



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023


Commissioned by



Department
for Education

Created by





This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p>Inter competitions and festivals Children from both KS1 and KS2 took part in inter sporting competitions which were divided into three categories Excel, Develop and Inspire. Excel provides opportunities for young people who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structure, talent pathways and performance pathways and helping children understand what they can do to further improve their skills. Develop targets inequalities, giving young people opportunities to learn and develop character such as confidence, self-belief, determination and resilience and giving everyone a chance through the support and learning delivered. These events also focus on improving their skills in a fun, safe, supportive environment that has key values at its core and encourages a lifelong love</p>	<p>Children's evaluation forms after attending 'Inspire Together' events and competitions, clearly show a great deal of enjoyment and motivation to take part again as soon as possible. Helping them to develop a love for physical activity means they will be encouraged to do more and regular physical activity is associated with improved learning and attainment. The children were also able to assess their own strengths and areas for development based on their performance. It allowed them to see some of the peers perform at a higher level showing them the next steps in their learning. Competing against other schools has also helped to build character and help to embed values such as fairness and respect.</p>	<p>Staff members were invited to accompany children to 'develop' events to enable them to see how they were organised, so that a similar format could be used in school for intra-competitions. This will allow the school to run more intra-competitions as more staff will have had the relevant training or experience. This will continue into next year so that all staff will have attended an event.</p>

<p>of movement. Inspire encourages young people to engage, participate and learn through fun sport, physical activity and healthy opportunities that interest and excite them. Developing fundamental & physical skills, acquiring lifelong learning and promoting social and emotional wellbeing.</p> <p>Intra-school competitions The PE coordinator ran 3 intra-competitions for each year group throughout the year and used the three key delivery themes outlined by 'Inspire Together'. Each one was based on the focus sport the children were currently being taught. For the 'Develop' events, a 'Spirit of the games' value was selected (honesty, determination, teamwork, self-belief, passion and respect) to focus on the process of the competition (the learning opportunities) and not just the outcome (the result).</p> <p>Lunchtime clubs Yr5/6 Playleaders ran lunchtime clubs for KS1 children.</p>	<p>These events supported progress towards achieving our PE vision, by providing all children an opportunity to compete in sport which helped to embed values such as fairness and respect. As certain events focused on values rather than winning the overall competition, it helped the children to understand the importance of displaying wider values within school sport. The playleaders helped to run and record the intra competitions giving them further opportunities to apply strategies taught during their training sessions. The sports were rugby, basketball, tennis, badminton, cricket, dance, golf and athletics</p> <p>After their training, it was an opportunity for the children to practise and develop their leadership roles. It also meant that children in KS1 were being physically active during these times. They also designed their own activities and selected resources to purchase.</p>	<p>Next year, once a term a report will be written by the playleaders and added to the school website along with photos showcasing intra competition events.</p> <p>A new programme was designed by the 'Inspire Together' Team to ensure a clear pathway for the young leaders into secondary school. Playleader packs were delivered to the school and the training was undertaken by a member of staff. Further training during the Spring of this year took place and was delivered by the 'Inspire Together' team and will continue when the children enter secondary school.</p>
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<p>An outside agency ran sports clubs every lunchtime. A variety of sports were selected. Some were chosen to prepare children for upcoming competitions, some were selected by intervention children to encourage them to partake in physical activity and some were delivered to give the children a border experience of a range of sports and activities.</p>	<p>These clubs were an opportunity for the children to be physically active beyond the curriculum and develop their overall fitness levels. The children developed their skills individually and as a team. Linked competitions to certain clubs allowed them to assess their own strengths and weaknesses which they then focused on during the next club session.</p> <p>They provided opportunities for pupils to become physically confident in a way which supported their fitness, health and mental well-being.</p> <p>Intervention children had not taken part in any club before and so they were being more physically active. This helped them to improve their overall levels of fitness and was an opportunity to develop their skills.</p> <p>Overall 226 out of 238 KS2 children took part in one or more sporting clubs.</p>	<p>Children fed back how the clubs were run and their evaluation of it to inspire more to join or to bring about change if the club did not inspire them to be physically active.</p> <p>Those that did not attend were interviewed to determine barriers to participation so that action could be taken this year to overcome them</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Sport's clubs to be led by staff Afterschool football club for Yr6 boys.</p> <p>Opportunity to be physically active beyond the curriculum.</p> <p>Opportunity to develop their overall fitness levels.</p> <p>Participating in extra physical activity will help to improve mental health and cardiovascular fitness and also contribute to healthy weight status.</p> <p>Opportunity to apply and develop substantive and disciplinary knowledge for a variety of different sports.</p> <p>Opportunity to apply and develop substantive and disciplinary knowledge for a variety of different sports for both intra and inter competitions.</p>	<p>Teaching staff- as they need to lead the activity</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 1: The engagement of all 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</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>More pupils met their daily physical activity goal and more pupils were motivated to take part in PE and Sport Activities.</p> <p>The children have developed their skills individually and as a team over the course of the club and league. Children from this club also participated in a football league with other primary schools across Leicester.</p> <p>The competition allowed them to assess their own strengths and weaknesses which then become a focus for afterschool practice. It provided opportunities for pupils to become physically confident in a way which supports their fitness, health and mental well-being. Competing against other schools also helped to build character and helped to embed values such as fairness and respect which was evident in all matches.</p>	<p>£0</p>

<p>Sport's clubs to be led by Playground leaders In school training – Training materials developed by 'Inspire' DAY 1 28th November Virtual Leadership Programme/Training www.leicestercityssp.org.uk Leadership Tab Yr5/6 – All 8 children (four Yr5 and four Yr6) Workshop 1 (11:00-12:00/ 1:00-3:00) 3 hours Workshop 2 – (11:00-12:00) = One Yr5 and one Yr6 3 – (1:00 – 2:00) One Yr5 and one Yr6 4 – 2:00 – 3:15) One Yr5 and one Yr6</p> <p>DAY 2 29th November Virtual Leadership Programme/Training www.leicestercityssp.org.uk Finalise activities led by leaders Organise resources for leaders to run lunchtime clubs Update display – photos of Playground leaders / rota for when they will be in the playground / spirit of the games symbols</p> <p>Enhanced playleader training 18.3.24 Playleaders will receive further training to develop their confidence and ability to run high quality physical activity</p>	<p>Teachingstaff- as they need to support the playleaders with their delivery of lunchtime clubs</p> <p>Pupils – as they will take part</p> <p>Inspire team – to lead the enhanced training</p>	<p>Key indicator 1: The engagement of all 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</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>After their training, it was an opportunity for the children to practise and develop their leadership roles during lunchtimes by organising physical activities for the other pupils. Therefore, children were being physically active during these times.</p> <p>The playleaders helped to run the whole school games day alongside staff and took responsibility for umpiring events and organising children so that they were ready to take part.</p> <p>The playleaders have supported staff during intra school competitions taking a lead role to teach children how to complete activities successfully.</p>	<p>£200 (Day 1) £200 (Day 2)</p> <p>£100 training £200 supply</p>

<p>sessions across the school during lunchtimes and during intra-competitions</p> <p>Disney Shooting Stars Playleader training 6.12.23 Yr5/6 Playleaders run Disney Shooting Stars lunchtime clubs</p>				<p>£200 (Day 2)</p>
<p>Sport's clubs led by outside agencies – The children have the opportunity to be physically active beyond the curriculum and to develop their overall fitness levels.</p> <p>Yr5/6 Lunchtime Girl's football Yr6 Children from this club participate in a football league with other primary schools across Leicester. Yr5 children</p> <p>Lunchtime Yr3, 4 and 5 Ninja Warrior over the year</p>	<p>Superstar sports to lead the clubs</p> <p>Pupils – as they will take part</p>	<p>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</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Participating in extra physical activity helps to improve mental health and cardiovascular fitness and also contributes to healthy weight status.</p> <p>It provides opportunities for pupils to become physically confident in a way which supports their fitness, health and mental well-being.</p> <p>The Yr5 children practiced their football skills to make further progress. They will then have the opportunity to participate in the inter-school football league the following year if they wish to. The Yr6 girls took part on the football league and had the opportunity to compete against other schools and then use the club to work on areas for improvement</p> <p>Children attending were able to build confidence in their own abilities</p>	<p>38 sessions</p> <p>35 sessions</p>

<p>Staff from KS2 will be asked to select children who they think might benefit from the club and intervention children are prioritized.</p> <p>Monday Lunchtime football Intervention (children who need greater support to develop their skills to take part in a football league) and Yr5/6 Boy's football</p> <p>Lunchtime Intervention clubs x 2</p>			<p>in an activity selected by them to encourage participation in physical activity and exercise</p> <p>It was also an opportunity for them to apply and develop substantive and disciplinary knowledge to an unfamiliar sport.</p> <p>These extra sessions gave them time to develop their skills and build confidence. It also helped them to develop team work skills, so that they performed more as a cohesive group during the inter-school competitions. Therefore, they scored enough points to go into the higher league.</p> <p>Children who were identified as not taking part in clubs from the pupil participation grid were interviewed to determine the barriers that might be affecting their attendance. A group of girls were reluctant because they were nervous about their performance in front of others and their ability to take part in certain sports. They were therefore given the opportunity to select a sport that they might enjoy that they could attend together. They selected ultimate frisbee. After the first session they were interviewed again</p>	<p>28 sessions</p> <p>16 sessions 16 sessions</p>
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<p>Breakfast club Archery</p>			<p>and they expressed reasons why they did not enjoy it. For this reason, they were asked to try again with another sport and they agreed and chose dodgeball. They enjoyed it so much they asked for it to continue into a second half term.</p> <p>A group of Yr4 boys were also identified and they expressed that they only wanted to play football. Therefore, a football club was arranged and all of the children attended.</p> <p>The majority of the children at breakfast club attended the club. Each term they were asked to feedback on their experience to determine if it needed to be adapted or changed. The majority wanted to keep archery, but asked if there could be further challenge. This was discussed with the coaches and the possibility of taking it outside to increase the distance to the target.</p>	<p>38 sessions</p> <p>Total £6090.37</p>
			<p>Overall 234 children out 248 signed up and took part in school sports clubs.</p>	
<p>Subscribe to the Inspire together</p>		<p>Key indicator 2: The profile of</p>	<p>PE lessons provide opportunities for</p>	<p>£1550</p>

<p>membership Complete the 'intention to engage' form to show which competitions, festivals interventions and CPD sessions we need to sign-up for based on the needs of the school, staff and pupils.</p> <p>Competition and Events 'Inspire Together' now use three key delivery themes as focus areas in competitions which fit with the school's vision. They are as follows: INSPIRE, DEVELOP, EXCEL Below is further information about each of these three areas.</p> <p>INSPIRE Encouraging young people to engage, participate and learn through fun sport, physical activity and healthy opportunities that interest and excite them. Developing fundamental & physical skills, acquiring lifelong learning and promoting social and emotional wellbeing.</p> <p>Who or what gets you active?</p> <p>DEVELOP Targeting inequalities, giving young people opportunities to learn and develop character such as confidence, self-belief, determination and resilience and giving everyone a chance through the support and learning delivered. These events also focus on improving</p>	<p>Inspire together – provide inter competitions, festivals and interventions</p> <p>Staff – to attend the events and CPD</p> <p>Pupils – attend the events</p>	<p>PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p> <p>Competitions below</p>	<p>pupils to become physically confident in a way which supports their fitness, health, mental well-being and their understanding of a variety of sports. The opportunities to compete in sport and other activities then help them to build character and help to embed values such as fairness and respect which are encouraged in all areas of the curriculum.</p> <p>'Inspire Together's' vision is that every young person enjoys being active, so they have the long-term benefits of a healthy, happy, lifestyle. After the events and competitions, the children completed questionnaires to determine whether they had met their purpose and had the desired outcome. In almost all cases the children responded positively and were often surprised how much better it had been compared to their initial expectations.</p> <p>For further impact see below</p>	
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<p>their skills in a fun, safe, supportive environment that has key values at its core and encourages a lifelong love of movement.</p> <p>Enjoy and strive to improve.</p> <p>EXCEL</p> <p>Providing opportunities for young people who aspire towards further progression and success in sport and physical activity; either as an individual or as part of a team, through competition structure, talent pathways and performance pathways and helping children understand what they can do to further improve their skills.</p> <p>Be the best that you can be!</p>				
<p>Competitions</p>	<p>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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>			
<p>4.10.23 ½ day</p>	<p>CG</p>	<p>Yr5/6 Back To school Inspire</p>	<p>Children attending the Inspire festivals were able to come back to school with a more positive attitude towards PE lessons, having developed a more detailed understanding of skills required to be successful in a number of different sports as well as developing teamwork</p>	<p>£130</p>
<p>4.10.23 ½ day</p>	<p>GG</p>	<p>Yr3/4 Back to School Inspire</p>		<p>£130</p>
	<p>Football league An K</p>	<p>Afterschool</p>		<p>£34.24</p>
	<p>Football League Ai K</p>	<p>Afterschool</p>		<p>£27.28</p>

			and social skills	
25.10.23 ½ day	CG	Yr5/6 Dodgeball Develop / Determination	Children attending Develop festivals developed their skills in creative and fun activities with others without the pressure of trying to win, with the overall aim being to develop the interests of children partaking in new or unfamiliar sports	£130
1.11.23 ½ day	IK RK	Yr5/6 Sportshall athletics Excel	Children attending Excel events used skills learnt in PE lessons at school to perform to their best ability as well as develop understanding of competition formats and where next steps could lead to.	£130
8.11.23 ½ day	IK RK	Yr5/6 GT Football Leicester City	Children who were selected for this event had the opportunity to represent their school and to see where next steps could lead them with opportunities to receive training sessions from Leicester City FC staff	£130
10.11.23 day	SS CT	Yr3 Tag Rugby Leicester Tigers	Children were able to learn and use skills developed through a program of 3 training sessions with representatives from Leicester Tigers, culminating in an Inter School Competition.	£200
22.11.23 ½ day	IK	Yr5/6 GT Girls Football Leicester City	*See above	£130
13.9.23, 11.10.23, 15.11.23	SE	Yr6 Football league	*See above	£130
1.12.23 day	IK	KS2 SEND Boccia Excel	*See above	£200 (1/2 day NCT)
13.12.23 ½ day	SC	Yr3 Personal Best Fest Development/Determination	*See above	£130
19.1.24	IK	New Age Kurling KS2		Cancelled

24.1.24	SE	Yr6 Football league	*See above	£130
1.2.24	IK	Yr5/6 Basketball Excel	*See above	Internal
14.2.24	IK	Yr5/6 Basketball finals	*See above	½ day internal cover
16.2.24	IK	Parallel Sportshall athletics	*See above	£200
28.2.24	SE	Yr6 Football league	*See above	£130
6.3.24	IK	Intra KS2 basketball comp	KS2 children were offered the opportunity to take part in an Intra-School competition. They had to organise their own teams consisting of both boys and girls. This allowed all KS2 children the opportunity to apply skills they had developed in their Invasion Games Unit of PE.	£130
6.3.24	Football league An K	Afterschool	*See above	£34.24
7.3.24	IK	Intra KS2 basketball comp	*See above	£130
12.3.24	SS	Yr3/4 Rugby Develop / Respect	*See above	£200
13.3.24	IK	G and T Yr3/4 Boys football	*See above	£200
12.4.24	IK	Hockey	*See above	Internal £200
	Ss – develop event		*See above	
16.4.24	CG	Dance	*See above	£200
	4 weeks of training by Superstar sports			£33 x 4 = £132
2.5.24	IK	Yr5/6 Mixed Cricket	*See above	£200
4 th June 24	IK, CT, ZI, RK	4/5/6 Athletics Excel	*See above	bus = £117.50 Internal cover

June	IK	Parallel Athletics Excel	*See above	£200
June	EM	Year 5/6 Orienteering Develop	*See above	£200
Girls and Boys Football League	SE, IK, SS		*See above	£450
			234 children out 248 signed up and took part in school sports clubs. Many were linked to competitions and festivals children had attended, showing they had enjoyed the event and wanted to continue to develop their skills in these sports.	
<p>Whole school Sport's Day – Include archery station</p> <p>Hold a whole school games day at the end of every year. Invite parents so it is a community event where sport at Linden is demonstrated following 'Inspire Together's' delivery theme of Excel</p> <p>It is a chance for children to take part in an intra-school competition both individually and as part of a team and try an unfamiliar sport for the first time or show progression if they attend the breakfast club.</p>	<p>Superstar sports coach to lead the archery station</p> <p>Staff to support the children</p> <p>Pupils – attend the events</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>At the archery station, children were able to showcase their abilities that had been practiced as part of Breakfast Club, as well as a chance for those who had not attended the club to experience this activity.</p> <p>As the day was split into two halves involving both team games and individual events it was a chance for every signal child to embed the 'spirit of the games' values' of honesty, determination, teamwork, self-belief, passion and respect. An award was given to the class that demonstrated all 6 across the course of the day to help the children to understand that they are highly valued and an important part of becoming an effective sports person. The KS1 and KS2 class that achieved the most points for the team rotation activities also received a trophy. The children were clearly motivated on the</p>	<p>£170 superstar sports</p> <p>£62.99 (Loud hailer)</p>

			<p>day to win the events and praised and supported one another to achieve their best.</p> <p>A new cross-country event was also included for lower KS2 as the skills needed for such a race differed from the short sprints that they always take part in. There was high interest from the children to compete and on the day showed great resilience and determination by finishing even though some were struggling to have the stamina to maintain their pace.</p>	
<p>Real PE membership</p> <p>Realpe is a scheme which we have chosen to help teachers deliver high quality PE lessons confidently to ensure that all children are developing fundamental skills and learning behaviours that will support them in making greater progress in all areas of sport</p>	All staff to deliver real PE	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>The scheme maps out a clear progression of skills and learning behaviours and the resources ensure that staff are clear on how to teach both the substantive and declarative knowledge.</p> <p>This gives the staff the confidence to deliver lessons that enable all children to succeed regardless of their starting points. Therefore, children can articulate how to perform skills successfully and how to make further progress to ensure that they are continually evaluating themselves and others to identify areas of strength and development.</p>	£695

<p>Real PE training To be delivered to EYFS and new staff</p> <p>Day 1 = New staff Day 2 = EYFS staff and staff meeting on PE assessment Day 3 = Jim/realPE to deliver staff meeting on learning nutrition (24/25)</p> <p>New members of staff did not receive the real PE initial training in 2021 and so training needs to be provided.</p> <p>A second training day will be arranged for specific members of staff who raised their own areas for development during a staff meeting. Nursery and Reception teachers requested further guidance on the structure of each session to help them to understand the order in which to use the resources provided to ensure high quality lessons were delivered.</p>	<p>New members of staff and EYFS All teaching staff</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>The new members of staff have now received real PE training giving them the confidence to deliver high quality PE lessons. Observing a modelled lesson allowed them to see the scheme in action and the structure to follow for each lesson. This will ensure consistency in the delivery of PE across the school. The modelled lessons were also videoed so that they can be shared in future in new members of staff join the team.</p> <p>Providing bespoke training for the EYFS team supported staff's needs and increased their confidence, knowledge and skills. This was especially important as Reception/Foundation lessons differ to how KS1 and KS2 lessons are delivered.</p>	<p>£200 in total</p> <p>(£2050 paid for with last year's budget 22/23) (Purchased Bronze Award £1050 = 3 days of training) 3 supplies (£600) For 1 day for new staff EM, SI, HM – am FP, KK, SR - pm 3 supplies (£600) For ½ day for EYFS staff NP, CH, TW - pm</p> <p>Followed by staff meeting for all staff at the end of the day</p>
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<p>Deliver a staff meeting on PE Assessment so it is used effectively to:</p> <ul style="list-style-type: none"> • inform planning • note progress • identify area of development across school. 	<p>All teaching staff</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff have now been trained and begun using the real PE assessment wheel</p> <p>This data will now be passed on to their next teacher so that lessons can be adapted due to effective identification of areas of strength and development. Teachers can determine the starting point for both the learning behaviour and the fundamental movement skills for each unit that has been assessed this academic year. Next year teachers will be able to track children's progress over the course of the whole year.</p> <p>The coordinator will have an overview of progress across the whole school</p> <p>The coordinator will be able to identify the areas for development and plan the necessary 'action'</p>	
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<p>KS2 staff to attend inter-school Health and Wellbeing events and Develop events Organised by Inspire Together</p> <p>Members of KS2 staff will be invited to attend certain events and competitions run by Inspire Together. Selection may be based on CPD</p> <ul style="list-style-type: none"> - To observe a specific area of sport - To observe progression / expectation for a particular year group - To observe the organisation of activities for a Development event 	<p>CG, SS, SC</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 1: The engagement of all 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</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>This was an opportunity for staff to be able to see their class performing alongside children of a similar age where the focus was on one of the ‘spirit of the games’ values rather than winning. The staff saw how events were organised and saw and heard professionals supporting children in order to develop their skills and knowledge.</p> <p>The format of these events was then adapted and delivered in school by two members of staff who attended these events. A Yr5 Dodgeball intra development event was led by the playleaders and member of staff. A Yr3 Tag rugby development event was led by Yr3 children who attended the event and the class teacher.</p>	<p>Cost with competitions above</p>
<p>Big Moves training EYFS coordinator and KS1 coordinator to attend</p>	<p>FP and NP</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines</p>	<p>Phase Leaders received training on 18.4.24 in order for them to be able to identify children in EYFS and KS1 to improve physical development in preparation of rolling out</p>	<p>£400 supply £130 training</p>

		recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	the scheme in 24-25. It will have an impact on those children who struggle with physical development and focuses on essential movements that every child needs before progressing to finer motor skills for learning in the classroom.	
MDSA training To support Play leaders with leading active lunchtimes	MDSA Playleaders	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 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	All MDSA's received training on 24.1.24 and 14.2.24 delivered by Inspire Together Team members (Pete Thorpe) to give them time to understand the resources they were being asked to use to deliver lunchtime clubs alongside playleaders. A second training session was delivered during a lunchtime where Inspire Together members demonstrated how to use and deliver sessions with the children. One day a week, Playleaders are delivering a session to children, supervised by a MDSA. Once a week, MDSA's are also running their own lunchtime sports clubs.	£172.90

<p>Well School conference – Inclusion focus</p>	<p>PE leads</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 1: The engagement of all 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</p>	<p>Workshops were delivered by a mix of Crown Hills staff, Inspire Together members and guest speakers to aid attendees understanding of inclusion, participation and enjoyment for all children and how this can be developed further in our own school context.</p> <p>Selected strategies will be shared with teaching staff during a staff meeting to ensure lessons are adapted to be fully inclusive.</p> <p>The ‘Motivation in PE’ session showed attendees how lessons could be adapted to give children more autonomy over the level of challenge for each activity, which is part of the PE vision</p>	<p>£400 supply + £20</p>
<p>Provide Swimming intervention sessions During Yr5 and Yr6 swimming sessions, children to be identified who will benefit from further intervention help them to meet age-related expectations by the end of Yr6</p>	<p>Evington Pool swimming teachers</p> <p>Pupils – to attend the intervention sessions</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 1: The engagement of all 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</p>	<p>After Yr5 and Yr6 attended 8 weeks of swimming, the class teachers and swimming instructors selected children to receive a further 8 weeks of intervention to help them to be able to swim 25m and perform safe self-rescue. (see below)</p>	<p>£184 x 7 weeks £1288</p>

<p>Bowls club Yr5 Evington Children from Yr5 to attend the local bowl's club and develop the necessary skills and understanding to be able to play in small intra competitions</p>	<p>SI and CG Pupils – attend the events</p>		<p>The children are now aware of what is available in their local area so that they can be physically active outside of school and introduce the facilities to their family.</p> <p>As it was a new sport for the children, they all had the same starting point and increased children's confidence to participate. The members of the club helped the children to develop the necessary skills to perform successfully and taught them the rules of the game.</p>	<p>Supply £200</p>
<p>Hire boccia and kurling equipment To be used during playtimes and lunchtimes</p>	<p>Teachers – to lead the activities initially Pupils to take part during break times</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 1: The engagement of all 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</p>	<p>The children were very excited to try the new sports and motivated to join in during breaktimes. Children with physical disabilities played along pupils often winning games. Therefore, the equipment was hired for a second half term, as it encouraged all children to be physically active. The school then purchased their own set of equipment.</p>	<p>£120 £120</p>

<p>PE coordinator meetings x 7</p> <p>Develop an action plan to determine how to use Sports Premium funding to meet the needs of the pupils and staff</p> <p>Pupil voice – to determine barriers to attending clubs, children’s understanding and enjoyment of club and PE lessons</p> <p>To research schemes and best practice to map out staff CPD</p> <p>Track pupil participation across the school to make sure all children have an equal opportunity to access clubs, festivals and competitions during the time at Linden.</p>	<p>PE leads</p>	<p>Key indicators 1, 2, 3, 4 and 5</p>	<p>See impact above</p>	<p>£2600</p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Children were selected for a national competition for parallel athletics</p> <p>The basketball team reached the East Leicester finals</p> <p>The girl's football team reached the semi-finals</p> <p>Staff trained to deliver high quality PE sessions</p> <p>Children were introduced to new sports giving them a broader experience</p> <p>Playleaders and MDSAs are now trained and delivering sports clubs at lunchtime</p> <p>234 children out 248 KS2 children took part in a school Sports club</p> <p>Staff have delivered their own intra school development events to their Year group based on their learning from attending an 'Inspire together' event with the children. Those children that attended were selected to lead the different activities back at school</p> <p>Whole staff training on orienteering</p>	<p>Pupil's participation in clubs, competitions and festivals are tracked so that children who are not being physically active or have not been given the opportunity to represent the school in a festival or competition will be targeted. This has ensured a high number of pupils have taken part to develop their skills and enjoyment. Gifted and talented pupils have also been selected for the wide variety of excel competitions and have progressed to compete against their peers at a higher level. This was an opportunity for them to assess their own progress and determine the next steps.</p> <p>More pupils are now active during lunchtimes as MDSAs and playleaders are offering more clubs for children to attend.</p> <p>Staff are confidently delivering high quality PE lessons due to recent training and differentiating lessons more appropriately to meet the needs of all pupils.</p> <p>Outdoor adventurous activities were not being taught across the school. Therefore, an appropriate</p>	<p>Pupils will continue to be tracked next year to ensure that non-participants in clubs and those who have not attended a club or festival will be given that opportunity. Our membership with 'Inspire Together' gives us access to a wide variety of events involving a wide variety of sports so that the interests of different pupils will be catered for.</p> <p>The MDSAs and playleaders will extend their lunchtime club offer to KS1 and receive further training to support them.</p> <p>Next year, once a term a report will be written by the playleaders based on the intra competitions and development events taking place and added to the school website along with photos showcasing intra competition events.</p> <p>The training and resources were paid for using last year's Sports premium fund. The next step</p>

	<p>scheme was chosen to ensure progression from Yr1 to Yr6 and added to the school's curriculum map. Staff then received in-school training from the creator of the scheme to ensure it would be taught effectively. Every year group was taught their unit for the first time this year.</p>	<p>would be to share our facilities with other schools.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	40%	It was 25%, but after targeted children received intervention swimming sessions it rose to 40%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	20%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	63%	
If your school's swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	After Yr5 and Yr6 attended 8 weeks of swimming, the class teachers and swimming instructors selected children to receive a further 8 weeks of intervention to help them to be able to swim 25m and perform safe self-rescue.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	The children go to Evington Swimming pool and are taught by three swimming instructors. Swimming teachers will teach to the criteria detailed in Swim England's School Swimming Charter. Regular training is essential for all National Pool Lifeguard Qualified (NPLQ) team members to maintain their qualification. The Active Leicester requirement is that each team member attends 1 session per month, and that they must renew their qualification every two years. Lifeguard certification and evidence of ongoing NPLQ training is recorded per leisure centre. All swimming teachers are subject to a DBS check. In addition to their

		swimming teaching qualifications, swimming teachers will be offered various training opportunities throughout the year that will cover a range of topics including safeguarding, different frameworks, skills and strokes and relevant service updates.
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Signed off by:

Head Teacher:	Name Chris Taylor
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sam Sanders PE coordinator
Governor:	Safeera Sindhi
Date:	7.7.24

