

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](http://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. **All funding must be spent by 31st July 2022.**

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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£16650
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 16590
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16590

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	School swimming returned almost completely to the norm of pre-Covid restrictions. Each class swam for two half terms with the exception of the youngest children due to the original time of the pool allocation.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	100 %
<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>	100 %
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100 %
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	No

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## 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.

<b>Academic Year:</b> 2021/22		<b>Total fund allocated:</b> 16590		<b>Date Updated:</b> 31/07/2022	
<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					Percentage of total allocation: 39%
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:
Buy in to Option 1 Membership with Learning South Leicestershire School Sports Partnership. (LSLSSP)	Take part in events & competitions run by the SLSSP offered as part of Option 1. Take part in CPD opportunities & attend Subject Leader Meetings.	£2650 (South Leicestershire SSP Membership)  £3800			To continue with Option 1 membership in 2022-2023

Providing targeted activities or support to involve and encourage the least active.	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.	SLSSP Membership	8 pupils took part, experiencing a range of activities including martial arts & boccia.	Children who did not take part in the Inclusive, LADs or GALs projects, or any of the additional competitive/non- competitive sports provision will be specifically targeted next year.
	The school delivered the Girls Active Lifestyles project, 5 weeks of activity for less active girls in years 5/6. The activity of cheerleading was chosen by the participants. The participants also took part in a GALs celebration event at the local leisure centre. The girls took part in a range of activities including yoga, Flippa Golf and cheerleading. The aim of the event was to signpost the participants to local community exit routes.	SLSSP Membership	Only the Year 5 girls attended the celebration event but being a small school, the Year 4 girls were able to take part in the cheerleading activity. 75% of the Year 5 girls attended the celebration event but 100% of the Year 5 girls, and some of the Year 4s joined in the cheerleading activity after school.	
	The school delivered the Live Active Do-Sometime project, 5 weeks of activity (archery) for less active boys in year 5/6. The participants also took part in a LADs celebration event at the local leisure centre. The boys took part in a range of activities including martial arts, archery and ultimate frisbee. The aim of the event was to signpost the participants to local community exit routes.	SLSSP Membership	The complete project was offered to all boys in Years 4/5/6 but they didn't all take advantage of it. However, some of the less active boys did take part which was who the event was intended for.	Energise for 2022-2023 will be for children in Year 2 only.
	The school took part in the SLSSP Big Moves project designed for KS1 pupils	SLSSP	All the children in Reception took	

	<p>who lack fundamental movement skills/physical literacy.</p> <p>The school participated in the Energise Club. The 10 weeks of sessions was delivered by SLSSP staff and included fun physical games and mindfulness.</p> <p>South Kilworth were invited to attend the Leicester-shire and Rutland Summer Festival of Sport at Loughborough University, representing the Daily Boost section of the Games. We were invited due to our commitment to engage children in regular, daily physical activity.</p>		<p>part.</p> <p>All the children in Years 2/3 took part, encouraging them to be active and make healthy life choices.</p> <p>Twelve children in years 4/5/6 attended the event of non-competitive activities. The activities included, skipping, hula hooping, a race of Sports Leader-led activities eg skittles and archery.</p>	
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<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>The whole school took part in the Move It Boom project. Children logged their activities on-line and at home to upgrade their virtual robots.</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 2022. Certificates and prizes were awarded to children who achieved 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 'The Daily Boost' to encourage children to remain active over the summer holidays.</p> <p>Promote physically active lunchtimes by zoning outside areas. Activities were provided by Sports Ambassadors and lunchtime staff.</p> <p>Encourage children who achieve success outside school to share their successes in school.</p>	<p>Free – In conjunction with Leicestershire Partnership NHS Trust</p> <p>SLSSP Membership</p> <p>Free</p> <p>£590 resources</p>	<p>South Kilworth finished 37<sup>th</sup> out of 151 Primary Schools in Leicester, Leicestershire &amp; Rutland.</p> <p>'Active Anita' and a representative from the SLSSP visited school to promote the event. They attended again to award the trophy to the winning class, Saplings. 25 pupils achieved the Platinum level of activity with Year 3 being the most active year group.</p> <p>Increased and organised physical activities at lunchtime, complementing the two separate pieces of climbing apparatus.</p> <p>Celebration assemblies on Friday.</p>	<p>Take part in Active Travel month and any additional activities recommended to motivate children to be active.</p>
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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 36%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To engage student voice and use students' leaders to raise the profile of PE and School Sport.	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.	SLSSP Membership	The Sports Ambassadors offered a range of activities most lunch times for the whole school to participate in. They awarded a weekly certificate on Fridays for children who participated well in line with the School Games Values.	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.
To share information about competitions and achievements with children, parents & guardians	Children were notified in school and parents via newsletter and targeted emails (for events for specific year groups) about upcoming events and sporting opportunities. Microsoft Forms, rather than paper slips, are now used to express interest in participating in an event. Sporting achievements are celebrated in assemblies and newsletters.		Microsoft Forms has proved extremely successful as a tool to gather information about events. Children's achievements are valued in school.	Continue to use Microsoft Forms in the future and continue to share achievements both in and out of school at Celebration Assemblies.



<p>To achieve Silver in the School Games Mark.</p>	<p>Collect data and evidence required throughout the year.</p> <p>Understand the School Games Mark criteria and submit the application</p>		<p>Silver School Games Mark achieved. Training received via a Subject Leader Network Meeting.</p>	<p>To continue to maintain the Silver School Games Mark</p>
<p>Promote Mental Health and well-being for both staff and pupils.</p>	<p>Train and develop the role of Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p> <p>Include inserts (monthly) in Newsflyers to promote positive mental health.</p> <p>To complete a student consultation from the SLSSP regarding mental health.</p> <p>Encourage staff to take part in activities provided by the SLSSP to improve their mental health.</p>	<p>SLSSP membership</p>	<p>Four children in year 5/6 were appointed and trained as Well-being Ambassadors.</p> <p>Parents were directed to the monthly newsletters provided by the SLSSP covering different aspects of mental health.</p> <p>The children in Years 4/5/6 completed a student consultation from the SLSSP asking children how they could improve their provision for next year.</p> <p>Some staff joined the SLSSP 'Strava Group' and took part in the January challenges. Three others took part in 'Move it March'.</p>	<p>To further develop the role of the Well-being Ambassadors.</p> <p>To continue to share any advise on well-being with parents.</p>
<p>Ensure children have access to a wide range of extra-curricular sports clubs that the children want to do.</p>	<p>Consult parents and children about the clubs that the children would like to do.</p>		<p>A range of selected afterschool clubs were provided in response to the consultations. eg gymnastics, cricket, ninja warrior &amp; basketball.</p>	<p>Continue to consult with parents &amp; children regarding after school provision.</p>

Embedding Physical Activity and Well-being into the school day	Zone the outside area at lunchtime and offer different activities for the children to do. Activities to be organised by lunchtime staff and Sports Ambassadors.	£5900	The lunch time supervisors are trained to put on a range of activities/games during lunch. The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch. The Sports Ambassadors have arranged lunchtime activities too.	Continue to zone the areas. Ensure there is sufficient equipment for the activities that the children want to do.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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:
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 some of the learnings with colleagues.  A sports coach was employed for the first two terms to teach the children PE once a week and to help upskill other staff teaching PE.  The Val Sabin Schemes of work continue to be used to ensure less	SLSSP Membership  £600  £2000	Increased participation in competitions, understanding of requirements to achieve different levels of the School Games Mark, updates on Well-being & Physical Activity Projects eg Big Moves, Energise, Move It March etc.	SLT will continue to champion the PE co-ordinator role. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.

	<p>confident staff can develop skills progression across their lessons.</p> <p>The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of workshops including a 'High Quality PE Leadership' workshop. The PE Co-ordinator shared the learning points with some of the staff.</p>	SLSSP Membership		
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
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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?
Additional achievements: Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>Residential trip to experience a range of outdoor pursuits at Caythorpe Court.</p> <p>To learn and practise skills required for maypole dancing and to share this attainment within the school and local community.</p>	SLSSP Membership	<p>Targeted groups of children experienced a range of activities (eg archery, cheerleading, martial arts &amp; yoga) that would otherwise be inaccessible to the children at school.</p> <p>The children in years 5/6 attended Caythorpe Court where they experienced a range of outdoor activities including high ropes, the giant swing, riding a zip wire and raft building followed by testing them on the lake.</p> <p>Each class learnt a dance either around or using the maypole which was showcased at the traditional May</p>

	<p>To offer Children in Years 4/5/6 the opportunity to experience inclusive sports.</p> <p>Our school took part in different sports challenges including some to raise awareness of the Commonwealth Games, which take place in the summer, including Baton Relay and chest pass challenges. The challenges were a part of the SLSSP's Commonwealth Games virtual competition.</p> <p>Year 6 children invited by the local bowls club for an afternoon of lawn bowling.</p>	<p>SLSSP Membership</p>	<p>Fayre where parents and relatives came to watch.</p> <p>Children in years 4/5/6 learnt how to play Boccia and had some experience of playing Goalball.</p> <p>Increased knowledge of the understanding of the Commonwealth (through an assembly) and the ethos of friendship and fair play in the games.</p> <p>Year 6 children given the opportunity to experience bowls.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.	<p>Subscription to SLSSP provides opportunities for high ability, lower ability, SEND and less active pupils.</p> <p>Pupils took part in the following virtual competitions: 5km challenge, indoor athletics, the beanbag challenge (KS1), basketball, hockey and The Commonwealth Games.</p> <p>The personal/team challenges were designed to give all students the opportunities to take part in competition and to also improve their personal scores.</p> <p>Pupils in KS2 took part in the following competitive competitions: Small Schools Danone Football Cup, two cross-country events, Sportshall Athletics, Dodgeball, Small School Swimming Gala, Quicksticks hockey and Small Schools Athletics at Saffron Lane.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>£1000</p>	<p>Children in years 4, 5 &amp; 6 competed in all the listed virtual ks2 competitions. In the virtual basketball competition, the school was awarded the Spirit of the Games – Participation and Engagement Award for the Lutterworth Lions area.</p> <p>Children were often responsible for timing, measuring and accurately recording the events they took part in.</p> <p>71% of children in KS2 participated in at least one competitive inter-school sporting competition. Of these children, 76% took part in 2 or more different events. In some sports, children in year 4 played in the Year 5/6 teams, enabling the older children to compete.</p> <p>Of the 29% of children who didn't compete, 66% took part in an inclusive activity.</p> <p>In total, 90% of children in KS2 took</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. Children in KS1 and lower KS2 to take part in more of the virtual competitions. The school is committed to taking part in the local competitions.

			part in activities/competitions on top of their 2-hour weekly PE sessions.	
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Signed off by: Heather White  
Dated : 31/07/2022