

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

* Develop or add to the PESPA 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

Please visit [gov.uk](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) 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. Under the [Ofsted Schools Inspection Framework](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](https://www.gov.uk/government/publications/governance-handbook) hold them to account for this.

Schools are required to [publish details](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term at the   
latest.   
  
We recommend regularly updating the table and publishing it  
on your website throughout the year, as evidence of your   
ongoing review into how you are using the money to   
secure maximum, sustainable impact. To see an   
example of how to complete the table please   
click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

|  |  |
| --- | --- |
| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| KI 1 – all pupils receive at least 2 hours of taught PE each week, additional afternoon session – structured physical activity.  Additional playground space added with mulch surface.  KI 1 - Addition of indoor ‘sports zone’ to add table tennis and core strength/developmental movement opportunities.  KI 2 – increased range of sports delivered by specialist coaches during lesson time and then extra-curricular clubs available following the school lessons. Sharing of local sports clubs.  KI 2 Further development of outdoor and adventurous physical activity focusing on collaboration and cooperation – orienteering mapping and lessons.  KI 2 -Forest School is established and all children have a FS block each year.  KI 3 – all coaching sessions were supported by class teacher and teaching assistants. Valuable CPD was gained through working alongside these coaches.  KI 3 - Opportunity for teachers to lead more PE sessions following the CPD from the coaches.  KI 4 – Large range of sports offered by high quality specialist coaches.  K1 5 – Joined the Charnwood Sports Partnership later in the year and so limited participation.  Competitive sports day took place  Participation in Prestwold, scurry and Ratcliffe cross country events, football tournaments (BEP and LCFC) and netball friendly matches | Training for lunchtime supervisors – Happy Lunchtimes  Additional physical activity to support increased % of overweight children from 20-1-22 heights and weight outcomes – Y6 35%, EYFS 22% - reintroduction of daily mile  Increase access to swimming for all children. Many of the children in upper KS2 are none swimmers, this is in part due to the lack of access to lessons locally particularly over the pandemic years. Increasing the offer frm year 1 should help to reduce the impact.  Continued access to competitive sports through BEP sports partnership and LCFC |

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.B.** Even though your children may swim in another year please report on their attainment on leaving  primary school. | 92% - 22-23  54% - 23-24 Autumn term |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 92% - 22-23  54% - 23-24 Autumn term |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 92% - 22-23  54% - 23-24 Autumn Term |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | Yes |

**Action Plan and Budget Tracking**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year:** 2023-24 | **Total fund allocated:** £16840 | **Date Updated: September 2023** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 9% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase purposeful activity at lunchtimes ensuring all pupils are able to access at least 30min of activity a day | Training for play leaders  Additional session from LCFC on Friday lunchtimes  Purchase further lunchtime resources and storage solutions  Use of LCFC young leaders programme | KI 1 £1500  Included in coaching package see below. (£5000) | All pupils accessing lunchtime activity across the school.  Zoned area for SAQ activities in used daily | Lunchtime staff will work alongside LCFC coach to gain skills.  Further CPD for lunchtime staff  -Happy Lunchtimes (£1200) |
| Increased extra-curricular sports activities | Work with external providers to enhance our extra-curricular offer –Hockey, LCFC  Introduction of new afterschool clubs | £0  LCFC within package  Hockey – volunteer | Increase in children accessing a range of sporting opportunities  Increased physical activity | Continued good relationships with external providers to continue to deliver extra-curricular activity |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 26% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pupils to be encouraged to take part in competitive sports. | Children who take part in competitive sport to be recognised by the school.    School to organise in school swimming galas and to ensure sports day is competitive.    External sports teams to be invited in such as Leicester Tigers, LCFC  Cross Country running events – school to subscribe.  Working with BEP Sports partnership  Participate in Bee Hive Building Society TAG competition | See KI5  £40  £1500 (see KI5) | Outside sports achievement included in newsletter.  Outside sport achievements to be celebrated in wow assembly  Increase in pupils participating in competitive sports. | Staff will be trained alongside coaches. |
| High quality coaching sessions led by specialists and supported by teaching staff, including after school clubs  Sporting assemblies to promote events and raise profile of the sports listed. | Book a range of outside coaches including:  LCFC  Leicester Tigers  Hinkley Gymnastics  Country Cricket | See KI4 | Plans and evaluation of coaching  -teachers to review coaching blocks  More children participating in after school clubs. | Staff will be trained alongside coaches.  Coaches will provide outline planning for the sessions delivered  PE lead will collate |
| Access to physical activity through the outdoor curriculum (cooperative and collaborative physical activity) – forest school and orienteering | Forest school TA support  Planned orienteering blocks for all children through Get Set PE  Training to use orienteering maps and boards | £2785 | Increased outdoor activity. All children to have forest school sessions – blocks of 6 weeks.  Teacher led orienteering sessions | Teachers and TAs will support the Forest School Leader to develop their understanding of outdoor learning for physical activity.  School grounds mapped and orienteering boards added to the area. Staff trained to use across the curriculum |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: | |
| 8% | |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| High quality coaching sessions led by specialists and supported by teaching staff, including after school clubs | Book a range of outside coaches including:  Loughborough College Basket Ball  LCFC  Leicester Tigers  Hinkley Gymnastics  Country Cricket | See KI4 | Staff will feedback that their confidence has improved. Lesson observations will show increased knowledge of sports coaching and PE teaching. | Staff will develop skills to teach better sports lessons |
| School staff delivering school sports lessons with skill and confidence. Children receiving personalised support through teacher’s class knowledge | Embed ‘Get Set PE’ scheme  Review long term planning  Staff meeting to ensure progressive skills through use of Get Set PE | KI3  £1375 | Consistently high expectations of engagement and behaviour in PE lessons – reports from teaching staff and PE lead.  Children with lower confidence in sports engaged and showing enjoyment in physical activity | Ongoing review of the scheme of work and personalisation for Seagrave children |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 57% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| A wide range of sports offered through lessons and afterschool clubs.  Addition of ‘Get set PE’ teacher led sessions to add breadth to the PE offer, review of spots taught on long term plan  Swimming to be introduced from year 1-6. Each child receiving a 10 week block with specialist coaches at a local private pool. | |  |  |  | | --- | --- | --- | | Cricket | 16 | £200 | | Gymnastics | 32 | £1700 | | Swimming | 60 | £2200  (-parental contribution £2000) | | LCFC PR Stars | 38 days | £5000 | | Rugby | 6 | £540 | | Total | | £9640 | | £9640 | Participation and attendance at the event  Improved attitude towards dance activities from all. | Continuation of involvement with the jump to it team  Staff will work alongside coaches to develop their skills. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % within other KI |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| School to enter local competitions through BEP Sports partnership | Enter competitions  Each year group to enter 1 competition/organised event this year. | KI2 (£1500) | * Increased % pupil participating in inter-school competitions | Continue to work with CSDS, plan to increase the number of events attended. |