



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
<p>Key indicator 1: The engagement of all 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.</p>	<p>Teaching staff have accessed training during in INSETs/Challenge PE lessons resulting in higher quality PE exposure for all children during break and lunchtimes.</p> <p>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.</p> <p>TAs lead games to enhance lunch and break times through games. Children have actively developed their understanding of a range of games and sports. A range of</p>	<p>Teachers and members of the support team are now confident in engaging pupils in meaningful and high-quality games at break and lunchtimes. As a result, more children are running and being active for an additional 1 hour and 10 minutes per day. This was evidenced during a recent GB learning walk (June 2024).</p> <p>Sports Leaders lead games during break and lunchtimes for the younger children. Children enjoy the responsibility and lead by example. Children in KS1 are keen to engage in the games set up by their peers. The Sports Leader initiative</p>

	<p>play equipment is being used effectively in the playground to support active play.</p> <p>Sports Captains support EYFS and KS1 play and games using the newly installed playground markings.</p>	<p>has been a positive experience, the next cohort are already keen to participate and training will commence in September 2024.</p> <p>The resurfacing of the KS1 playground has provided a flat surface for the children to run and play. The new marking designed by our School Council have supported imaginative games play which has increased the amount of time our KS1 children are engaging in physical activity. Games are well supported by our Sports Captains/Leads.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Leaders have raised the profile of PE across the school through the provision of intra sporting events and other competitive events within the local area.</p> <p>All children exposed to high quality PE sessions through Challenge Sport on a weekly basis.</p> <p>Lesson observations and Learning Walks highlight that high-quality teaching and learning is taking place in all classes.</p> <p>The children were able to hear the class teacher/Sports Lead during the onsite Sports Day to support organisation and movement between activities.</p> <p>Class teachers have used the system during dance lessons in the outdoor space to increase engagement in lessons – particularly with the boys in KS1.</p> <p>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.</p> <p>The children have reported increased wellbeing at break and lunchtimes through</p>	<p>As the children became more confident, they looked forward to events that were taking place both within the school and at competitive events against other schools. The school will look to develop this during the 2023 and 2024 academic year as pupils have requested further engagement with competitive sports. Future Sports Premium funding will be allocated to prioritising this.</p> <p>Weekly Achievement Assemblies are used to reinforce the sporting behaviours we expect i.e. good teamwork and sportsmanship and celebrate where these had been seen in practice to align with the school’s Values- based Agenda.</p> <p>Younger children have learned about the importance of displaying character virtues in PE lessons, which in turn, developed good sportsmanship.</p> <p>The school wanted to ensure that each child in Year 6 was provided with the opportunity to represent the school at a sports event and worked actively to promote inclusion rather than competitively. All children in Year 6 were</p>
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	the provision of the music system.	provided with the opportunity to part in either netball or football tournaments and the whole class are part of 'the team' rather than the school promoting exclusivity in sports and developing a football team,
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>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.</p> <p>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.</p> <p>Teachers have benefited from the CPD element of Forest School specialist coaching provision. As a result of the Forest School 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.</p>	<p>The PE Subject Lead and SLT have ideas on how to further develop this in the 2024-25 academic year to include a 'focus group' approach each week to ensure staff have time to review and set targets for each child within the class during the course of each unit of work.</p> <p>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 children are engaging in.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The children enjoyed learning about the Spanish culture and learning a range of Spanish dance moves during our multicultural week.</p> <p>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. Alongside this, the school planned for lots of active opportunities during Outdoor Learning Week and CREW Week including tennis workshops and Quidditch which the children had not been provided with the opportunity to play before.</p> <p>All children in Year 6 had the opportunity to visit PGL and participate in adventurous activities such as abseiling, climbing, orienteering etc.</p> <p>All children in Year 5 were provided with the opportunity to visit Stanborough Lakes and took part in a range of water sports including paddle boarding and kayaking to develop their understanding of safe water sports.</p> <p>Children were encouraged to be Play Leaders for at least one term in Year 6 and</p>	<p>Children demonstrated confidence and resilience when faced with new and exciting opportunities. Feedback from the pupil survey is that the wide and varied sporting opportunities provided to them was a highlight of the school enrichment calendar.</p> <p>By providing positive role models, the younger children are inspired to follow in their footsteps.</p> <p>93% of children could confidently swim 25m with a variety of strokes. Children had a good understanding of water safety, setting them in a strong position for their future.</p>
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	<p>support games in the KS1 playground. During PE lessons, children were given the opportunity to lead their group or class in activities. Year 5 and 6 participated in swimming lessons across the course of the year – accessing 1.5 terms of weekly swimming lessons each.</p>	
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<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Children participated in friendly events organised by the SLT with other schools in the local area. These were celebrated through assemblies and messages to parents.</p> <p>Sports coaches are employed to support with competitive games during lunchtime to organise games and reinforce 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.</p>	<p>Children found the events supportive and enjoyable. They developed their skills and were motivated to participate in further events. Feedback from the children is they would like further opportunities to take part in intra-school events in the 2023-2024 academic year so the school will actively source this through the LA Enfield provision and through our links with Challenge Education.</p>
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Key priorities and Planning

Total Sports Premium for the year 2023-2024 for Hadley Wood Primary School: £17790

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
Staff to be trained by professional PE teacher on developing knowledge of supporting SEND pupils access active learning.	Staff	Key Indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport	Wider cohort of staff able to deliver high quality PE.	£3135 LA buy back training package and sports access.
Purchase a wider range of resource/replace any broken resources to promote the delivery of high quality physical activity lessons and a broad range of sporting activities	All staff and children	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	PE Lead regularly audits resources and identify curriculum areas where additional resources are required or replacement is required. All equipment and surfaces are safe to use.	£5140.60 Purchase of new resources including bean bags and medals for sports day alongside repairs and maintenance of existing equipment: ESP and Continental
Ensure high-quality lessons are planned and sequenced well.	All staff and children	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Teaching staff are able to access high-quality PE lessons with guidelines and	£594.00 Get Set annual PE subscriptions

		Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>outcomes to support the delivery of the Hadley Wood PE curriculum.</p> <p>Increased staff confidence in the delivery of quality physical education lessons</p> <p>Consistent provision of PE lessons across the school</p>	
Ensure all children can access sports clubs before school and after school.	All children	Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils	Children will be able to follow their interests and fitness levels will increase.	£845.50 Challenge Education coaches leading clubs.
All children will participate in at least one workshop run by external visitors to the school to provide access to a wide range of sport.	All children	Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils.	Children will experience a wide range of sports including Carnival dance workshops, Mission Possible workshops, Road to Olympics workshops, hockey workshops, dance workshops etc.	£3522 To cover a range of externally led workshops to ensure children have access to a wide range of sports. Contribution of £1500 from the Sports Premium,

				remainder from existing budget
By the end of KS2, all children to have had the opportunity to take part in outdoor and adventurous sports.	All children	Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils	Children will have demonstrated a number of character virtues such as courage and resilience.	£7320 Contribution towards the cost of Four Seasons qualified coaches. (Contribution of £1000 from Sports Premium. Remainder from existing budget).
Ensure increased participation in competitive sport.	All children	Key indicator 4: offer a broader and more equal experience of a range of sports and physical activities to all pupils Key indicator 5: increase participation in competitive sport		£4944 Contribution towards the cost of Sports Coach to lead lunchtime provision.
All children will participate in at least one intra-schools event throughout the year	All children	Key indicator 5: increase participation in competitive sport	Children will engage with a range of sports and enjoy taking part in competitive sport. They will meet other peers at these activities, building	£2112.50 Access to challenge Education sporting events package, hire of Lea Valley, Athletics coach, travel to athletics event.

			relationships which will last into KS3.	Contribution of £630.90 from Sports Premium. Remainder from existing budget.
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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
<p>Staff to be trained by professional PE teacher on developing knowledge of supporting SEND pupils access active learning.</p> <p>The new Physical Education Lead to access relevant training throughout the course of the year.</p>	<p>Teaching staff have also accessed CPD opportunities through both Challenge Education and Enfield Local Authority team across the course of the year.</p> <p>Support from Challenge Education and the LA Enfield PE team has supported the new Physical Education Lead (in post from January 2024) to assume the role and responsibilities. The new PE Lead has accessed a number of training sessions and PE Subject Leader meetings and has been able to develop provision across the school to ensure consist delivery of the school curriculum.</p>	<p>Recent training on planning effectively for SEND pupils in PE was a supportive mechanism in ensuring staff are aware of how to differentiate effectively in lessons.</p>
<p>Purchase a wider range of resource/replace any broken resources to promote the delivery of high quality physical activity lessons and a broad range of sporting activities</p>	<p>Staff are able to deliver high-quality lessons as the number of resources per pupil has increased.</p> <p>All equipment is well-maintained and safe to use so that it can be used to deliver high-quality PE and support physical activity.</p>	<p>Continental Sport carry out an annual service on the equipment which provides the PE Subject Lead and SLT with an indication of any items which need replacement immediately and in the near future which supports planning for future purchases.</p>

	<p>All outdoor equipment is safe to use and the children use the adventure playground each break and lunchtime to promote an active life style. Replacement of the wooden beams on the climbing equipment, bridge and rope bridge has enabled pupils to develop gross motor skills and promote active play at break and lunchtimes.</p> <p>Positive attitudes to health and well-being have increased. Children across the school more active on a daily basis and enjoy being active.</p>	
<p>Ensure high-quality lessons are planned and sequenced well.</p>	<p>All children exposed to high quality PE sessions through Challenge Sport offered on a weekly basis.</p> <p>The purchase of Get Set for Education curriculum supports class teachers to deliver quality lessons which meet the needs of our cohort.</p> <p>Lesson observations and Learning Walks highlight that high-quality teaching and learning is taking place in all classes.</p> <p>The assessment system is being utilised effectively and progress is being captured within and across units of work.</p>	<p>The purchasing of a high-quality curriculum which has been written by sports professionals has increased staff confidence in the delivery of quality physical education lessons. This is an annual charge which the school will need to continue in order to access the online resources.</p> <p>Learning Walks highlight a more consistent level of provision of PE lessons across the school.</p>

<p>Ensure all children can access sports clubs before school and after school.</p>	<p>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: KS1 and KS2 football, netball, cross country, tennis and basketball.</p> <p>We are very happy with the quality of provision received from the sports coaches who have led extra-curricular clubs this academic year.</p> <p>The development of the use of the sports coach for lunchtime provision/activities has increased sportsmanship and interest in a wider range of sport. Children are more keen to take part in team games</p> <p>The netball club was reintroduced last 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.</p> <p>The running club was well attended at the onset of the year and was a positive way to engage children in physical activity before the start of the school day. There was limited interest in this aspect during the summer term as parents chose to utilise</p>	<p>We are continually looking to add to our after-school provision and will look to add a Forest School club in the next academic year to promote outdoor and adventurous activities.</p>
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	<p>the breakfast club offer.</p> <p>All year groups have access to at least one sports club.</p>	
<p>All children will participate in at least one workshop run by external visitors to the school to provide access to a wide range of sport.</p>	<p>We ran a wide range of different sporting workshops and activities across the course of the year including: carnival dance workshops, Road to Olympics workshops where the children were able to take part in Boccia, wresting, archery etc; hockey workshops, outdoor and adventurous activities through the Mission Possible Challenge workshops.</p> <p>In addition to this Years 5 and 6 attended a whole day event at Lea Valley developing their ability to take part in competitive athletics which was led by a professional athletics coach, Year 5 attended a rugby day event at Mount House, Year 5 spent the day at Stanborough Lakes developing their understanding of watersports and Year 6 visited PGL and took part in a range of outdoor and adventurous activities throughout the course of their 5-day visit.</p>	<p>Feedback from the children during the annual survey highlighted that the sporting workshops and the opportunity to try new sports was a highlight of the school enrichment calendar.</p>

<p>By the end of KS2, all children to have had the opportunity to take part in outdoor and adventurous sports.</p>	<p>See above.</p> <p>In addition to this, Class Teachers benefitted from CPD element of Forest School specialist coaching provision and 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</p> <p>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 the children are engaging in.</p>	<p>The school will continue to develop Forest School and Outdoor Learning, offering children opportunities to develop life skills and opportunities to be active.</p> <p>Explore interest in a Forest School Club in the autumn term to further enrich the school clubs offer.</p>
<p>Ensure increased participation in competitive sport.</p>	<p>The school has also accessed the Enfield PE service wider sporting events including athletics alongside competitive football and netball opportunities for the Year 6 class. A number of children across KS2 (Years 3-6) took part in an a borough athletics event.</p> <p>Challenge Education have offered children across the school opportunities to play</p>	<p>Children found the events supportive and enjoyable. They developed their skills and were motivated to participate in further events.</p> <p>Weekly Achievement Assemblies are used to reinforce the sporting behaviours we expect i.e. good teamwork and sportsmanship and</p>

	<p>competitive sport. Football and netball tournaments have been played as tournament with other local schools alongside a wide range of other sporting events including tri-golf, a KS1 sporting challenge, tag rugby, flag football etc.</p> <p>Alongside this, every child in Years 5 and 6 attended an athletics day run by an external athletics coach to develop their stamina for organised athletic activities. Children competed against each other on a professional track at Lea Valley stadium throughout the course of the day.</p> <p>100% of children have accessed organised sporting events across KS2 with 50% of children in KS1 accessing intra-sporting events within this academic year due to the fact that all sporting events were offered on a rolling rota program.</p>	<p>celebrate where these had been seen in practice to align with the school's Values- based Agenda.</p> <p>The school ensured that each child in Year 6 was provided with the opportunity to represent the school at a sports event and worked actively to promote inclusion rather than competitively. 100% of the children in Year 6 were provided with the opportunity to represent the school in either netball or football tournaments.</p>
<p>All children will participate in at least one intra-schools event throughout the year.</p>	<p>As above</p>	<p>As above</p>

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?	100%	<p><i>As a school we offer two opportunities for children in our KS2 cohort to learn to swim. They swim for 1.5 terms in the summer term of Year 5 which is followed up with a series of lessons for the first 1.5 terms of Year 6.</i></p> <p><i>This enables our pupils to meet the expected level of competency and proficiency in swimming.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>As above</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>93%</p>	<p><i>As above</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>N/A</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>Yes/No</p>	<p>We use the swimming coaches at the local pool and the RNLI for additional Water Safety lessons.</p>

Signed off by:

Head Teacher:	<i>Mrs. Fran Worby</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs. Kim Petrie Physical Education Subject Lead</i>
Governor:	<i>Mr. Richard Walker Chair of Governors</i>
Date:	<i>3rd July 2024</i>