

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	£3068.52
Total amount allocated for 2021/22	£17810
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17890
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17890

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	<p>All pupils in Years 5 and 6 attended swimming lessons across the course of the academic year. Year 6 swam for the first term and a half and then Year 5 for the second half of the academic year.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	<p>93%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>93%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>93%</p>
<p>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?</p>	<p>Yes/No</p>

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: £17890	Date Updated: 19/07/2023	
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: 23%
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 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.	<ul style="list-style-type: none"> • Training for TAs (twice a year INSET) to develop active play at lunchtime. • Sport Captains used to run additional sporting clubs during lunchtime and to promote active play each half term. • TA meeting exploring games to play without equipment to get children active during break times. • Playground markings for EYFS and KS1 playground • Develop opportunities for children in Years 5 and 6 to play competitive sports games against other local schools 		<ul style="list-style-type: none"> • Teaching staff taking part in INSETs/Challenge PE lessons resulting in higher quality PE exposure for all children during break and lunchtimes. • Sport Leader play weeks have been popular with all children. Engagement in the range of physical activities and exposure to a wider range of games has seen the interest in PE and time spent on physical activity increase. • TAs lead games to enhance lunch and break times through games. Children actively developing their understanding of a range of games and sports. A range of play equipment being used effectively in the playground to support active play. • Sports Captains supported EYFS and KS1 with using the playground markings. Children 	<ul style="list-style-type: none"> • TA recap training to be delivered in the autumn term to support CPD and ensure a consistent high-level of games delivered during break and lunchtimes • To continue to run health and fitness weeks run by the Sport Captains each term/ ½ term. • Make use of the table tennis tables in the new academic year in order to engage pupils to develop their engagement and understanding of this sport. • Train new Sport Captains to lead games using the playground equipment for the new Year 1 and EYFS pupils as part of their transition/new training in September. • Utilise the LA sporting offer to take part in further

			<p>are seen using them at each break time to support active outdoor play. Sports Captains have been trained to lead games using the new markings. Increased active play and movement from KS1 children at break and lunchtimes.</p> <ul style="list-style-type: none"> Children in Year 6 have accessed dedicated a weekly football training session within lunchtime provision led by a sports coach This year children in Year 6 were provided with the opportunity to play against other local schools through a series of friendly matches. We have bought back into the LA sporting offer to access league matches for football and netball. Children in Year 5 were provided with the opportunity to play against other schools in a cricket tournament. 	<p>sporting matches/competitions against other local schools.</p>
<p>To provide a range of before and after clubs to engage all pupils including the vulnerable groups in physical activity.</p>	<ul style="list-style-type: none"> Specialist sports coaches to provide sporting clubs to broaden the range of sports and activities offered to all pupils Lunchtime provision of a dedicated sports coach to lead team games and physical fitness opportunities Offer clubs before and after school to extend the enrichment offer 	<p>£1100 (Cost covered by income from clubs)</p> <p>Before and after school Sports Club led by a qualified coach</p>	<ul style="list-style-type: none"> The school enrichment offer now includes a wide range of opportunities for children to be active for a minimum of half an hour a day. Sports Clubs include: street dance, KS1 and KS2 football, netball, cross country, basketball, Zumba and Lemon Jelly. We are very happy with the quality of provision received from the sports coaches who have led extra-curricular clubs this academic year The development of the use of the sports coach for lunchtime provision/activities has increased 	<ul style="list-style-type: none"> Further develop the range of clubs the school is able to offer to include further opportunities to be physically active i.e. tennis club, forest school club etc. The children have really enjoyed learning how to play cricket. Build this into lunchtime provision for the sports coach in the next academic year. Clubs continue to be accessed by children from all year groups including Reception Clubs continue to be inclusive and accessible for children of

			<p>sportsmanship and interest in a wider range of sport. Children are more keen to take part in team games</p> <ul style="list-style-type: none"> • The netball club was reintroduced this year and has grown in numbers over the course of the year. This has had a positive impact on the number of girls in KS2 taking part in physical activity. • The running club was well attended throughout the year and was a positive way to engage children in physical activity before the start of the school day. We will extend this next year to include a wake up and shine boot camp to bring in other sporting activities to the early-morning club. • All year groups have access to at least one sports club • The children have asked for an even wider range of clubs during our annual parliament and pupil survey so we have enlisted the local tennis club to lead an after school club next academic year 	<p>all ages/abilities and fitness levels</p> <ul style="list-style-type: none"> • Year 5 and 6
<p>Ensure that all equipment used for good quality PE teaching is safe and complies with Health and Safety regulations</p>	<ul style="list-style-type: none"> • Continental Sports Check on equipment • Replace the balance beams and flooring around it so children can use the outdoor climbing equipment. 	<p>Cost of Continental £110</p> <p>£1000</p> <p>Cost of replacement beam for the outdoor equipment</p>	<ul style="list-style-type: none"> • All equipment is well-maintained and safe to use so that it can be used to deliver high-quality PE and support physical activity. • All outdoor equipment is safe to use and the children use the adventure playground each break and lunchtime to promote an active life style. 	<ul style="list-style-type: none"> • Book Continental for the next academic year. Replace the covers on the internal balance beams as these are showing evidence of wear and tear.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>38%</p>

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: £6853.03	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure high-quality lessons are planned and sequenced well with the support of Get Set 4 PE	<ul style="list-style-type: none"> Teaching staff are able to access high-quality PE lessons with guidelines and outcomes to support the delivery of the Hadley Wood PE curriculum. Increased staff confidence in the delivery of quality physical education lessons Consistent provision of PE lessons across the school 	£528.00 Get Set annual PE subscriptions	<ul style="list-style-type: none"> All children exposed to high quality PE sessions through Challenge Sport. Leeson observations and Learning Walks highlight that high-quality teaching and learning is taking place in all classes. The assessment system is being utilized effectively and progress is being captured within and across units of work. 	<ul style="list-style-type: none"> Introduce a floor book to capture assessments for each unit of work.
To raise the profile of PE across the school through the provision of intra sporting events	<ul style="list-style-type: none"> Liaise with outside agencies in raising the profile of having an active lifestyle- parents, sorting coaches 	£2500 for LA Enfield Buyback (<i>cost already included under Key Indicator 2</i>).	<ul style="list-style-type: none"> Liaised with Challenge to look at opportunities to play competitive sport. Football tournament was played at a local school. Signed up to the Enfield PE service to access wider sporting events. 	<ul style="list-style-type: none"> Develop the competitive sporting aspect of PE provision through the LA sporting buyback to develop engagement in football and netball matches against other school Liaise with Challenge to develop links with other local schools in the Hertfordshire borough as they are closer in proximity to the school
Purchase a wider range of resources to promote the delivery of high quality physical activity lessons and a broad range of sporting activities including during Sports Day.	<ul style="list-style-type: none"> Audit current resources and identify curriculum areas where additional resources are required. This takes place at the onset of each year and new resources are purchased as a result. We identified that we needed new pumps, ribbons and skipping ropes to deliver our planned curriculum effectively. 	£191.90 Skipping ropes, bean bags and foam balls £57.98	<ul style="list-style-type: none"> Positive attitudes to health and well-being have increased. Staff are able to deliver high-quality lessons as the number of resources per pupil has increased Children across the school more active on a daily basis and enjoy being active We were able to host our second 	<ul style="list-style-type: none"> Apply for additional funding for development of 'courts' area and line markings Research possible additional funding avenues and apply if threshold is met

	<ul style="list-style-type: none"> Staff survey to identify resources required for teaching Explore pupil voice by meeting with School Council members to find out what additional equipment they feel is needed. 	<p>New pumps and ribbon wands</p> <p>£363.15</p> <p>Sports Day equipment including medals</p>	<p>sports day on site this year. We built on the plans from the</p>	
To train the new Sports Captains.	<ul style="list-style-type: none"> Pupils nominate themselves for Sports Captains. Each captain is provided with a job specification and writes a letter of application. Pupils then vote for Sports Captains to represent their House. Train Sport Captains and tell them about their roles and responsibilities (half termly meetings with PE lead, support with active play, keep PE cupboard organised, PE and sporting display updated) 	<p>£189 supply</p> <p>(cover to release PE Lead)</p>	<ul style="list-style-type: none"> Sports Captains have increased role of responsibility which in turn has raised the profile of PE and Sport in school. Sports Captains helped run our internal sports day which again increased the profile and importance of PE in the curriculum Sports Captains have taken responsibility for maintaining and auditing the PE resources overseen by Mrs Albon and keeping them tidy. 	<ul style="list-style-type: none"> Set up Games Makers Train Games Makers (Buddies) in playground games so they can lead sports/games activities on the playground to support increased level of daily activity and promote the importance of being active for the upcoming academic year.
To work closely with the Personal, Social, Physical and Emotional Development Curriculum Team to raise awareness of Mental and Physical wellbeing.	<ul style="list-style-type: none"> Termly meeting with the personal, social, physical and emotional team to discuss pupils wellbeing and physical development Development of CREW week to improve resilience, creatively and physical health Engagement in a wider range of new and exciting sporting opportunities such as Quidditch 	<p>£1390 + VAT.</p> <p>(Cost covered by parental contribution)</p>	<ul style="list-style-type: none"> The pupils really enjoyed CREW week this academic year. As a result, pupils developed their understanding of good mental health, growth mind-set principles and the importance of mindfulness. Teaching staff delivered teaching and learning which highlighted the importance of a healthy body linking to a healthy mind. All staff embraced the outdoor element of Forest School and CREW Week where pupils were encouraged to learn in the outdoor classroom. The children loved the 	<ul style="list-style-type: none"> Arrange for the annual sports day to take place on school grounds again in the next academic year and develop provision further Identify and explore themes for next year's CREW week.

			<p>opportunity to play a new and exciting sport in the form of Quidditch. The whole school took part in the activity during CREW Week.</p> <ul style="list-style-type: none"> Our annual sports day took place on school grounds. All children enjoyed taking part and it raised the profile of competitive sport in a friendly environment, 	
<p>To purchase an outdoor PA session to enable class teachers to play music outside during PE lessons and support wellbeing and physical activity including during Sports Day.</p>	<ul style="list-style-type: none"> Gain quotations for and source an outdoor PA system so class teachers and the Sports Lead can be heard during Sports Day Utilise the system to play outdoor music during break and lunchtimes to encourage physical movement and dance outside 	<p>£5523</p> <p>Purchase of the outdoor PA system</p>	<ul style="list-style-type: none"> The children were able to hear the class teacher/Sports Lead during the onsite Sports Day to support organisation and movement between activities. Class teachers have used the system during dance lessons in the outdoor space to increase engagement in lessons – particularly with the boys in KS1. Offering music at break and lunchtimes has encouraged the children – particularly the girls in KS2 to engage with physical exercise in the form of dancing and creation of dance routines. The children have reported increased wellbeing at break and lunchtimes through the provision of the music system. 	<ul style="list-style-type: none"> Work with School council to create their own playlists for break time and lunchtime. Further develop the onsite Sports Day provision.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>and be able to do and about what they need to learn and to</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p> <p>£1234.57</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>

consolidate through practice:				
To ensure consistent teaching practice in all year groups.	<ul style="list-style-type: none"> To monitor provision at least termly to ensure high-quality provision is delivered across the school To develop assessment of PE in class using the Seesaw online platform to ensure a consistent whole-school approach. 	<p>£189</p> <p>(cover to release PE Lead for monitoring and development)</p>	<ul style="list-style-type: none"> Staff have engaged with Seesaw and we are beginning to upload examples of pupil outcomes onto Seesaw. This is helpful for the PE subject leader to identify strengths and areas of development in all year groups. PE subject lead has monitored provision across the school through regular learning walks and observations to develop her understanding of the level of PE taught across the school. 	<ul style="list-style-type: none"> Assessment has developed over the course of the year. However, there are still some inconsistencies in some year groups. Floor books to be introduced in the next academic year. Embed the curriculum further to ensure PE curriculum is cohesive and consistent in all year groups Add in an opportunity for Sports Day skills to be practiced during the half term ahead of the annual Sports Day next academic year.
To develop staff confidence in teaching all areas of the Physical Education curriculum with particular focus on OAA (Outdoor and Adventurous Activity).	<ul style="list-style-type: none"> Train staff in understanding the OAA Map physical education opportunities with wider curriculum learning to embed core learning Develop staff skillset in outdoor activities and increase confidence at delivery All children have the opportunity to be active in their learning, through Forest School as it provides a range of opportunities for all pupils to be physically active in the classroom and outdoors. Each class will take part in a half term series of Forest School and OAA activities – led by a highly qualified coach. 	<p>£6190</p> <p><i>(Contribution of £1045.57 from Sports Premium. Remainder from existing budget)</i></p> <p>To cover the cost of Four Seasons qualified coaches.</p>	<ul style="list-style-type: none"> Teachers benefit from CPD element of Forest School specialist coaching provision Children are more active in their learning, through opportunities such as Forest School, and teachers providing children opportunities to be physically active in the classroom e.g. STEM and in outdoor learning Forest School training for teachers and support staff has had a significant impact on KS1 practice – allowing children to learn in the local area and explore through creative learning, e.g. outdoor classroom activities in the HWA land and greater use of outdoor spaces. This in turn is an increase in the amount of physical activity 	<ul style="list-style-type: none"> Continue to develop Forest School and Outdoor Learning, offering children opportunities to develop life skills. Provide equal opportunities for all pupils. Explore interest in a Forest School Club in the autumn term to further enrich the school clubs offer.

			children are engaging in.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
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: £1515.40	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To widen the children's interest in dance – both traditional and from different cultures.	<ul style="list-style-type: none"> Each class will take part in a dance workshop celebrating dance from a different culture Each class will take part in a workshop celebrating traditional English dancing. 	£395 Dance Days Workshop £560.40 Maypole dancing	<ul style="list-style-type: none"> The children enjoyed learning about the Spanish culture and learning a range of Spanish dance moves during our multicultural week. The children enjoyed taking part in maypole dancing workshops in each class across the school as part of our celebration of the King's Coronation. 	<ul style="list-style-type: none"> Pupil feedback from the dance club was that children would like a dance club next academic year. We have moved away from just offering street dance and have enlisted the services of a dance club who will deliver each of the dance genres.
To broaden the children's experience in a range of sports and forge links within the local community	<ul style="list-style-type: none"> Children in Years 3 and 6 will take part in weekly tennis workshops throughout the summer term. Sessions will be delivered 	£560 Tennis coaching sessions with HWA	<ul style="list-style-type: none"> The children have increased interest in tennis. As such we have arranged for a tennis after school club to start in the autumn term as the feedback from the pupil survey indicated the children would like this provision. 	<ul style="list-style-type: none"> Look to forge links with the new coaches who will take over at HWA in the next academic year.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
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: £4272	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure increased participation in competitive sport.	<ul style="list-style-type: none"> Sports coaches are employed to support with competitive games during lunchtime to organise games and reinforce sportsmanship. These involve warm up/down sessions, skills development and competitive play. He has worked closely with KS1 this year to develop gross motor skills as we identified these were under-developed as a result of lockdown. Children who are interested in particular sport have the equipment to use to practice i.e. netball and net, tennis net and tennis racket in the MUGA area 	£4272	<ul style="list-style-type: none"> Lunchtime provision is aimed at developing physical skills, co-operation, recognition of rules, team play, competition and sportsmanship. As a result of provision we have identified that the majority of our pupil are now able to show resilience when they lose and are quicker to recognise the achievements of others. 	<ul style="list-style-type: none"> Develop provision to include wider playground games by training up buddies, teaching and support staff in addition to the Sports Leader provision.

Signed off by

Head Teacher:	Fran Worby
Date:	19/07/2023
Subject Leader:	Lyndsey Albon
Date:	19/07/2023
Governor:	Richard Walker
Date:	19/07/2023