



# 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
<ul style="list-style-type: none"><li>● Interventions to support behaviour across the school and to boost confidence in PE.</li><li>● Have sports coaches to deliver quality clubs focussed on Football, both girls and boys and netball.</li><li>● Have a sports coach supporting sports at lunch time.</li></ul>	<p>Children were more focussed in class. The more timid pupils had opportunities to learn PE skills in smaller groups which gave them more confidence.</p> <p>The children have experienced competing against other schools. They were surprised at times at the competitiveness of other schools.</p> <p>Children have enjoyed having a range of sports to participate in.</p>	

## 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
<ul style="list-style-type: none"> <li>To maintain and ensure that all children take part in physical activity by timetabling different classes to work with the Sports leaders every lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>Lunch time supervisors and sports coaches.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> <li>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</li> <li>The children have a range of resources that they can use to ensure they are physical. Things like skipping ropes, balls and hula hoops are keeping them active, as well as music to encourage dancing when the weather permits.</li> <li>One Sports leader in the MUGA working with a different year group each day supporting and encouraging the children to get involved with the sports activities.</li> </ul>	<p>1/9/23- 31/7/24 £10113.47 – for the sports coach</p> <p>1/9/23- 31/7/24 £246.95 – for the sports equipment</p>

<p>To continue to raise the profile of sport in a variety of different ways by providing a range of different opportunities to learn different sports, through clubs, competitions, and in their lesson times.</p>	<p>The sports coaches, children and parents.</p>	<ul style="list-style-type: none"> <li>● Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</li> <li>● Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>● The children know more about and are interested in Dance and Gymnastics as well as football and netball. <i>“I have really enjoyed dance club this year. I loved performing in a real theatre.”</i></li> <li>● The children have more knowledge and understanding of what it is like to compete against others in the local area. <i>“It was hard competing against other schools. But it helped me understand how to work as a team.”</i></li> <li>● The children have experienced a range of athletic sports through sports day. <i>“I enjoyed having my Mum come and watch it. It was fun.”</i> <i>“I enjoyed the hurdles, I have learnt to jump over them quickly.”</i> <i>“I liked the dressing up.”</i></li> <li>● Sports leaders work with a different year group each lunch time</li> </ul>	
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<ul style="list-style-type: none"> <li>To increase the range of clubs being offered</li> </ul>	<p>The sports coaches, children and parents.</p>	<ul style="list-style-type: none"> <li>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> <li>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</li> </ul>	<p><i>in the muga "We love football and also basketball. I like the coach because they help organise the game and make it safe and fair."</i></p> <ul style="list-style-type: none"> <li>Children experience netball, football, tennis, dance, and gymnastics through their teaching time.</li> <li>Sports coaches deliver a variety of sports clubs after school, with coaches that are specialised in their subject.</li> <li>Increased profile of sports by hosting friendly matches and squads attending borough leagues.</li> <li>Broader range of providers including dance club, gymnastics and Jujitsu.</li> </ul>	<p>Cost of a coach for the after school clubs.</p> <p>1/9/23-31/7/24 £3611.19</p>
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<p>To enter the children into the football and netball leagues run by the PE Enfield Team.</p>	<p>.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> <li>• Children have entered the football and netball competitions this year as well as hosting friendly matches. The impact of this is that they understand, participate and enjoy competing against squads within the borough.</li> </ul> <p><i>“Some of the children were so much bigger than us, and faster than us.” “It was a good experience before I go to secondary school.”</i></p>	<p>9 games x £30 = £270</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
<ul style="list-style-type: none"> <li>● We have focused on interventions for Reception this year as we wanted to combat poor handwriting skills.</li> <li>● The resources at lunch time have been fully embedded and more children are active during lunch time.</li> <li>● The sports leader is running daily sporting competitions in the Muga at lunch time between the year groups.</li> <li>● We have added in dance club and Year 3 and 4 children took part in the Enfield dance festival 2024.</li> <li>● We have continued to embed the range of clubs on offer this year.</li> <li>● Year 5 and 6 have continued to take part in the Enfield leagues for boys and girls football</li> </ul>	<ul style="list-style-type: none"> <li>● The reception children have developed better gross motor skills.</li> <li>● The behaviour is better, children are coming into class ready to learn after having a break to focus on sport.</li> <li>● Children are getting used to playing in competitions within their year group.</li> <li>● Children had the experience of performing on a real stage in front of a live audience, which was a first experience for most of the children.</li> <li>● Children have enjoyed participating in a wide variety of sports, including dance and gymnastics, as well as football and netball.</li> <li>● Children get experience of competing against other competitors, particularly</li> </ul>	<p>The children have developed much better gross motor and therefore fine motor skills. Their handwriting is improving because of this.</p> <p>This has been working well. Children know when it is their day in the muga and are learning good team skills as well.</p> <p>I would like to participate in the festival in 2025 – still focusing on Years 3 and 4.</p> <p>Pupils have enjoyed the introduction of the indoor clubs such as dance and gymnastics.</p>

and mixed netball.

who they don't know. It has helped them to work as a team more.

# 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?	42%	<i>There are some timetabling challenges.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	64%	<i>Use this text box to give further context behind the percentage. e.g., 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 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>53%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Eve Rowell</i>
Governor:	<i>(Name and Role)</i>
Date:	