

# 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.

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?	£3,561 22-23 carryforward
Total amount allocated for 2022/23	£16,528 allocation 23-24
Total amount of funding for 2022/23. <b>Ideally should</b> be spent and reported on by 31st July 2023.	

## 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 2023. Please see note above	80%
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	80%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	80%
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?	Yes

Created by:



Supported by:



## 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: 2023-2024		Total fund allocated: £20,122	Date Updated: July 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day in school				Percentage of total allocation: 36%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:	£7300	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Ensure All children have access to 2 hours high quality PE per week and 60 minutes active playtimes per day.	<p><b>Actions to engage all pupils in regular physical activity:</b></p> <p>Teachers support children being active. To improve their coordination and concentration. Children will be encouraged to take part in active time throughout the school day through active learning and brain breaks, including walks around the playground.</p> <p>Each class has an active play bag full of equipment suitable for independent or group play.</p> <p>Teaching Assistant is employed to increase and boost fitness and mental wellbeing throughout playtime. They will monitor play leaders, promote active learning and</p>	<p>£500</p> <p>£1250 play leader</p>	<p>Active learning charts are now regularly used in the classroom and pupils feel motivated to complete more active learning and enjoy the competition that takes place between the classes.</p> <p>House captains now take a lead role in monitoring active learning. House captains organised and implemented the 'path to Paris' competition between the houses. Pupil voice suggested that children who are less active outside of school hours increased their activity levels so they could log activity and kilometres for their house. Pupils have enjoyed the competitive element of 'Path to Paris' and learnt more about the Olympics and Paralympics by using the website.</p> <p>Play times and lunchtime activities have been reviewed in consultation with school council and play leaders. Further resources have been added as requested by the pupils including chess sets and cheerleading pom poms.</p> <p>TA has successfully run an ELSA club during lunchtime for pupils who struggle to interact in physical activity and play. The club has been well attended, especially the year 3 and 4 pupils, it has developed the year 3 and 4 pupils' resilience and social communication.</p>	<p>Sports clubs will be offered throughout the school day (lunch time) these will be targeted to guarantee that those who are unable to access after-school clubs or clubs outside of school are able to take part in physical activity that they enjoy.</p> <p>Explore the possibility of teachers and TAs running clubs from next year.</p> <p>Active learning will continue to be</p>

Created by:



Supported by:



	<p>problem solve at lunchtimes.</p> <p>Get Set 4 PE Subscription.</p> <p>Employ a PE Apprentice to support with the delivery and organization of PE lessons, Lunch time and after school clubs.</p> <p>All pupils to take part in a sporting activity throughout the year; through events held within school – Mile challenge and Santa Dash</p> <p>Additional top up swimming for Year 6's to ensure that they achieve 25 meters before their transition to secondary school.</p>	<p>£550</p> <p>£4500</p> <p>£500</p>	<p>PE curriculum is regularly reviewed with staff and pupils. Staff enjoy following the lessons plans provided by Getset, particularly the set skills. Pupils enjoy the variety of activities covered in their PE curriculum and feel it improves their skills and builds their confidence for team games.</p> <p>Sports apprentice has been crucial in promoting active play with the Key Stage one children. The TA has been running multi skills activities during lunchtimes and as a result the children's gross motor skills, participation in sports, team work and communication has improved in their learning and PE lessons.</p> <p>100% of pupils took part in the School Games virtual mile. Pupils thoroughly enjoyed the event and set themselves challenges and goals whilst doing so.</p>	<p>implemented with the support of House Captains.</p>
--	--	--------------------------------------	--	--

<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p><b>Percentage of total allocation:</b></p>
--	---

Intent	Implementation		Impact	7.5%
<p><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></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p>Funding allocated: £1,500</p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p>Sustainability and suggested next steps:</p>
<p>Ensure all staff are confident using Get Set for P.E teaching scheme's planning and delivery of high-quality PE.</p> <p>All staff to use the termly non-core assessment documents to monitor progression of skills</p>	<p><b>Raising the profile and importance of PESSPA across the school through:</b></p> <p>PE leader to monitor planning and the use of the GetSet4PE scheme. PE leader to conduct lesson studies and coaching with new teachers across Harlaxton and Denton.</p>	<p>£500</p>	<p><b>Staff voice</b> Staff find the getset4PE planning easy to follow and an effective way to sequence their lessons. They are able to adapt lessons for mixed age planning where this hasn't already be done by Getset. Teachers reported that the pupils respond well to the lessons and planned the activities and their skills progress well throughout the sport.</p>	<p>PE leader monitoring is sustainable within normal subject leader expectations.</p> <p>Further training is required for staff with reduced</p>

<p>To support children’s mental health and wellbeing and continue to follow the school values and current school ethos</p> <p>Promote attendance of children at AS Clubs and lunch clubs and cooperative lunch play (and at wellbeing club staffing at Denton)</p> <p>Promote PESSPA in community events to support family participation</p>	<p>Collect termly assessment data and provide mentoring to support children that are not meeting the standard.</p> <p>Support house captains to organise whole school events and raise the profile of house teams – linked to community fundraising.</p> <p>Promote the engagement of children looking after their mental health through the appointment of wellbeing officer – pupil lead</p> <p>Whole school fundraising initiatives such as the Santa Dash in Autumn Term will aim to promote engagement and community within the school.</p> <p>Train and support sports apprentice to ensure they are delivering appropriately lead activities.</p>	<p>£1000</p>	<p>New assessment proformas have been created using the objectives on Getset. Teachers find this much more useful when making decisions about a child’s attainment in PE. 95% achieved expected or above in PE in 2023-2024</p> <p>House captains have organised several fundraisers over the year and the children have really enjoyed participating. They have raised money for the WWF, young minds and the Alzheimer’s society.</p> <p>Well being champions have been established and training for their role has begun. Children were keen to become well being champions and are looking forward to developing this role further next year.</p> <p>The community has supported several fundraisers this year organised by the house captains and school council. This has included working with the church and Parish Council to gather items for the local foodbank and a local donkey sanctuary.</p> <p>The sports apprentice has received training and coaching by experienced teachers to deliver group sessions and multiskills clubs during after school and lunchtimes. These clubs are well attended by the pupils. The sports apprentice has also received pediatric first aid which has enabled her to take a lead role in running and organizing activities.</p>	<p>confidence in certain areas to ensure the effective integration of the scheme.</p> <p>House captains change annually and require annual training led by the PE and sport leader.</p> <p>Organise for external specialists to work with supporting teachers with the delivery of the curriculum – Year 5 basketball.</p>
--	--	--------------	---	--

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:

Intent	Implementation	Impact	22.5%
<p><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></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p>Funding allocated: £4520</p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p> <p>Sustainability and suggested next steps:</p>
<p>Improve teaching and learning during P.E lessons and build confidence.</p> <p>Improve staff understanding of active learning and how activity can support mental wellbeing.</p>	<p><b>To improve confidence and knowledge of all staff:</b></p> <p>Active learning initiative will continue with the possibility of subscribing to Active blast – based on teacher feedback.</p> <p>Coaching from the PE lead to ensure that new staff have good quality feedback on their use of the school’s curriculum and the impact this has on learning.</p> <p>Coaching of new sports apprentice and continued development of the play leader in order to develop play and children’s leadership skills at lunchtime.</p> <p>Mental health training courses and ELSA to support pupil’s mental health. Wellbeing staff are continuously trained and resourced by the school</p> <p>Positive health course every year to learn about keeping healthy and helping others to do so. £500</p> <p>Outside practitioners such as Grantham Tennis club will be supporting teachers for 6 weeks and</p>	<p>£250</p> <p>£500</p> <p>£3520</p>	<p>Active learning continues in every class and pupil voice reports that the children enjoy these break breaks and it helps their concentration, especially in the afternoon. Active blast was explored during a free trial however pupil voice wasn’t overly positive. Therefore pupils have decided to continue with the current activities they have in place.</p> <p>PE lead at Denton has coached and delivered PE sessions for a term to ensure high quality PE is being taught consistently through the school.</p> <p>ELSA support continues to be successful in school with very positive feedback from parents regarding the sessions. This has now expanded to involve well being ambassadors and pupils have started to receive the relevant training for their new leadership roles.</p> <p>Positive health workshops were observed and positive feedback was given from the adults and pupils. Pupils benefitted from talking to the ‘expert’ and enjoyed the range of materials and activities they used.</p> <p>Continued coaching from the PE lead to ensure that new staff have good quality feedback on their use of the school’s curriculum and the impact this has on learning.</p> <p>Continued coaching of sports apprentice and continued development of the play leader in order to develop play and children’s leadership skills at lunchtime.</p> <p>Healthy eating and first aid may be delivered in-house as a financially sustainable option.</p> <p>Wellbeing staff are continually trained and resourced by the school.</p> <p>Continued improvement in access to MH provision including active lifestyles and the MindUp programme.</p>

	<p>delivering tennis sessions in the Autumn term. Football coach Autumn term. Cricket coaching in the spring term.</p> <p>Peer coaching and cross school coaching for Debbie, Lily, Kate and Charley.</p> <p>Additional training to be provided for sensory circuit delivery for new members of staff to allow more pupils to part take.</p>	<p>£250</p>	<p>Coaches from local tennis and football clubs provided valuable support and CPD to a teacher new to teaching PE. This improved the delivery and teaching of the sports and the teacher now feels confident delivering the sessions independently in the future. It was particularly beneficial in challenging the more able sports people within the class.</p> <p>Self-led sensory circuits has now been established and the pupils have been trained on how to use the support materials and equipment when they feel the need to do so. This has been monitored and proven very effective for those children who are on the SEND register or require additional physical activity to support their concentration and focus.</p>	<p>Continue sensory circuits both organised/timetables sessions and resources self led sessions with pupils being trained on each activity.</p>
--	--	-------------	--	---

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p><b>Percentage of total allocation:</b> 28.5%</p>
---	---

<p><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></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b> £5730</p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
---	--	--	---	--

<p>Provide children with a range of different sports, run by specialist coaches after school and at lunchtime.</p> <p>Encourage children improve their enjoyment of sport and being outside.</p>	<p><b>A broader range of sports and activities will be supported through:</b></p> <p>Specialist coaches to deliver lunchtime and after school clubs. Ensure that 100% of pupils gain skills to increase their participation in sporting events both in school and externally through quality participation.</p>	<p>£4000</p>	<p>56% of the school have attended an afterschool or lunchtime club. 60% of the pupil premium pupils attended a club and 70% of the SEND pupils.</p> <p>100% of the KS1 and KS2 children took part in a sporting event organized by the School</p>	<p>Transport will continue to be provided to ensure that all pupils are able to take part and represent the school throughout their time in KS2.</p> <p>Pupils who lack engagement will be encouraged through collaboration with</p>
--	---	--------------	--	--

<p>Advertise clubs outside of school to encourage those who are showing aptitude or interest to take part.</p> <p>Interschool activities between Denton and Harlaxton – transport between the two schools.</p> <p>School games organiser</p> <p>Cricket and countryside day fee and associated transport will be provided to broaden the experience of the children attending (whole of year 3 and 4 at Harlaxton).</p> <p>Offer cycling proficiency courses as a transition tool for movement to secondary schools.</p> <p>Forest schools visit EY and KS1.</p> <p>Forest school ASC with Mrs Pacey.</p> <p>Provide opportunities for vulnerable children to access sporting opportunities within school and external to school – transport provided.</p>	<p>£750</p> <p>£150</p> <p>£150</p> <p>£180</p> <p>£500</p>	<p>Games Organiser. This included activities on site including skipping and the virtual mile.</p> <p>45% of the children have taken part in a competitive sports event this year.</p> <p>55% of the school have taken part in a sporting event held off the school site.</p> <p>91% of KS2 children have participated in a competitive event organized by the School Games Organisers.</p> <p>Through participation in sports festivals and sharing information about local clubs, 4 pupils now attend a new club which has been promoted by the school.</p> <p>100% of the year 6 pupils participated and passed level 1 and level 2 bikeability this year.</p> <p>90% of the EYFS children attending forest club during the summer term.</p>	<p>teachers to take part in clubs or external events. Teachers will identify suitable events for pupils to take part in throughout the year in relation to the School Games offering. These pupils will be aided to take part by invitation.</p> <p>Explore the possibility of teachers and TAs running clubs from next year.</p> <p>Continue to offer bikeability for academic year 2024/25</p>
--	---	--	--

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

<p><b>Your school focus should be clear what you want the pupils to know and be able to do and about what</b></p>	<p><b>Make sure your actions to achieve are linked to your intentions:</b></p>	<p><b>Funding allocated:</b></p> <p>£1000</p>	<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
---	--	---	---	--

<p><b>they need to learn and to consolidate through practice:</b></p>				
<p>Support the SSCO School Games organiser so that we as a school have access to top quality Inter-school competition along with Harlaxton to target a broad range of competitions and opportunities for a diverse band of children.</p>	<p><b>To increase participation in competitive sport:</b></p> <p>Ensure 100% of children by the end of KS2 can represent the school in events and competitions</p> <p>Encourage more participation in competitive events from children in KS1 and grow confidence in this area.</p> <p>To enable pupils to participate in a widening range of sporting competitions.</p> <p>Transport for competitions where travel involves a large proportion of children during the school day. Transport to and from events, noncompetitive festivals and competitions will be provided.</p> <p>Staffing to attend events and cover PE lead to allow them to accompany children to competitions inside and outside the school day.</p> <p>School clothing for competitions may be required to ensure that sport is accessible by all children including those that are vulnerable. Items such as shin pads, waterproof items of clothing and swimming hats may be purchased.</p>	<p>£800</p> <p>£200</p>	<p>91% of KS2 children have participated in a competitive event organized by the School Games Organisers.</p> <p>All events run by the School Games organisers this year have been non competitive for KS1, with the exception of gymnastics. 100% of KS1 children have participated in a festival or non competitive event. 60% of our KS1 children have participated in a sporting event off the school site.</p> <p>This year pupils have participated in a football, tag rugby, sportshall athletics, gymnastics, cross country and swimming competitions. Children have also taken part in Tennis, skipping and cricket festivals and the swimarathon.</p>	<p>With parental support, the competitions and opportunities for children should grow and be sustainable within the local area particularly the competitions with Harlaxton.</p> <p>We will continue to extend our offering to KS1 and encourage more participation in competitive events from these children, aiming to grow confidence in this area.</p> <p>Next steps are to ensure a broader range of opportunities for competitive and community sport including inclusive sport by breaking down some barriers associated with transport.</p>

Signed off by	
Head Teacher:	Sheriden Edwards
Date:	
Subject Leader:	Sheriden Edwards / Linda Orme
Date:	July 2024
Governor:	
Date:	