



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.

Key priorities and Planning (2023-2024)

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
We plan to have access and support from Enfield PE throughout the year and also have access to fixtures and events for pupils throughout the year.	<p>Teachers and subject leader:</p> <ul style="list-style-type: none"> • CPD opportunities • Access to the website • Access to resources • General support throughout the year • Subject leader then has access to sign up for events and fixtures throughout the year <p>Pupils – participation in PE lessons and school sport opportunities</p>	<p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5 – Increased participation in competitive sport</p>	<p>Pupils have had opportunity to experience a range of sports and opportunities, taking part in school sport events and competitions. It has also allowed for pupils who may not have experienced certain activities or sports before to participate.</p> <p>Examples of events/fixtures entered:</p> <ul style="list-style-type: none"> • Girls’ and boys’ football events and leagues • Year 6 High Five league • KS1, Year 3&4, Year 5&6 gymnastics festivals • Enfield Dance Festival • Cross Country competitions <p>Opportunities throughout the year for staff to increase knowledge and skills in PE and sport has improved staff confidence in planning and teaching in a variety of topics over the year. This has resulted in an improved delivery of the PE curriculum and can be carried forward throughout further teaching practice.</p>	£2500

<p>We will provide CPD for teachers:</p> <ul style="list-style-type: none"> • Athletics • Tennis 	<p>Staff – working alongside external coaches, observing and working alongside them to develop subject knowledge, techniques, skills and support for activities</p> <p>Pupils – participation in sessions with external coaches to support this</p>	<p>Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>The PE subject leader has been able to access support and guidance when updating the PE policy, considering curriculum coverage when updating the curriculum map and ensuring progression across the year groups in the different areas of PE. This purchase has also allowed support when entering any fixtures, support and planning meetings ahead of events and guidance for the procedures before/during events and also when writing various risk assessments.</p> <p>Staff have gained and improved skills and confidence that they can now apply to their own planning and teaching of these topics. Therefore, the quality of PE lessons has increased. Knowledge and skills learnt through these CPD opportunities can be applied to future planning and teaching. Next year, rotating the opportunities for new staff and staff starting in a new year group/key stage will allow further CPD opportunities for those who have yet to have had this.</p>	<p>£2330</p>
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<p>We will use a specialist sports lunchtime supervisor to support participation in physical activity and increase active minutes (alongside improving behaviour).</p>	<p>External supervisor – providing opportunities for different activities</p> <p>Pupils – increased participation</p>	<p>Key indicator 2 – Engagement of all pupils in regular physical activity</p>	<p>This has led to increased activity (towards the daily participation of physical activity) for children (including SEN). Pupil participation has increased and we will continue our effort to support pupils to live a healthy life. An additional result is that pupils are able to carry out this activity safely with a supervisor ensuring safe practice. It has also supported behaviour and pupils enjoy their lunchtimes.</p>	<p>£7040</p>
<p>We will evaluate, maintain and purchase resources to ensure we have high quality equipment and resources during PE sessions.</p>	<p>Staff:</p> <ul style="list-style-type: none"> • Ensuring there are enough resources for PE sessions • Making sure all equipment and resources are safe for use • More opportunity and access to resources and equipment to support delivery of PE (e.g. inspections of equipment and purchasing resources) 	<p>Key indicator 2 – Engagement of all pupils in regular physical activity</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport.</p>	<p>Children have been able to access more activities in their PE lessons due to increased resources and safe equipment. We have sufficient resources to support children in their PE learning. It has supported external gymnastics coaches in providing quality sessions as equipment and apparatus has been deemed safe and can be used in these sessions. This has further allowed children to experience and participate in competitive sport – KS1, Y3&4 and Y5&6 gymnastics festivals. Staff feel confident in their delivery knowing that equipment is appropriate and safe to use in PE lessons.</p>	<p>£852</p>

<p>We plan to fund afterschool sports clubs where necessary (e.g. Year 6 football and netball).</p>	<p>External coaches – gymnastics coaches can provide further coaching with safe equipment</p> <p>Pupils – have access to a range of further activities in PE sessions</p> <p>Staff and external coaches – maintaining links with various contacts and providing good quality sessions</p> <p>Pupils – giving opportunities of sports and clubs that some children may not have without funding support</p>	<p>Key indicator 5 – Increased participation in competitive sport.</p>	<p>Children, including SEN and FSM, have attended various clubs, increasing physical activity and engagement with PESSPA. It has resulted in an increased engagement and participation for pupils that may not be able to access these opportunities outside of school. A range of sports have been offered to pupils. This supports them in their transition from Year 6 to secondary as they have had opportunity to experience activities and some competitive sports ahead of moving on. Year 6 teams have competed in girls’ and boys’ football and high five (following participation in the sessions).</p>	<p>£2785</p>
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<p>We plan to offer a varied range of activities (coaches and resources) in clubs outside of the school day to promote physical activity and engagement in activity.</p>	<p>Coaches – providing sessions</p> <p>Pupils – those who attend the afterschool club</p>	<p>Key indicator 2 – to support children in participating in daily activity</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5 – increased participation in competitive sport.</p>	<p>Pupils spending time in the outdoor space (both with coaches and without) has allowed increased participation in physical activity. Pupils are showing enjoyment and engagement in physical activity and sports during afterschool club outside of the coaching sessions.</p>	<p>£480</p>
<p>Throughout the year, we will ensure there are enough resources for OPAL, they are safe to use and replace resources if necessary.</p>	<p>OPAL team:</p> <ul style="list-style-type: none"> • Monitoring the resources (amount, quality and safety) • Ordering, removing and fixing resources if necessary • Choosing equipment and resources that aim 	<p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 4 – broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children have had access to a range of activities during lunchtime breaks, catering to a variety of different needs and interests. Participation and enjoyment have increased throughout the year. All children are accessing the OPAL scheme due to the variety on offer.</p>	<p>£1121</p>

<p>Purchase the updated AfPE Safe Practice book. The subject leader will update the PE policy and share any updates to safe practice to apply in PE lessons, school sport and physical activity.</p>	<p>to promote engagement in physical activity to ensure the intent is being carried out</p> <p>All pupils – using the resources daily</p> <p>Staff – refer to or speak with subject leader if there are any concerns or questions regarding safe practice (equipment, resources, kits, etc.)</p> <p>Subject leader – using and referring to this book and guidance to update the PE policy and for any questions about safe practice</p>	<p>Key indicator 2 – engagement of all pupils in regular physical activity.</p> <p>Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>The PE subject leader has increased confidence of safe practice and is aware of where to find guidance when needed. Going forward, the policy should not need to be updated unless any changes are made within the curriculum or there is updated guidance.</p> <p>The AfPE Safe Practice book has supported in the creation of the new policy, allowing staff to have clear guidance regarding planning, teaching, kits, guidance, etc.</p>	<p>£45</p>
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<p>We will try and promote engagement in physical activity and sport through organising the sports day.</p>	<p>Subject leader:</p> <ul style="list-style-type: none"> Organising and liaising with external contacts (booking the local park) Deciding the races/activities (making inclusive for all children) that will encourage physical activity and enjoyment in participation <p>Staff – supporting children on the day, promoting engagement</p> <p>All pupils – participating in the events</p>	<p>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for the whole school improvement.</p> <p>Key indicator 5 – increased participation in competitive sport.</p>	<p>Hiring the park space enabled the school to have an adequately sized space to hold a sports day. The event was inclusive and all children could access the events. A variety of activities were planned that required different skills, giving chance for children to try different events and sports. Pupils enjoyed the different events and have shown interest in new activities (e.g. athletics - javelin).</p> <p>All EYFS/infant pupils participated in 6 competitive activities/races. All Junior pupils participated in 8 competitive activities/races. Some of the junior children were able to put their knowledge from the athletics sessions (staff CPD mentioned previously).</p>	<p>£627</p>
<p>We plan to support FSM children (whether funding particular opportunities or</p>	<p>Teachers/coaches – supporting FSM children to provide inclusive practice when attending</p>	<p>Key Indicator 2 – engagement of all pupils in regular physical activity.</p>	<p>There has been a good uptake of FSM children participating in extra curricular activities and sports. 1 child attended Hilltop (experiencing new sports and activities). We have had an</p>	

<p>providing the opportunities) to engage with extra opportunities and clubs to ensure children have access to PESSPA.</p>	<p>clubs and extra-curricular activities</p> <p>Pupils – (FSM) being able to participate in sports and activities to encourage them to take part in daily physical activity</p>	<p>Key indicator 4 – Broader experience of a ranger of sports and activities offered to all pupils.</p> <p>Key indicator 5 – Increased participation in competitive sport.</p>	<p>increased uptake in children attending after school club where they have access to external coaches to promote physical activity (multisports, tennis, etc).</p>	<p>£1790</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?	90%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	98%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>88%</p>	
<p>If your schools 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?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>Swimming is taught by external provider at the local leisure centre.</p>

Signed off by:

Head Teacher:	Kate Baptiste
Subject Leader or the individual responsible for the Primary PE and sport premium:	Aimee Dalton
Governor:	<i>Fionnula Hegarty, Chair of the Curriculum Committee and link PE Governor</i>
Date:	23.7.24