

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](https://www.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. **All funding must be spent by 31st July 2023.**

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	£nil
Total amount allocated for 2021/22	£18964
How much (if any) do you intend to carry over from this total fund into 2022/23?	£nil
Total amount allocated for 2022/23	£18830
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£18830

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	pending
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	51%
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?	No

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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: 2022/23		Total fund allocated: £18830 School additional allocation: £52623		Date Updated: Summer 23	
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					Percentage of total allocation: 100%
Intent		Implementation		Impact	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To ensure all children take part in physical activity by timetabling different classes to work with the Sports leaders every lunch time.		<ul style="list-style-type: none"> Work with the behaviour and wellbeing lead and sports leaders to target children who would benefit from extra physical activity, such as children who do not access any extra sports clubs and children who may need extra sports because of behavioural or emotional needs. Compile a register of the children who attend. Develop the use of resources we have for play time and lunch time. 		£10517 – lunchtime staffing £1978 – PE resources including Sports Day and Lunchtime PE	
				<ul style="list-style-type: none"> Sports leaders at lunch time and play time have a positive impact on the children’s behaviour, learning and knowledge of sports 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. Sports leader has taken a PE intervention in groups across the school. This has had a positive impact on the behaviour of the children involved in the classroom. One teacher has said “I have noticed the positive improvement in the boys’ behaviour when they 	
				<ul style="list-style-type: none"> Sports leaders now need to ensure a different range of sports are being offered in the Muga. The Interventions now need to be on a rolling program, being updated on a half termly basis, depending on the assessment data. The resources are working really well for KS2. They now need to be rolled out for KS1 – staff training and using Year 6 and Year 5 sports leaders to support KS1 playing with the sports equipment in the same way that it is working in KS2. 	

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			<p>come back after their intervention.” The interventions are having a positive impact on the children’s attitude towards their PE lessons. More children are making good progress and some children are now working at, when last year they were working at below ARE. The sports coach commented: “I’ve seen a change in the confidence of the children who have been attending. They are more willing to have a go, and therefore their PE skills are improving.” “I’ve enjoyed playing football, and number football because it’s competitive.” “I liked dodgeball.” “The interventions have helped me be a team player.” “They have given me confidence, and it sometimes cheers me up.” “When I first started, I was shy, but now I try everything.”</p> <ul style="list-style-type: none"> • Children are engaged in a range of activities. Sports equipment is put out, and children log it in and out in Key Stage 2, to ensure that the equipment is played with fairly and is not lost. Staff have cited that “children are better behaved, and are responsible. They are also having a deeper understanding of turn taking and fair play.” I’ve enjoyed running the log ins. It’s beneficial because we don’t lose the equipment. It’s fair to get 	
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			the equipment. We have different things to play with – balls, ping pong, skipping ropes, basket balls and rugby balls.”	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 100%
Intent	Implementation		Impact	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To raise the profile of sport in a variety of different ways.	<ul style="list-style-type: none"> • Have a range of sports clubs delivering different sports to both KS1 and KS2 children. • Compete in borough sports competitions – girls and boys football and netball. • Sports day • Cricket workshops • The use of sports leaders at lunch time. • Through the curriculum, children have access to a variety of sports as they move through the year and up the school. 	£4466 – squad training staffing £2499 – PE SLA including fixtures £42074 - PE teacher staffing	The children know more about and are interested in Dance and Gymnastics as well as football and netball. “We have learnt different dance routines to different music, sometimes classical music, sometimes street dance and pop music.” “In gymnastics I have enjoyed learning new skills such as jumping off apparatus in different ways.” “I have enjoyed learning how to roll in different ways.” The children have more knowledge and understanding of what it is like to compete against others in the local area. The children have experienced a range of athletic sports through sports day. I enjoyed sports day. I	Keep a range of clubs being offered to a range of different children. Keep competing in the borough sports competitions. Keep sports day focused on athletic sports. If possible, organise the cricket workshop again. Find any other providers who are willing to do workshops.

			<p>enjoyed the relay race and running the baton home.” “I enjoyed showing my parents what I could do.” “I liked the activities and I liked my Dad watching me.</p> <p>Years 3 and 4 attended a cricket workshop run by Middlesex cricket club. “We played games relating to cricket. I had fun. I learnt how to hit a cricket ball with a bat.” “I improved my catching skills.”</p> <p>Sports leaders work with a different year group each lunch time 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.”</p> <p>Children experience netball, football, tennis, dance, and gymnastics through their teaching time.</p>	
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Key indicator 3: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 100%
Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the range of clubs offered.	<ul style="list-style-type: none"> • Timetable daily afterschool clubs. • Termly surveys asking what sports clubs the children would like to participate in. • Refer to the Enfield PE Events calendar and enter the school in leagues and matches. • To ensure that different children are being targeted to join in lunch time and play time 	<p>As in Key indicator 2</p> <p>£4466 – squad training staffing</p> <p>£2499 – PE SLA including fixtures</p> <p>£42074 - PE teacher</p>	<ul style="list-style-type: none"> • Sports coaches deliver a variety of sports clubs after school. • Increased profile of sports by hosting friendly matches and squads attending borough leagues. • Broader range of providers including dance club and Jujitsu. 	<ul style="list-style-type: none"> • Increase participation to events organised by the Enfield PE team to broaden experience of different sports. • Rotate the different clubs so that children experience a variety of sports. Pupil surveys have indicated that children would like basketball, tennis, volleyball, table tennis and badminton clubs. • Use the clubs to train the children in different sports. • Membership to Enfield PE to continue.

Key indicator 4: Increased participation in competitive sport				Percentage of total allocation: 100%
Intent	Implementation		Impact	

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enter the children into the football and netball leagues run by the PE Enfield Team.	<ul style="list-style-type: none"> Broaden range of afterschool clubs for squad training. Squads to be entered for leagues and matches. Sports coaches and a member of staff to attend all matches. 	<p>As in Key indicator 2</p> <p>£4466 – squad training staffing</p> <p>£2499 – PE SLA including fixtures</p> <p>£42074 - PE teacher</p>	<ul style="list-style-type: none"> 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. "It was fun, leading my team, telling them who to mark." "I competed in the netball team, it was nice to win. It's really competitive, I communicated by the game." 	To organise more trips to events organised by the Enfield PE team so that children can take part a broader range of events in the borough.

Key indicator 5: raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim.				Percentage of total allocation:
				100%
Intent	Implementation	Impact		
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure all Year 5 children access swimming lessons.	<ul style="list-style-type: none"> Liaise with Michelle Leach (Enfield lead swimming instructor) to agree timetable. Organise additional adults to accompany class teachers. Ensure appropriate provision available for children with 	Swimming cost including transport £9919	<ul style="list-style-type: none"> Swimming data (see above) Swimming offered to all Year 5 children. 	<ul style="list-style-type: none"> Continue with swimming for next Year 5 cohort.

	<p>SEND.</p> <ul style="list-style-type: none"> • Liaise with Suzie Ashworth to ensure children working within our ARP are planned for including additional one-to-one adult support. • Liaise with Amanda Macmurdie to secure coaches. • Support teaching staff to carry out the swimming safety talk. 			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	