

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

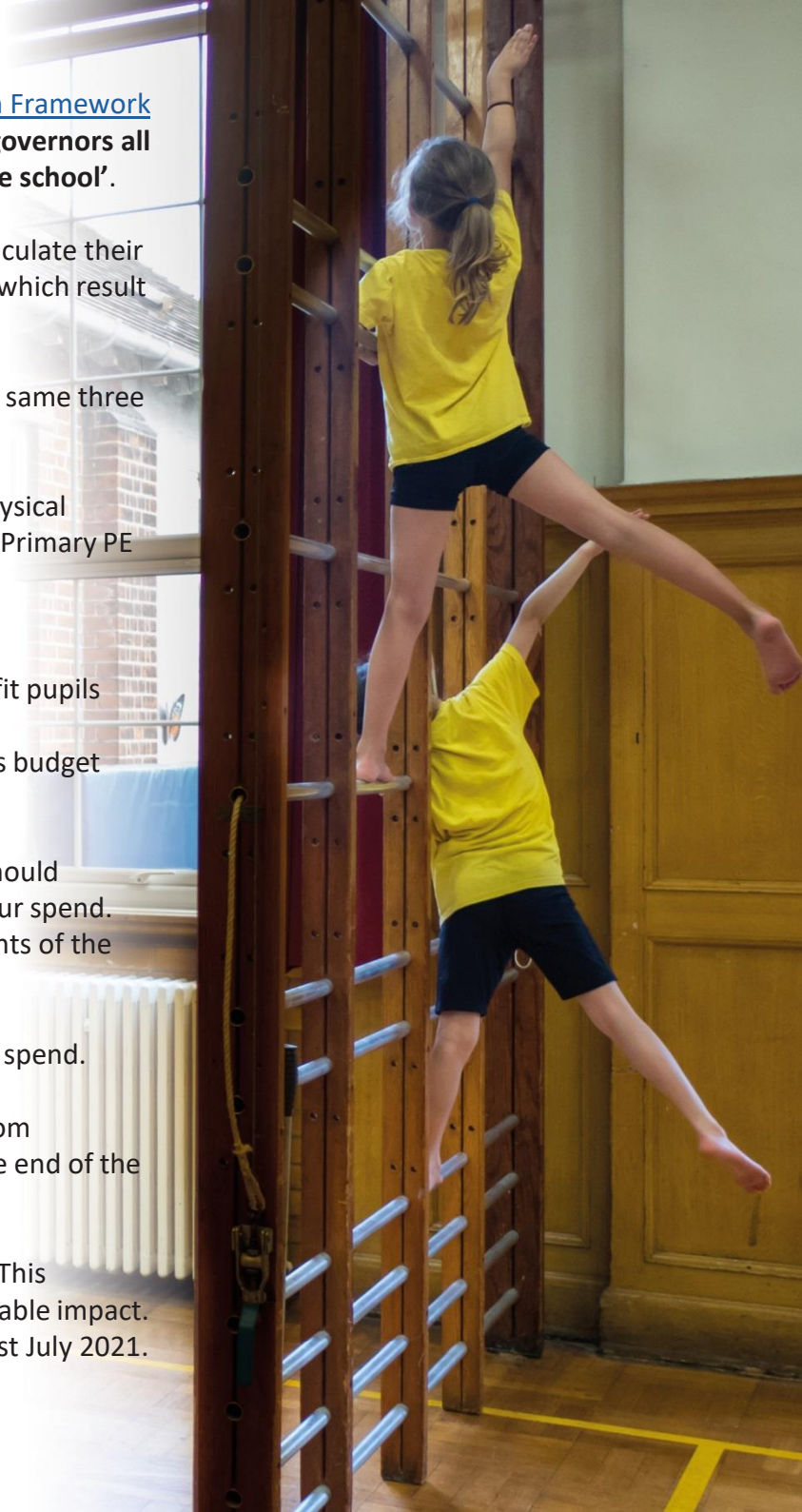
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Large choice of pre and after school sports and activity clubs. • Large uptake of pre and after school sports and activity clubs. • Improved confidence, knowledge and skills in teaching PE amongst staff through use of coaches in joint PE lessons and real PE CPD. • More opportunities for less active children through use of Primary GALS, LADS, Change 4 Life and SEN specific clubs and competitions. • Consolidation of swimming at Year 4 to increase the proficiency of swimmers. • Offering all children at least 30 minutes of physical activity a day, either at break and lunch time or through sports clubs. • Increase in staff participation in organising and attending sports events. • Overall profile of PESSPA rose through regular recognition of sporting excellence and achievements in assemblies. • Increased use of play equipment at lunchtimes – more active children • Increased number of lunchtime competitions 	<ul style="list-style-type: none"> • Upskilling of school staff through continued real Legacy training – increasing the confidence level of all teachers in teaching of PE leading to better outcomes for children as well as a sustainable future in delivering high quality PE lessons, including gymnastics and dance. • Focus on improving awareness of mental health and how sport improves mental health. • Ensure children have access to PE resources at home by providing them with real PE at home logins. • Playground resources for each year group bubble due to Covid-19. • Ensuring PE is taught using a consistent approach and progression from Foundation Stage through to Year 6. • Provide children with lots of internal opportunities to take part in sports delivered by specialist coaches. • Identifying those children in Y5 and Y6 who cannot swim to attend swimming lessons – funded in part by Sport Premium or parents. Look into it. • Develop swimming opportunities for Y2 <p>(Swimming pools not open to schools due to Covid-19)</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 **£987.90**
+ Total amount for this academic year 2020/2021 **£19,950**
= Total to be spent by 31st July 2021 **£20,937.90**

<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 transfer to the pool when school swimming restarts.</p> <p>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.</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>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 2021.</p> <p>Please see note above.</p>	84%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<p>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?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:	
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:
				12%
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:
<ul style="list-style-type: none"> Introduce a structured provision of activities at break times and lunchtimes for new school year. Develop new sports leaders to be able to lead activities at lunchtimes. Daily Boost being done in class. Encourage least active children to take part in sport and exercise by providing targeted activities. 	<ul style="list-style-type: none"> Train sports leaders. Mr Evans and Mrs Leslie are being trained to support them. Purchase additional resources when needed or on children's and staff's request. Draw up a timetable of activities, utilising Mr Evans at lunchtime. Get every class to take part in the Daily Boost. Create a Daily Boost bank of resources. The school took part in the Big Moves, Sparx, Energise and Inclusive clubs run by the LSLSSP. Bags of sports equipment have been sent home to children who are less active, less confident or lack the resources 	£2600 South Leicestershire SSP Membership real Legacy membership paid for this year during last	<ul style="list-style-type: none"> The Year 5 sports leaders are ready to deliver and lead playground activities for younger children when it is safe to do so. All KS2 and KS1 children have had the opportunity to take part in a variety of intra competitions such as basketball, football and athletics during lunch time sessions run by Mr Evans. All of KS1 and some of KS2 have been utilising the Daily Boost resources during the summer term to ensure children are getting an extra 15 minutes of activity during learning time. These interventions supported children who 	<ol style="list-style-type: none"> Increase the number of KS2 playground leaders to develop greater provision. Ensure children with SEN are included in leadership training where appropriate for individual children. Give children the ownership and opportunity to plan and organise playground activities and clubs. Pupil interviews to be carried out to hear pupil's voices and adapt opportunities as appropriate. Mr Evans shadowed the Big Moves group and is

	<p>needed to stay active.</p> <ul style="list-style-type: none"> real PE at Home logins were sent out to all children to ensure they could continue to take part in sport and physical activity when at home during the pandemic. 	academic year.	lacked fundamental movement skills, were inactive or less confident about taking part in physical activity to be more active. This can be evidenced in the reports provided by the LSLSSP - 86% of children improved on their Skills Assessment scores from week 1 to 6 in the Big Moves intervention.	<p>now able to continue the intervention.</p> <p>6. To continue to encourage children to use their real PE at home logins to encourage continued activity.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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:
<ul style="list-style-type: none"> New staff to receive training in using real PE materials and lessons to improve the quality of teacher led PE lessons. Celebration Assemblies to heighten whole school awareness of sport and to stimulate children's aspirations of being involved in school teams. (Did not take place due to bubbles). Continue to use the P.E. noticeboards, school website and social media to raise the profile of P.E. and sport for the 	<ul style="list-style-type: none"> Real PE training provided to new staff by Neil Balliston from real PE The twitter page has been updated with information and photographs about matches, competitions, and clubs. Our school newsletter has contained information on physical activities, competitions, sporting opportunities and clubs. PE noticeboard updated with resources and tools for learning in hall. 	<p>real Legacy membership paid for this year during last academic year.</p> <p>£40.56 spent on stationary for upkeep of</p>	<p>All staff have now been trained to deliver real PE. From lesson visits, we can see that most staff are delivering indoor PE using the real Legacy resources.</p> <p>Physical activity is very much part of the ethos of our school. Children are excited to take part in the opportunities provided. Staff have been voluntarily taking part in and watching inter competitions during lunch breaks.</p>	<ol style="list-style-type: none"> Continue to promote PE and physical activity using both physical and electronic communications. New team kits to be purchased to replace older 'worn out' kits as needed. The school continues to promote active travel through school newsletters and social media. The school with closely with the Leicestershire County

<p>children, parents and visitors.</p> <ul style="list-style-type: none"> • New team kits to be purchased to replace older 'worn out' kits as needed. (Did not take priority as no external competitions took place this year due to Covid-19). • New equipment purchased to replenish and add to that used in P.E. lessons and lunchtime activities. • New IT equipment for PE lessons. • Real PE T-shirts to be purchased for teachers to wear and promote real PE. • Encourage families to active travel to school. • Raise awareness of the link between exercise and mental health as well as encouraging children to look after their wellbeing. 	<ul style="list-style-type: none"> • We have also sent emails to class teachers with lunch time opportunities and results from competitions to share with their class. • We have bought colour coded equipment for each Year group so that they can still have active playtimes and do so in a safe way during the pandemic. We have also bought tennis balls, rugby balls and new grip tape for our hockey sticks and tennis rackets. • A new interactive whiteboard and set of iPads have been bought using the whole school budget but can be used for PE. • PE lead ordered new t-shirts for permanent teaching staff members. • The school took part in two Active Travel Months. During October 2020 and March 2021, students and families were encouraged to walk, scoot, cycle etc. to school. A wallchart was given to each class to record children actively travelling to school. A trophy was given to the class that actively travelled the most. • We took part in Mental Health Awareness Week during May by utilising the resources provided by the LSLSSP and promoting wellbeing across the school. 	<p>noticeboards.</p> <p>£638.87 spent on sports equipment.</p> <p>Free due to winning a competition with real Legacy.</p> <p>LSLSSP Membership</p>	<p>Children have been able to continue having active playtimes and they have been able to safely identify their equipment due to the colour, avoiding any crossing of bubbles during the Covid-19 restrictions.</p> <p>PE equipment is safe to use and fit for purpose to support the delivery of the PE curriculum across the school.</p> <p>Indoor PE lessons can be supported by the interactive whiteboard and Ipads displaying the teaching resources provided by real Legacy.</p> <p>Staff are role models to children by wearing appropriate PE Kit and promoting activity.</p> <p>56.52% of pupils actively travelled for 14 days or more during May 2021. 57% of pupils said they would sustain active travelling to school in the future.</p> <p>LSLSSP Awards evening celebrates pupils who have achieved sporting excellence and also those who have made progress, reached milestones</p>	<p>Council Officer to promote Active Travel including encouraging parents to park and stride.</p> <ol style="list-style-type: none"> 4. Continue to update PE and breaktime equipment, as necessary. 5. To engage student voice and use student leaders to raise the profile of PE and School Sport as well as the link between exercise and mental health through utilising the wellbeing and sporting ambassadors training provided by the LSLSSP. 6. To achieve the bronze accreditation on Modeshift STARS.
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			and recognises leadership and volunteering.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				84%
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:
<ul style="list-style-type: none"> Staff survey to be carried out to gauge areas of strength and need for development. Specialist PE Teachers to attend appropriate courses and network meetings Mr Evans (Sports Coach) to be shadowed by teachers to increase confidence, knowledge and skills in a variety of PE & sports activities. real PE training for new staff members. All staff to be given top up training on real PE and the real gym section of the portal. Introduce real PE assessment to staff members. (Now to be introduced next academic year due to pandemic). 	<ul style="list-style-type: none"> Relevant courses have been identified for members of staff such as real leader training for Mr Evans and Mrs Leslie, real PE training for new staff and targeted members of staff to boost confidence and knowledge in delivering PE. As well as real Gym based on feedback from a staff survey. Mr Evans and Miss Benjamin are continually attending Sports Partnership meetings and relevant courses related to PE. Ongoing instruction and training for teachers from Mr Evans. Staff from real Legacy have provided in school and remote training on both real 	<p>£2495.00 has been spent on real Legacy membership for next academic year to provide sustainability and support for teaching PE.</p> <p>£15,000.00 to support sports coaching.</p>	<p>Staff confidence in delivering PE and gymnastics has increased due to training. Children are following the skills progression for real PE throughout the school – this has been seen in lesson visits.</p> <p>PE lead has used real PE assessment system with own class to gain confidence before use by whole school.</p> <p>Mr Evans has assessed children during some of his outdoor PE lessons and used this to inform further lessons – seen during lesson observations and visits.</p>	<ol style="list-style-type: none"> Our two-year next steps package with real Legacy allows us to have more in school support, CPD and access to online resources to support the continued development of teaching and learning in PE. Provide dance training to staff to boost confidence in delivering dance in the curriculum. Provide further training on PE assessment and create systems to use so that both indoor and outdoor PE can be assessed and inform teaching next academic

	<ul style="list-style-type: none"> PE and real Gym. Staff can use the real PE assessment wheel. Assessment system for outdoor PE to be discussed and created. 			<p>year.</p> <p>4. Staff survey again to see if/where teachers feel they now need support.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%
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:
<ul style="list-style-type: none"> Continue to offer and expand upon a wide range of activities within the PE Curriculum and outside of it. The school has hired our own sports coach to be able to offer a broader range of sports and activities during lunchtimes and before and after-school clubs. To help towards transport to and from competitions. (No longer necessary due to Covid-19 restrictions) To offer more tasters and give out more leaflets to promote sport to children Ensure there is coverage of gymnastics and dance across the curriculum. 	<ul style="list-style-type: none"> The PE curriculum has been updated for all Year groups to ensure there is a wider coverage of sports, including dance and gymnastics. Year 1 had two lessons from an external coach on racquet sports. Year 2 and Year 5 worked with LCCC for three weeks during the Spring term. Year 3 have had the opportunity to try a variety of new sports during sports coach sessions provided by the LSLSP. Leicester Tigers worked with Year 4 for 5 weeks in the Spring term. Year 6 had 5 weeks of dance sessions provided by a 	<p>SLSSP membership</p> <p>£163.47 to The Core Dance</p>	<p>All Year groups have had the opportunity to take part in a sporting activity led by a qualified instructor.</p> <p>Many pupils have been inspired by the opportunities offered and professionals they worked with encouraging them to take part in more sport or to seek external opportunities such as Oadby Wigstonian RFC.</p>	<ol style="list-style-type: none"> Continue to seek external providers and opportunities for children. Continue to make links with local providers and signpost children to relevant opportunities and clubs.

	<p>qualified dance instructor during the Summer term.</p> <ul style="list-style-type: none"> Local sporting opportunities are promoted during our school newsletter. Key Stage 1 took part in a Ninja Warrior day during the summer term which involved lots of time trial activities based on the TV program. The school sent out resources and opportunities provided by the LSLSSP to keep children active during the pandemic, such as local scavenger hunts and walks. 	<p>Company</p> <p>SLSSP membership</p>		
<p>Additional achievements:</p> <p>Children took part in a sponsored 'Wish Walk' for the charity 'When You Wish Upon a Star' raising a total of:</p> <p>All Year groups took part in Covid secure Sports Day.</p> <p>The children also took part in the Logo design competition for LSLSSP. As well as the #expressyourselfie and Santa Dash events.</p> <p>Year 2 took part in a virtual freestyle football session with Guinness Record Holder, Jamie Knight.</p> <p>Our Strictly Kids club took part in the LSLSSP Virtual Dance showcase and were selected by YST as one of the winners from the LRS School Games</p>				

Summer Championships. We have run holiday clubs provided by our Sports Coach, Mr Evans.				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> Subscribe to Learning South Leicestershire School Sports Partnership for access to inter-school sports for the new academic year. Continue to investigate possibilities to participate in sports in which we do not currently participate. Develop Sports Coach role to facilitate opportunities to increase participation in competitive sport. 	<ul style="list-style-type: none"> We have participated in the many competitions on offer from the School Sports Partnership, local sports associations and the family of schools, including many virtual inter- and intra competitive and non-competitive opportunities during the pandemic such as the Virtual 5k Challenge, Striking & Fielding Skills, Sports Hall Athletics, Football Dribble and Quad Cup Olympics. The SLSSP put on a series of virtual Key Stage 1 competitions. The participants took part in activities designed to improve agility, balance and co-ordinator (physical literacy). Mr Evans and teachers have organised participation in the above opportunities during both PE lessons and lunchtimes. 	SLSSP membership	Overall, 459 pupils have taken part in sporting opportunities and virtual, as well as, in house competitions. This included whole Year groups in KS2 for athletics and skipping and whole year groups in KS1, for the torch and tennis relay. There has been an increase in competitive opportunities for KS1 this year.	<ol style="list-style-type: none"> 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 school is committed to taking part in the local competitions. Continue to provide more internal competitive opportunities for KS1 children.

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Signed off by	
Head Teacher:	K.Hayles
Date:	09/07/21
Subject Leader:	E.Benjamin
Date:	09/07/21
Governor:	J.Bailey
Date:	09/07/21