

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	£0
Total amount allocated for 2021/22	£ 21,380
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 21,382
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 21,382

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	55%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

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:	Date Updated:	
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:
				7%
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 opportunities to be active during the school day and the variety of options available at school to ensure all children achieve at least 30 minutes of physical activity per day.	Purchasing of new PE equipment for take ten/extra curricular activities. Creating more diverse opportunities for lunchtime activities to ensure children have enough equipment and staff are adequately trained to support in learning of new sports (led by HLTA PE Specialist)	£1530	Children are active during lunchtimes and have more knowledge on skills and rules of different sports. <ul style="list-style-type: none"> • Lunchtime staff are clear on rules of games and how to support skills progression in a variety of sports. • Increased pupil participation with smaller numbers of children out at lunch • Enhanced, extended, inclusive extra-curricular provision • Enhanced quality of delivery of activities • Positive impact on whole school improvement • Positive attitudes to health and well being 	To ensure equipment is stored safely and useable for future years and to continue to explore sustainable methods to increase the variety of activities at Eversley that can be stored and managed easily. <ul style="list-style-type: none"> • To add to take ten opportunities to give more variation. • Use of Year 6 Sports Leaders to help support activities during lunchtimes
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
Intent	Implementation		Impact	

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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 offer experiences of a range of sporting activities to engage children in different games and exercise	<ul style="list-style-type: none"> Sports week 	£2850	<ul style="list-style-type: none"> Increased pupil participation in curriculum sport and extra clubs Links created with local clubs to encourage children into more sport 	
	<ul style="list-style-type: none"> Purchase of iPad charging station for effective use of technology to use for self and peer assessment for PE lessons iPad cases so they can be used in lessons 	£1650	<ul style="list-style-type: none"> Ipads can now be utilised for use within lessons to look at technique and skill for reflection and refinement. They can also be used to monitor progress for assessment purposes. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39%
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:

<p>To use the PE Team buy-back to be able to offer training to develop knowledge, skills and confidence in different areas of sport/games.</p> <p>To improve confidence, knowledge and skills of staff</p> <p>To continue to train and develop PE HLTA and increase his skills and experience to support and engage a great number of children through additional sports activities.</p> <p>To book other staff onto appropriate training.</p> <p>To have dance programme for teachers to follow to show progression throughout the school (can also be used for take 10 activities and lunchtime activities)</p>	<ul style="list-style-type: none"> • Send ECTs and less confident teachers for applicable courses to ensure lessons are as effective as possible. Send HLTA sport specialist on new courses and refreshers to enable support to other staff as well as to led in school. • Opportunities to pay staff to take children to take part in fixtures and borough competitions against other schools across Enfield to help improve pupil well-being. • Transport to and from events where necessary. • Training delivered to all staff • Use of training through Enfield PE team buy back service. • New training for ECTs • Games • Shooting stars training • Cover for staff attending training • Cover for subject leaders implement PE activities and initiatives within school • Sign ECTs and less confident teachers for applicable courses to ensure lessons are as effective as possible 	<p>£8379</p>	<p>More knowledge gained from courses which was disseminated to other staff.</p> <ul style="list-style-type: none"> • Reintroduced opportunities for inter and intra competitions • Increased pupil participation in curriculum sport and extra clubs • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and well-being <p>Staff have picked up great lessons from PE HLTA and confidence has increased in teaching PE.</p> <p>Teacher have developed skills and ideas from training to implement in school and share good practice.</p> <p>Wider interest in dance and more varied dance styles</p>	<ul style="list-style-type: none"> • PE assistant to continue providing support and expertise in lessons next year to ensure class teachers are more confident in lessons and develop ideas for planning their own lessons in future. • To continue booking other staff on courses to enable high quality teaching of PE. <p>To continue giving opportunities for staff across the school</p> <p>To continue embedding Dance opportunities across the school</p>
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	<ul style="list-style-type: none"> Using PE HLTA to support staff across the school in the teaching of PE Use of DDMIX Dance programme to assist teachers in teaching dance Training delivered to all staff Enfield PE Team buy back. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To offer experiences of a range of sporting activities to engage children in different games and exercise</p> <p>Additional achievements:</p> <p>To have additional activities available at break and lunchtimes as well as further options for Take 10 sessions that all pupils and classes will be able to access and use.</p> <p>Enhance the quality of activities on offer at lunchtimes</p>	<p>External coaches form a range of sports were invited in including, tennis, cricket, dance, hockey, fitness assault course and athletics</p> <p>Purchasing play equipment for outside in the playgrounds to offer different activities for the children during breaks, lunchtimes and Take 10 time.</p> <p>Range of specialists delivering workshops throughout the school during Sports Week e.g. Tennis coaches, DD Mix Workshop, Athletics Coach, inflatable assault course etc.</p> <p>PE HLTA to organise and implement variety of lunch time activities and</p>	£2239	Great engagement from children across a variety of sporting opportunities	
			Great engagement from children across a variety of activities and sports.	<p>To continue to build a more varied outdoor space for children to play in during break and lunchtime in both KS1 and KS2 playgrounds.</p> <p>To continue adding more opportunities and variation with</p>

	<p>help train other lunchtime staff to do the same.</p> <p>Sports coaches for sickness cover</p> <p>Use of sports leaders to set up games across the school for fun and social activities during lunchtimes</p>			take ten.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:
<p>To provide comfortable team activewear for use in competitive sports</p> <p>To give children experiences in competitive sports</p> <p>Training opportunities for competitive sports</p> <p>To provide transport and staffing to competitive matches</p>	<p>Athletics kits</p> <p>Weekly netball and football training with opportunities through cluster league</p> <p>Tag rugby tournaments/Cross country/ Athletics</p> <p>Netball resources bought to train for competitive matches</p> <p>Paid additional member of staff overtime to drive and accompany children to keep safely in ratio.</p>	£4734	<p>Netball posts and football goals allow for practice for more competitive sporting opportunities.</p> <p>Extra provision allows our school to host competitive matches for more than one team, allowing for more pupils to experience and take part.</p> <p>30 girls have represented the school competitively in netball with 9 children playing regularly/</p>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	H. Boothby & L. Kilkenny
Date:	25.7.23
Governor:	
Date:	