b>Percentage of total allocation:</b>	
				24%	
<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:	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  EYFS teacher attended mini bike training	( South Leicestershire SSP Membership)	Staff confidence increased, staff trained in mini bikes , support staff greater awareness of importance of healthy lifestyles , games  Up to date with current guidance  All EYFS pupils completed a 6 week programme on balance bikes	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.  To embed the progression skills for PE  Include training /CPD for new member of staff and rent or hire	





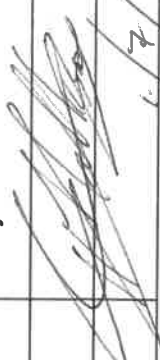
	PE coordinator has monitored and planned units of PE, audited resources	£4079	Increased confidence of teaching and support staff when leading and supporting PE, completed an audit of resources ,	8 mini bikes annually . Embed skills progression and unit plans
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				
<b>Intent</b>	<b>Implementation</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:  <b>Additional achievements:</b> Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	Make sure your actions to achieve are linked to your intentions:  A range of activities was offered to targeted groups through SLSSP membership: Mini bikes Dance festival  Participate in a mini triathlon  Pay for access and subs for local	Funding allocated:  South Leicestershire School sports Membership  £175 for coach  £100	<b>Impact</b>  Evidence of impact: what do pupils now know and what can they now do? What has changed?:  15 EYFS participated in a 6 week mini bike course . Staff member trained 10 pupils from Y5/6 participated in a dance festival .  22 children took part in a mini triathlon , An opportunity to participate in a new sport for all children	Sustainability and suggested next steps:  Develop a wider range of sporting opportunities to offer to pupils using skills within the local community.  Attend Mini triathlon annually
Percentage of total allocation: 16%				

<p>Promote a love of the outdoors</p>	<p>tennis courts Access to village for PE lessons</p> <p>£650</p> <p>EYFS children and 2 members of staff participated in a 6 week woodland /forest schools course</p> <p>£720</p>	<p>£650</p> <p>£720</p>	<p>All ks2 children participated in a 6 week block of tennis on courts</p> <p>Children can participate in Pe in all weather conditions</p> <p>Greater awareness of the importance of the outdoors , fostering a sense of wonder and appreciation . It promoted physical activity and developed critical thinking and creativity</p>	<p>Continue with annual subs</p> <p>Continue next year</p> <p>New EYFS teacher and class to take part in Woodland course annually.</p>
<p>Raising the profile of well-being in school</p>	<p>Buy plants and compost for gardens Staff released for well-being training and developing wellbeing across the Key stages ( 6 days)</p> <p>£954</p>	<p>£954</p>	<p>Both KS1 and KS2 involved in developing the school grounds by planting, growing and maintaining the gardens.</p>	<p>Further develop the school grounds and plan to grow vegetables</p>

<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>			<p>Percentage of total allocation:</p> <p>3%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Impact</b></p>
<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>Sustainability and suggested next steps:</p>

<p>Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.</p>	<p>Subscription to SL SSP provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils.</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills</p> <p>Dance festival Tag rugby</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance.</p> <p>Cross country Football Danone Cup Football League Basketball Tournament Swimming Gala Kwik Cricket Athletics</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 Football Skipping</p>	<p>South Leicestershire School sports</p>	<p>10 pupils took part in the dance festival (45%)</p> <p>10 pupils took part (36%)</p> <p>19 children took part (38%) Girls – 54% Boys/ mixed 75% 36% 42% 36% 48%</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>
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Increased participation in competitive sports	Buy footballs, cones and poles for football training	£143.50	Replace equipment , enough equipment for all the pupils to attend football club
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Signed off by	
Head Teacher:	
Date:	9/7/23
Subject Leader:	A Vickers
Date:	9th July 2023
Governor:	
Date:	1/7/23