

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 | |
| Total amount allocated for 2021/22 | |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | 2861 22-23 carryforward |
| Total amount allocated for 2022/23 | 17704 allocation 23-24 |
| Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023. | |

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>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 2023.</p> <p>Please see note above</p> | 93% |
| <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> | 93% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 93% |
| <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> | |

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: £20565 | 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: 35% |
| Intent | Implementation | | 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: | Funding allocated: £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>Actions to engage all pupils in regular physical activity:</p> <p>Teachers to 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 field.</p> <p>Each class has an active play bag full of equipment suitable for independent or group play.</p> <p>Play leader is employed to increase and boost fitness and mental wellbeing throughout playtime. They will monitor play leaders, promote active learning and problem solve at</p> | <p>£500</p> <p>£5250 play leader</p> | <p>Teachers have engaged pupils and increased pupils' exposure to regular physical activity through active learning throughout the year. The active learning cup has been awarded to the 'most active' class.</p> <p>Pupils are more active during playtime thanks to additional play equipment. The continuation of zoned areas has significantly boosted activity levels, allowing students to enjoy games like basketball, football, or hockey in designated spaces. Additionally, scheduled activities, overseen by the play leader, have had a positive impact, ensuring students know when and what games they are playing.</p> <p>Get Set 4 PE continues to be used throughout the school. Support and</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>This year, we noticed that the after-school clubs' sports provider's engagement hasn't been sufficient – therefore these clubs will be offered internally with staff running them from next year.</p> <p>TA's for the year group will attend the external events,</p> |

Created by:



Supported by:



| | | | | |
|--|--|--|--|--|
| | <p>lunchtimes.</p> <p>Get Set 4 PE Subscription. £550</p> <p>Employ a PE Apprentice to support with the delivery and organization of PE lessons, Lunch time and after school clubs. £500</p> <p>All pupils to take part in a sporting activity throughout the year; through events held within school – Christmas and Easter cup, as well as external competitions.</p> <p>Additional top up swimming for Year 6's to ensure that they achieve 25 meters before their transition to secondary school. £500</p> | | <p>mentoring have been provided to the Year 5 teacher and she has successfully adapted the scheme to suit the needs of her class - ensuring that SET skills are known at the beginning of the lesson and referred to throughout.</p> <p>Miss Welch has completed training throughout the school, supporting the delivery of PE lessons and leading small groups. She has organised and led a lunchtime club as well as supporting our after-school provision.</p> <p>We have continued to track pupils' participation in internal and external sports provisions. This year 79% of Key Stage 2 children represented the school externally or participated in an After School Club. 100% of pupils participated in intra school competitions such as the Easter and Christmas cup.</p> <p>Top up swimming proved successful, allowing 93 % of those enrolled to achieve 25 meters. All participants took part in water safety. Only two year 6's did not achieve 25 meters.</p> | <p>going with them to support individual needs of the pupil.</p> <p>Active learning will continue to be implemented with the support of House Captains.</p> <p>Sensory circuits will continue to be timetabled and offered as early transitions for pupils in 24-25.</p> <p>Support and mentoring to be provided to new Year 1 teacher, ensuring that they plan and deliver PE using PE scheme and understand active learning in their classrooms.</p> |
|--|--|--|--|--|

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

| | | | | |
|---|--|----------------------------------|---|---|
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | <p>7%</p> |
| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated: £1,500</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>Ensure all staff are confident using Get Set for P.E teaching scheme's planning and delivery of high-quality PE.</p> | <p>Raising the profile and importance of PESSPA across the school through:</p> | | <p>Lesson studies showed that teachers are confident in using the GetSet4PE scheme and can effectively adapt the plans to meet the specific needs of their students. Staff feedback indicated that they find the planning process straightforward and informative.</p> | <p>PE leader monitoring is sustainable within normal subject leader expectations.</p> |
| <p>All staff to use the termly Symphony Trust documents to monitor progression of skills</p> | <p>PE leader to monitor planning and the use of the GetSet4PE scheme. PE leader to conduct lesson studies with new teachers across Harlaxton and Denton.</p> | <p>£500</p> | | <p>House captains change annually and require annual training led by the PE and sport leader.</p> |
| <p>To support children's mental health and wellbeing and continue to follow the school values and current school ethos</p> | <p>Collect termly assessment data and provide mentoring to support children that are not meeting the standard.</p> | | <p>Termly assessment data has been split to reflect what is being taught that term. This shows an accurate reflection of pupils' abilities in each sport and has allowed teachers to successfully support and challenge pupils as required.</p> | <p>Further training is required for new staff or reduced confidence in certain areas to ensure the effective integration of the scheme.</p> |
| <p>Promote attendance of children at AS Clubs and lunch clubs and cooperative lunch play (and at wellbeing hub staffing at Harlaxton)</p> | <p>Equipment and resourcing for new and diverse sports such as volleyball.</p> | <p>£1000</p> | <p>Equipment has been purchased, including new volleyball nets, to allow for a successful delivery of a diverse range of sports within the curriculum.</p> | <p>Organise for external specialists to work with supporting teachers with the delivery of the curriculum – Year 5 basketball.</p> |
| <p>Promote PESSPA in community events to support family participation</p> | <p>Support house captains to organise whole school events and raise the profile of house teams – linked to community fundraising.</p> | | <p>House captains effectively organised various whole school events this year, raising the profile of their houses as well as money for local charities. Activities included throwing sponges, bake sales and non-school uniforms. Charities including MIND, and a local animal sanctuary looking after horses benefitted from these fundraising initiatives. Furthermore, the house captains organised a whole school skipping challenge to encourage implementation of our school value, sharpen the saw, as well as supporting children's mental health and promoting them to be active throughout the school day.</p> | |
| | <p>Promote the engagement of children looking after their mental health through the appointment of wellbeing officer – pupil lead. This pupil will work with staff in the wellbeing hub, whereby they will support the delivery of wellbeing activities lead by and ELSA team member.</p> | | | |
| | <p>After school clubs and lunchtime clubs are led by trained play leaders, Charlie and Lily.</p> | | | |
| | <p>Whole school initiatives such as the Santa Dash in Autumn Term will aim to promote engagement and</p> | | <p>The pupil-led wellbeing officer worked productively with staff to ensure that the</p> | |

| | | | | |
|--|--|--|--|--|
| | <p>community within the school.</p> <p>Train and support play leaders to ensure they are delivering appropriately lead activities.</p> | | <p>pupil voice was heard. Pupil voice suggests that delivery of wellbeing activities throughout lunch and breaktime, led by an ELSA team member was effective and they enjoyed the activities. Parents also commented on this implementation and viewed it positively.</p> <p>Whole school initiatives such as the Santa Dash at Christmas were well received. Pupils took part in this in their classes, running 3 times around the school field. All pupils engaged well, dressing up as Santa and having a great time.</p> <p>Play leaders ensured that younger years were well supported at lunchtime play, delivering appropriate play led activities supplied by the PE lead. Equipment was provided to ensure that pupils were engaged in this.</p> | |
|--|--|--|--|--|

| | | | | |
|--|---|--------------------------|---|--|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
| Intent | Implementation | | Impact | 24% |
| 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: £5000 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Improve teaching and learning during P.E lessons and build confidence. | To improve confidence and knowledge of all staff: | | Feedback from teachers of Trail of Active Blast concluded that pupils did not enjoy this active learning scheme and instead, we will continue to use Go Noodle, Just dance and Joe Wicks as our Active Learning provision. Feedback from pupils indicates | 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 |
| Improve staff understanding of active learning and how activity can support mental wellbeing. | Active learning initiative will continue with the possibility of subscribing to Active blast – based on teacher | £250 | | |

| | | | |
|---|--------------------------------------|--|---|
| <p>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 Emily from Grantham Cricket will be supporting teachers for 6 weeks and delivering Cricket sessions in the summer term. Additionally, Year 5 will be working collaboratively with an external provider for 3 weeks delivering tag rugby lessons.</p> <p>Peer coaching and cross school coaching for Lily, Kate and Charley, Natasha.</p> <p>Additional training to be provided for sensory circuit delivery for new</p> | <p>£500</p> <p>£4000</p> <p>£250</p> | <p>that they enjoy completing Active Learning throughout the day. The incentive of winning a trophy encourages all pupils to take part. Feedback also stated that this helps pupils to remain focused on their learning throughout the day.</p> <p>PE lead successfully worked with new teaching staff to ensure that they were supported in the delivery of the PE curriculum. Lesson studies were conducted, with shared teaching of a lesson. This allowed the new member of staff to observe the structure of the lesson and how to link in SET skills throughout.</p> <p>Sports apprentice worked throughout the school assisting with the delivery of the PE curriculum. Coaching allowed her to lead small groups within lessons. The sports apprentice has successfully passed her apprenticeship milestones and has been offered a permanent position in the school. She is now leading her own after school clubs which continue to be sport focused.</p> <p>ELSA training courses have allowed an existing staff member to become trained in the delivery of these sessions. Pupils' mental health is continuously supported through this provision.</p> <p>Outside practitioners supported teachers in delivering the PE curriculum throughout the year. Year 5 and 3 benefited from a cricket coach in the spring term. An after-school club was offered to UKS2, for a half term, pupils stated that this was enjoyable. This provider also ran a whole school cricket</p> | <p>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 positive outlooks is helping families and individuals.</p> |
|---|--------------------------------------|--|---|

| | | | | |
|--|---|--|--|--|
| | members of staff to allow more pupils to part take. | | <p>day, allowing 100% of pupils to take part and learn new skills. Furthermore, Year 5 also received additional support from a Tag Rugby provider. Feedback from teachers suggests that this collaboration was extremely beneficial, and pupils enjoyed receiving specialist support.</p> <p>New members of staff were trained and supported to allow them to successfully deliver sensory circuits independently. This has enabled some children in all classes to access this provision. Early transitions and the offering of sensory circuits in the morning have also benefitted pupils, feedback from teachers is that these pupils are much calmer when transitioning in the morning and after lunch.</p> | |
|--|---|--|--|--|

| | | | | |
|--|--|--|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 28% |

| | | | | |
|--|---|------------------------------------|--|---|
| 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: £5730 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
|--|---|------------------------------------|--|---|

| | | | | |
|--|---|-------|---|---|
| <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>A broader range of sports and activities will be supported through:</p> <p>Specialist coaches to deliver 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>Advertise clubs outside of school to encourage those who are showing</p> | £4000 | <p>A variety of clubs have been offered throughout the year, including lunchtime clubs and after-school clubs. These have been offered to all children. Targeted clubs, such as forest club and tag rugby, have also been organised to allow those who have not engaged in sports this year to participate. Transport for these pupils has been rearranged as some pupils attend school via a taxi service. The school has also accommodated siblings at after school club to encourage engagement.</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 teachers to take part in</p> |
|--|---|-------|---|---|

| | | | |
|---|---|---|---|
| <p>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>Referrals to local clubs have been sent throughout the year via parent mail, holiday clubs and the Priory Aptitude Test referrals have also been made to encourage engagement.</p> <p>Events attended throughout the year, organised via the School Games Organiser:</p> <ul style="list-style-type: none"> • Cross country (all years) • Bee Netball (Year 5/6) • Rugby Festival (Year3/4) • Mixed football (Year 5/6) • Sportshall athletics (Year 5/6) • Gymnastics Competition (all years) • B Schools Swimming Gala (KS2) • TAG Rugby (Year 5/6) • Cross Country (Year 3/4) • All Star Cricket (KS1) • Mini Red Tennis (Year 3/4) • Athletics (KS2) <p>Transport has been provided for all events, removing the possible barrier of pupils being unable to attend due to travel limitations or if they are a vulnerable pupil.</p> <p>Year 3 and 4 attended the Cricket and Countryside Day at Knipton. Transport and the associated fee were provided for this event to allow all pupils to experience this offer and broaden their knowledge of cricket and our local community.</p> <p>Year 5 Bikeability was successful. Next year a top-up will be offered to Year 6 pupils, who were unable to take part in or achieve their level 3 this year. This will hopefully</p> | <p>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>A range of after school clubs will be offered internally by teachers and TAs after we felt that the provision this year didn't meet our standards.</p> |
|---|---|---|---|

| | | | | |
|--|--|--|---|--|
| | | | <p>allow more pupils to achieve this before transitioning to secondary school.</p> <p>KS1 visited Wyville Wood in the autumn term and participated in forest school activities. As a school, we offer an additional after-school forest school provision to all pupils at some point throughout the year.</p> | |
|--|--|--|---|--|

| | | | | |
|--|--|--|--|--|
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 5% |

| | | | | |
|--|---|------------------------------------|--|---|
| 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: £1000 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
|--|---|------------------------------------|--|---|

| | | | | |
|---|--|-------------|---|--|
| <p>Support the SSCO School Games organiser so that we as a school have access to top quality Inter-school competition along with Denton to target a broad range of competitions and opportunities for a diverse band of children.</p> | <p>To increase participation in competitive sport:</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.</p> <p>Transport to and from events, noncompetitive festivals and</p> | <p>£800</p> | <p>100% of pupils have represented the school in internal events or external competitions. Feedback from pupils' states that they enjoy the opportunity to represent their school externally, but also the internal events are good as they like to earn points for their houses and work as a team.</p> <p>Where competitive events have been able for KS1, we have participated in these through the School Games Organiser. Furthermore, Afterschool clubs have been organised specifically for KS1 to allow them to experience a breadth of widening sporting opportunities.</p> <p>Whole school events such as the Santa Dash, skipping challenge, Christmas and Easter cup and sports day have allowed all pupils to participate in a range of sporting</p> | <p>With parental support, the competitions and opportunities for children should grow and be sustainable within the local area. Inter and intra school competitions such as the Christmas and Easter cup as well as with Denton.</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>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>£200</p> | <p>competitions. The whole school cricket taster day offered the opportunity for pupils to participate in varied sporting activities that they wouldn't normally partake in.</p> <p>PE lead, and other members of staff, accompanied pupils to competitions or led events in school alongside house captains.</p> <p>School clothing was not required this year. Previous items were sufficient, such as swim hats and football kits. A boys gymnastic outfit was purchased to allow him to participate as part of the team at a local competition.</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: | July 2024 |
| Subject Leader: | Charlotte Smith |
| Date: | July 2024 |
| Governor: | Dr Hannah |
| Date: | July 2024 |