

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	£4,058
Total amount allocated for 2021/22	£17,720
How much (if any) do you intend to carry over from this total fund into 2022/23?	£2,861
Total amount allocated for 2022/23	£17,750
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£ 20,611

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>	%78
<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>	%75
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%75
<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>	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: 2022-2023		Total fund allocated: £17,750 + £2,861 carry forward	Date Updated: 18/07/23	
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: 34.5%
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: £7,115	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. 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. To employ a play leader to increase and boost fitness and mental wellbeing throughout playtime and for the promotion of active learning and problem solving at lunch times and monitor junior play leaders.	Nothing additional 100 2100 3000	Teacher feedback has been positive regarding the delivery of PE lessons. All teachers took part in an inset day focusing on Gymnastics but also the process of how children develop and how the curriculum should be tailored to support this development. Lesson observations were carried out this year by the PE lead focusing on the impact of SET skills and on pupils' understanding of the lesson objective. All pupils were able to identify how the SET skills help them understand what they are learning and could link this to the learning objective. At the end of the lesson, pupils were able to apply the skill they had been learning to a competitive game – if applicable.	The active time initiative, once timetabled and embedded, is sustainable. Sensory circuits to be timetabled and additionally training to be provided to new members of staff in order for this to be extended to more pupils in 23-24. Support and mentoring to be provided to new Year 5 teacher, ensuring that they plan and deliver PE using PE scheme and

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	<p>Additional swim lessons for year 6 to top up (HA and TH)</p> <p>Get set for PE</p> <p>All pupils to take part in a sporting actively throughout the year through events held within school, Christmas and Easter cup.</p> <p>Inter school's competitions held at Harlaxton (with Denton) to engage and promote regular physical activity.</p>	<p>315</p> <p>600</p>	<p>Pupils have been encouraged to be more active at playtimes through access to further play equipment. Zoning has had a positive impact on levels of activity as pupils are able to separately play games of basketball, football or hockey for example. Furthermore, timetabled activities, which have been monitored by the play leader, have had a positive impact. Pupils know what and when they are due to play their games.</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>Inter school competitions were held with Denton in the Autumn term when external events were cancelled due to weather conditions. Harlaxton pupils won this football event.</p>	<p>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>15.4%</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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3177	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<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 Symphony Trust documents to monitor progression of skills</p> <p>To support children's mental health and wellbeing and continue to follow the school values and current school ethos</p>	<p>PE leader to monitor planning and use of Get set for PE.</p> <p>Collect termly assessment and provide mentoring to support children not meeting standard.</p> <p>Equipment and resourcing for new and diverse sport area such as yoga.</p> <p>Support House captains to organize 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>Wellness hub to be open at lunchtimes for pupils to take part in wellbeing activities supervised by an ELSA team member.</p> <p>Promote the engagement of children in looking after their</p>	<p>Non contact cover £300</p> <p>£200</p> <p>£2677</p>	<p>Lesson observations highlighted that teachers are confident using the GetSet4PE scheme and are able to suitably adapt the plans to suit the needs of the children in their class. Staff voice stated that they find following the planning simple and informative.</p> <p>Termly assessment data was monitored to identify where/if supported was required. 22-23 percentages of pupils who are working at or above range within 93% - 100% (EYFS to Year 6) demonstrates that teachers are confident with the delivery of high quality PE.</p> <p>Assessment of PE using the Symphony trust documents is currently being assessed/edited by Head of school and PE lead to ensure that assessment monitors the progression of skills which have recently been adapted after the editing of the PE curriculum at Harlaxton for next year 2024.</p> <p>House Captains have had the opportunity to organise intra school</p>	<p>Sustainability and suggested next steps:</p> <p>PE leader monitoring is sustainable within normal subject leader expectations.</p> <p>House captains change annually and require annual training led by the PE and sport leader.</p> <p>Further training is required for new staff or reduced confidence in certain areas to ensure the effective integration of the scheme.</p>

mental health as well as physical health through good quality PSHE resources and access to specialist mental health support.

sports days of which 100% of pupils participated in. The Christmas and Easter cup events were chosen by House Captains, and they were able to run the day. Pupils earned points towards their Houses. Pupils voice details that pupils enjoy participating in these events.

Pupil Voice suggested that being active has had a positive impact on pupils' mental health and wellbeing. Pupils have enjoyed the implementation of active learning this year and say that this helps them to remain focused on their work but also keeps them fit and healthy. The chart and active learning monitors encourage engagement throughout the school and has increased resilience throughout.

Additionally, the wellbeing hub outside has had a very positive impact on SEMH pupils. Pupils were able to identify that this is a key source of support for their mental health and wellbeing.

Throughout the year, the sports wall has grown, demonstrating the accomplishments of Harlaxton pupils each term. Harlaxton have participated in a variety of sporting events this year. This has helped the

board to become more interesting and pupils actively engage with it.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation: 13%

Intent	Implementation	Impact	Percentage of total allocation:
<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: £2700</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>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 train staff with different skills and sport. (Gymnastics) Inset training.</p> <p>Support ECT/new staff with sports planning and teaching using modelled lessons and peer coaching.</p> <p>EYFS outdoor area development and purchase of equipment and surfacing.</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</p>	<p>£2400</p> <p>No further cost</p> <p>Funded from Devolved Capital</p> <p>300</p>	<p>Whole school PE inset training focused on gymnastics, allowed staff the opportunity to train with specialists and refine their own teaching techniques of PE. Feedback after the training suggested that teachers found this training helpful, and it increased their confidence and knowledge in teaching PE.</p> <p>ECT has been supported with the delivery of PE lessons this year. An observation highlighted areas to focus on and how the implementation of SET skills within the lesson will allow pupils to be able to identify areas of personal development.</p> <p>Staff have access to video tutorials, video modelling for pupils as well as a range of differentiation ideas to help them support and challenge pupils during PE Lessons.</p> <p>Continues 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>

how this support MH.

Team teach lessons with staff to improve teaching and learning within lessons and ensure transitions throughout are smooth.

Team teaching lessons with staff has improved the teaching and learning within lessons ensuring that transitions from segments are smooth. Feedback after this showed that the team teaching was helpful and provided support.

This year 92% of KS1 and 95% of KS2 pupils achieved at or above in P.E (averages based on teacher assessment).

The PE curriculum has adapted to ensure progression of skills and application ready for 23-24. This has ensured that EYFS and KS1's PE is focused more towards learning the fundamental skills and then applying these skills through units such as sending and receiving, ball skills and targeted games. The curriculum has been tailored to guarantee that skills are built upon each year, ensuring that it incorporates a variety of sports to ensure all children, regardless of ability, develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

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: £5775	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>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 competitions and events.</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>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>£3372</p> <p>£1000</p> <p>£845</p> <p>No cost</p> <p>500</p> <p>No cost</p> <p>58</p>	<p>100% of pupils across the school have benefitted from additional coaching in specialist sports. A whole school cricket day was arranged with a local provider, pupils from year 3 and 4 then visited Knipton cricket ground for cricket and countryside day. Pupils in Year 1 also applied what they had learnt from the specialist coach when they participated in the cricket event at Grantham cricket club. Additionally, Year 3 and 4 also had a specialist coach deliver archery sessions. Pupil voice expresses that pupils across the school enjoy taking part in these sessions and are keen to join clubs after attending.</p> <p>As a school, we identified external events that we felt would be enjoyed by our pupils. 61% of KS2 pupils have participated in external sporting events this year. Coming second in many events, including Swim Gala, rounders and winning the Gymnastics event!</p> <p>Children at Harlaxton are exposed to a range of sports during P.E and afterschool club's provision. 46% of KS2 pupils have participated in the after-school activity clubs. Pupil voice stated</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.</p> <p>Wellbeing staff are continually trained and resourced by the school and would continue to be sustainable.</p> <p>The after school club coaches have been difficult to source after lockdown but this is getting a little bit better and sourcing as well as</p>

		<p>that UKS2 really enjoyed Ninja Warrior club. This will continue next year along with new clubs aiming to boost engagement such as Scooter club and spy club. Mrs. Pacey has run a forest school after school each week this year and has plans to restore our outdoor area next academic year to make it more inclusive and accessible.</p> <p>This year we had our Roots to Food Healthy cooking session, which all pupils participated in. This was a huge success and many children reported that they went home and showed their parents how to cook the meal! Year 6 pupils held a Gala dinner for their parents/carers – in which they were challenged to prep, cook and serve a three course meal.</p> <p>Over the past three years we have improved upon our PSHE offer. All children are activity engage in discussions about mental, physical, and dental health. This is evidenced in our PSHE books across the school and also on our class pages.</p> <p>70% of Year 5 took part in Bikeability in November 2023. 63% progressed and achieved level 2 proficiency. This has been arranged to continue next year as both pupils and parents expressed an interest.</p>	<p>participation is increasing.</p> <p>Continued improvement in access to MH provision including active lifestyles and positive outlooks is helping families and individuals.</p>
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			<p>To support children and their mental health we highlighted and supported 47 pupils through our ELSA program. During this, pupils received counseling for a period of 6 weeks: 17 out of 47 were also Pupil Premium children. All the pupils that were spoken to expressed great joy in attending these sessions, noting that they felt safe and comfortable discussing their feelings with the ELSA lead in particular.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%

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: £1848	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
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<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>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 £500 £38 first aid equip.</p> <p>£560</p>	<p>Competition results: Small schools Football competition was cancelled due to extreme weather. As a result of this being cancelled twice, 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 interschool tournament between the two schools could happen again.</p> <p>Swim Gala – 3rd Place.</p> <p>Harlaxton Gymnasts came 1st.</p> <p>Rounders – 2nd place, losing by ½ a rounder!</p>	<p>Post covid and with parental support, the competitions and opportunities for children should grow and be sustainable within the local area. Inter and intra school competitions.</p> <p>Next steps are to encourage more participation in competitive events from</p>
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			<p>This year we decided to have a more purposeful approach to School Sports. We continued to target children through our informed data and discussions with individuals, but our offer was more tailored around activities that we were teaching or had provision for. This year 61% of Key Stage 2 children participated in a sporting festival, competition or external club. This is lower than last year's 73%, however this is as a result of not attending as many events as we have previously. Also, some events entered were for KS1 only. KS1 been more willing to participate and pupil voice confirms that they enjoyed the events they attended.</p> <p>All pupils participated in 3 internal competitions again this year: Christmas Cup, Easter Cup and Sports Day. These are run each term by the Sports Leader.</p> <p>Play leaders have been trained and provided with resources and equipment to engage KS1 in competitive sports and increase interest and willingness to be active at playtimes.</p>	<p>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>
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Signed off by

Head Teacher:	Sheriden Edwards
Date:	
Subject Leader:	Charlotte Smith
Date:	16.07.23
Governor:	
Date:	