

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 31st 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	£20,733
Total amount allocated for 2021/22	£24,601
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3,561
Total amount allocated for 2022/23	£16,528
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£20,089

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 2023. Please see note above	90%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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

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: £16,528 + £3,561 carry forward	Date Updated: 18/7/23		
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				Percentage of total allocation: 27.14%
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: £5,452	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure All children have access to 2 hours high quality PE per week and 60 minutes active playtimes per day. To encourage the use of the outdoor area in EYFS	Teachers to support children being active. To improve their coordination and concentration. Active time walk and talk daily. Possible competitive element. Each class to have active play bags. Improvements to the front grass to make this a better sports surface to use when other sports areas are unavailable. EYFS outdoor area development and purchase of equipment and surfacing To increase and boost fitness and mental wellbeing through the purchase of loose parts play and for	Nothing additional 300 2100 500 1500	Active learning charts have been established in all classrooms. All pupils have regular active learning activities throughout their school day. Playtimes and lunchtime activities have been reviewed in discussion with school council and play leaders. Updated rota gives all pupils chance to play with a range of equipment/ participate in a variety of sports over the week. Further resources have been added to the lunchtime provision including construction sets. Pupil voice was incredibly positive about the loose parts play equipment. Nearly all pupils (87%) have used the equipment and enjoy	Top up swimming to be continued for 23-24 to support LA swimmers and to improve water confidence. House captains are to take a lead role on the active learning across the school monitoring the frequency of it and implementing incentives. Sensory circuits to be timetabled and additional training to be provided to new members of staff in order for this to be extended to more pupils in 23-24.

	<p>the promotion of active learning and problem solving a break and lunch times.</p> <p>Additional swim lessons for year 6 to top up (HA and TH)</p> <p>Get set for PE</p> <p>Inter school's competitions held at Harlaxton (with Denton) to engage and promote regular physical activity.</p>	<p>No cost -teacher gives 1-1</p> <p>1052</p>	<p>exploring with the resources.</p> <p>Play leaders have requested further support with some alternative structured games. This was implemented in the summer term. Play leaders are now being used to train up the new play leaders for September.</p> <p>The grass area at the front of the school has been improved providing a better surface for sport. Grass area is now used more frequently as drainage and levelling has been improved.</p> <p>Sensory circuits is now being used as an activity for breakfast and afterschool club. Pupils commented that they enjoy the variety that the sensory circuit resources provide.</p> <p>Pupils enjoyed the inter school football competition with Harlaxton and would like to do this more frequently.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 16.57%
---------------------------------------------------------------------------------------------------------------------	-------------------------------------------

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: £3,328	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Created by:



Supported by:



<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 PE Measures of Attainment and Progress tracker – (PE -MAP's)</p> <p>To support children's mental health and wellbeing and continue to follow the school vision and school values with a focus on 'sharpening the saw'.</p>	<p>PE leader to monitor planning and use of Get set for PE, Collect termly assessment and provide mentoring to support children not meeting standard. Equipment and resourcing for new and diverse sport area such as yoga/OAA.</p> <p>Develop the role of Play leaders to promote inclusion and encourage active play at breaktimes and lunchtimes.</p> <p>Support House captains to organise whole school events and raise the profile of house teams (link to community fundraising)</p> <p>Promote engagement of children looking after mental health and physical health through good quality PSHE resources and access to specialist mental health support in school.</p>	<p>Non contact cover £1000</p> <p>£200</p> <p>£2128</p>	<p>Staff voice</p> <p>Staff find the getset4PE planning effective and easy to follow. They are able to adapt lessons for mixed age planning where this hasn't already been done by getset. Teachers enjoy teaching the getset lessons and reported the children respond enthusiastically to the lessons. Teacher feedback has been positive regarding the delivery of PE lessons.</p> <p>Lesson observations show that teachers are becoming increasingly skilled at adapting the planning to meet the needs of mixed age planning and challenging those who participate in a specific sport outside school.</p> <p>Play leaders enjoy their role and responsibility. Further support is needed to build confidence in leading games.</p> <p>Assessments for the year have been completed. Pupils achieve well in PE and further support to targeted pupils is being offered through sensory circuits.</p> <p>Assessment analysis</p> <p>94% of children across the school are working at age related expectations or above. 29% of pupils achieved greater depth</p>	<p>PE leader monitoring is sustainable within normal subject leader expectations.</p> <p>House captains/Play leaders change annually and require annual training led by the PE and sport leader</p> <p>Further training is required for staff where there are new staff or lesser confidence in certain areas to ensure the effective integration of the scheme.</p> <p>Continue to evaluate the mental health support required for individual or groups of children and access local and national resources to support.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>81% of SEN pupils are working at expected or above. 100% of disadvantaged pupils achieved expected or greater depth in PE</p> <p>House captains have organised events this year to raise money for Children in need, young minds, comic relief, the local foodbank and the WWF</p> <p>Additional mental health workshops (healthy minds) have been arranged for a group of children with specific needs relating to self-esteem and resilience. Pupil and teacher feedback for these sessions were overwhelmingly positive. Children can talk about the strategies they have been given to cope during challenging times.</p> <p>ELSA and SEMH support 24% of children across the school have received specific support to target their area of SEMH needs. Of the 24%, 6 children have continued to be supported throughout the year whilst 9 have been successful on the programme and now only require 'check ins'</p>	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15.29%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

Created by:



Supported by:



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated: £3071	pupils now know and what can they now do? What has changed?:	next steps:
<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>Provide staff with qualified specialist coaches to support staff with different skills and sport. (Gymnastics, Rugby)</p> <p>Support ECT/new staff with sports planning and teaching using modelled lessons and peer coaching</p> <p>PE specialist training courses (fundamental movement skills) for ECT and other new staff (including swim teaching)</p> <p>MH specialist training courses to support with active learning and how this support MH</p>	<p>£1771</p> <p>No further cost</p> <p>£1050 also cover cost to support attending training</p> <p>250</p>	<p>In the spring term all teachers and pupils benefitted from a cpd session from a local cricket club. Pupils enjoyed the sessions and teachers took away some more activity ideas which involve all children in developing their cricket skills. In the summer term KS1 pupils participated in specialist tennis sessions. Families were signposted to further cricket and tennis sessions and club details.</p> <p>95% pupils in KS1 and 100% of pupils in KS2 have benefitted from additional coaching in specialist sports including cricket and tennis.</p> <p>Staff voice reported that the January inset on gymnastics and fundamentals was very helpful and encouraged staff to consider further opportunities in their lessons to build on the fundamentals, especially for specific pupils. Staff feel more confident about the teaching of gymnastics.</p> <p>Lesson observations show teachers</p>	<p>Explore the possibility of using a subscription to support active learning across the school such as go noodle or active blasts.</p> <p>Continue to evaluate the needs of staff throughout the year and signpost CPD and offer coaching where necessary; this includes support an opportunities for the sports apprentice.</p>

			<p>are more confident when making links to fundamentals and focus on these when teaching warmups and new skills.</p> <p>Pupil voice- Autumn Term Pupils spoke positively about active learning in their curriculum and could recall specific examples where active learning has helped their focus and well being. Pupils would like teachers to have an incentive for active learning so they could do it more frequently.</p> <p>Pupil voice- Spring term Pupils enjoy the active learning charts in each classroom and like the competition between them. They like the new programs and ideas being used for active learning e.g. subscription to the active blasts challenge.</p> <p>Pupils voice- summer term Pupils continue to speak positively about active learning and the benefits to their mental health. Pupils would like to use more of the 'go noodle' and 'active blasts' programs for their active learning.</p>	
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 23.54%</p>

Intent	Implementation		Impact	
<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: £4729</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>Provide children with a range of different sports, run by specialist coaches after school and at lunchtime.</p> <p>Encourage children to improve their enjoyment of sport and being outside.</p> <p>Encourage children to want to be healthy and participate in sports.</p>	<p>Specialist coaches to deliver after school clubs. Ensure 100% of pupils gain skills to increase better participation in sporting events.</p> <p>Provide opportunities for children who travel to school by bus to take part in lunchtime sports activity run by specialist coaches</p> <p>Roots to Food healthy eating course accessible to whole school</p> <p>Provide outdoor activities such as gardening, den building as alternative to being active.</p> <p>Positive Health course every year to learn about, keeping healthy and helping others to do so</p> <p>Playleaders receive training in loose parts play and pass on this</p>	<p>£2551</p> <p>£500</p> <p>£845</p> <p>£25</p> <p>500</p> <p>No cost</p>	<p>Following pupil feedback an extra lunchtime club has been organised for football in KS2.</p> <p>52% of the school have participated in sporting events this year</p> <p>55% children have participated in the after-school activity clubs or lunchtime clubs including those travelling by bus.</p> <p>100% have accessed Roots to Food healthy eating course and as a result 45% then cooked a meal at home.</p> <p>Forest club has been set up for KS1 pupils. Pupils enjoy this club and there is a waiting list to attend.</p> <p>Class 2 took part in a series of mini mental health first aid workshops, these included a focus on being active and spending time outdoors. Evaluation questionnaires showed pupils enjoyed the sessions and feel that they have lots of ways to look</p>	<p>Specialist coaches to deliver sports instruction after school is budget dependent but other specialist provision such as healthy eating and first aid may be delivered in house as a financially sustainable option but may not benefit from the range of equipment or expertise. However, there is now a high expectation of learning in this area as a result of the spending. Wellbeing- staff are continually trained and resourced by the school and would continue to be sustainable .</p> <p>The after school clubs have been out sourced and additional provision is in place for September 2023.</p> <p>Opportunities for a sports apprentice for 23-24 to further enhance after school and lunchtime provision.</p>

	<p>interaction to younger children.</p> <p>Advertise clubs outside the school to encourage pupils and those showing aptitude or interest.</p> <p>Offer cycling proficiency courses as a transition tool for movement to secondary schools.</p>	<p>58</p> <p>250</p>	<p>after their mental health.</p> <p>19 pupils took part in a first aid workshop gaining an understanding of CPR and emergency procedures.</p> <p>Play leaders have received their second round of training and been given further structured activities to use with the loose parts play equipment. Participation in the new activities has been high, especially amongst KS1.</p> <p>This year families have been signposted to the following clubs: Lifesaving, cricket, tennis, athletics, triathlon, swimming trials, aptitude tests for a local secondary school, Chinese language lessons and lego club.</p> <p>100% of year 6 pupils have completed the bikeability course in July 2023</p>	<p>Continued improvement in access to MH provision including active lifestyles and positive outlooks is helping families and individuals.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated: £2611	pupils now know and what can they now do? What has changed?:	next steps:
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>Ensure 100% of children by the end of KS2 can represent the school in events and competitions</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</p>	<p>SGO £750</p> <p>Staff cover for competitions £1301 including £38 first aid equipment</p> <p>£560</p>	<p>Pupil voice</p> <p>Autumn term Football: The children(10) would have preferred to play at the Kings field against other schools but due to multiple cancellations, all enjoyed the rescheduled event at Harlaxton 5 a side. The best bit was playing against each other as well as Harlaxton. All said they would like to go again.</p> <p>Autumn term Cheerleading: All children(15) enjoyed the event and liked specializing in the different positions (flyer, spotter, base, footholding). One child's favourite bit was making up chants and several enjoyed performing at the end for parents. They would like more seats for parents next time.</p> <p>Staff feedback Autumn term football: Despite the repeated cancellations and the last minute 5 a side fixture at Harlaxton, the staff enjoyed the tournament and would like to do it again! Cheerleading: Staff enjoyed the day Tri golf: a great experience for LA and SEND pupils Roulers: staff struggled with lack of</p>	<p>Explore further the opportunity to hold competitions against Harlaxton school and inter house competitions.</p> <p>Next steps are to encourage more participation in competitive events from children in KS1 and 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>

organization and umpires for the games

Competition results

Autumn term : Small schools Football competition. Due to this being cancelled twice, 6 smaller teams from Denton and Harlaxton played an indoor tournament at Harlaxton. This was so well received that the children and staff have requested that this kind of inter school tournament between the two schools could happen again. Each team played each other but no winner was awarded.

Spring Term swimming gala:

18 KS2 children participated and enjoyed the event. Pupils achieved well compared to other small schools and some pupils even competed 2 years above their age group.

Spring term swimarathon:

15 children from across the school participated and raised over £400 for the local rotary club. Children enjoyed the event and look forward to taking part again next year.

Spring term gymnastics:

8 children participated from across the school and 2 teams were entered.

Results:

7th place in KS1

1st mixed team place in LKS2
1st boy individual in LKS2
The children really enjoyed the event. Next year the boys would like a formal gymnastics uniform as they wore shorts and t shirts.

Spring term Cross country:
8 children participated in this after school event. All pupils completed the course in good time.

Spring term KS1 cricket:
All year 1 children participated and enjoyed the event. They would like to participate in more events like this.

Summer term tri golf
Pupils enjoyed this experience as it isn't something taught in PE lessons and they were able to learn a new skill.

Summer term rounders
Children reported that they enjoyed playing against other schools however there was a lot of time during the competition where they weren't playing. The team came 7th. Staff will look at further opportunities to play against Harlaxton school.

52% of children participated in out of school competitive events.
42% of disadvantaged pupils attended a sports competition or

			festival.	
--	--	--	-----------	--

Signed off by	
Head Teacher:	Sheriden Edwards
Date:	18 th July 2023
Subject Leader:	Linda Orme
Date:	18 th July 2023
Governor:	
Date:	