



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



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 2025.**

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 (2023/2024)

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>● ELMS coaches to team teach games sessions.</li> <li>● TAs to observe teaching of PE and games.</li> <li>● Access to PE schemes of work and progression documents. Hall spaces and outdoor spaces are timetabled to give each class the opportunity to access the correct spaces needed to maximise PE lessons.</li> <li>● CPD courses for subject lead and ECTs.</li> </ul>	<ul style="list-style-type: none"> <li>● Elms coaches taught children a wide range of sporting activities, developing their key movement skills. Staff were able to observe and develop their own skills/confidence delivering PE.</li> </ul> <p>All ECTs attended CPD events to better equip them to deliver high quality PE lessons.</p>	<ul style="list-style-type: none"> <li>● Participation in extra curricular sports has increased, particularly among girls.</li> <li>● Links with local sports clubs has been established/maintained as well as involvement with Tottenham Hotspur.</li> <li>● Year 4 girls made it to the final of the London Youth Games, as well as other year groups performing well at various borough sporting events.</li> <li>● ELMS PE coaches have improved the quality of PE being taught from EYFS – Y6.</li> <li>● New Dance scheme of work being introduced and trialed in some year groups.</li> </ul>

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> <li>● To pay for a sports coach at lunchtime to provide organised physical activity to one class per day.</li> <li>● To develop the role of sports captains to lead lunchtime games.</li> <li>● To timetable the Activall system to one class per day.</li> <li>● To allow pupils access to the daily mile track.</li>   <li>● To provide sufficient play equipment during the times when we can access the field. To teach hand tennis when only the playground is in use.</li>   <li>● Whole school physical activity challenge – walk to Paris for the Olympics.</li>   <li>● School wide presence of sports captains- match reports to rest of school during collective worship</li>   <li>● Inter-house sports competitions throughout the year</li>   <li>● Sports day for all pupils</li>   <li>● Celebrate team and individual sporting success in whole school collective worship and in fortnightly newsletter</li> </ul>	<p>All children had access to at least one session of organized physical activity per week at lunch time. Sports captains were used to set up activity stations at lunchtimes as well as support children in using the equipment safely.</p> <p>All classes regularly took part in daily mile sessions.</p> <p>Children had access to a wide range of equipment to aid their physical development at lunchtimes. Year groups had designated areas for football/handball, days to play table tennis and times when they had access to the track.</p> <p>Children participated in over 40 sport events throughout the year, with the majority of children from Y2 onwards given the opportunity to represent the school at different sporting events. This success was shared in newsletter and on the school's social media.</p>	

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending. Total funding: £19,918

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
<ol style="list-style-type: none"> <li>Elms coaches to deliver one PE lesson per week for each class. Staff to observe to help with their delivery of PE lessons.</li> <li>CPD courses</li> </ol>	<ol style="list-style-type: none"> <li>ELMS coaches, all staff and pupils</li> <li>Teaching staff, pupils</li> <li>PE lead, ECTs</li> </ol>	<p><b>Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<ol style="list-style-type: none"> <li>Staff will be more confident planning and teaching high quality PE lessons. Some staff will lead sports clubs and teams.</li> <li>Increased curriculum and subject knowledge knowledge.</li> </ol>	

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
<ol style="list-style-type: none"> <li>1. To pay for a sports coach at lunchtime to provide organised physical activity to one class per day.</li> <li>2. To develop the role of sports captains to lead lunchtime games.</li> <li>3. To allow pupils access to the daily mile track.</li> <li>4. To provide sufficient play equipment during the times when we can access the field.</li> <li>5. Develop sports captains' ability to lead small games/activities during lunch times.</li> <li>6. Link with Tottenham Hotspur – them to deliver high quality PE lessons to each class in KS1 and KS2.</li> <li>7. Repair the climbing frame and ensure playground markings are clearly visible for matches</li> </ol>	<p>Lunchtime supervisors</p> <p>Teaching staff</p> <p>Sports coaches</p> <p>Pupils</p> <p>Sports Captains</p>	<p><b>Key Indicator 2 – Engagement of all pupils in regular physical activity</b></p>	<ol style="list-style-type: none"> <li>1. Pupils will have had access to a more active lunchtime provision</li> <li>2/3.Years- 2-6 will have had lunchtime games activities- they will have developed skills in a range of sports, build on teamwork and leadership skills</li> <li>4. All pupils will have had access to a range of equipment to ensure their lunchtimes have been more active</li> <li>7. Pupils will be able to play games that used to exist on the playground and the climbing frame</li> </ol>	<p>£3500 for lunchtime coach</p> <p>£4000 for play equipment</p> <p>£3800 for repairs</p> <p>£2418 for markings</p>



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
<ol style="list-style-type: none"> <li>1. Taster sessions for a variety of sports</li> <li>2. Wide range of extra-curricular clubs offered led by both school staff and outside clubs</li> <li>3. Entry into the Enfield Borough Dance Festival</li> </ol>		<p><b>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</b></p>	<ol style="list-style-type: none"> <li>1. Pupils will have increased interest in sport Pupils will be motivated to try out of school sports clubs</li> <li>2. Pupils will have increased participation in sport</li> <li>2. Pupils will have the opportunity to have a go at sports they have not tried before which may be more suited to their interests than typical clubs on offer</li> <li>3. Pupils will have the opportunity to perform in front of an audience</li> </ol>	<p>£2900 for sessions</p> <p>£300 for dance festival entry</p>

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
<ol style="list-style-type: none"> <li>1. To establish links with local sports clubs.</li> <li>2. To release P.E lead and other members of staff to accompany pupils to matches and competitions</li> <li>3. Buy back into the Enfield P.E team offer for leagues, matches and competitions including boys/girls football, netball, tag rugby, athletics and cross country</li> <li>4. P.E lead to organise B team competitions and additional matches with individual schools</li> </ol>	<p>Pupils, teaching and support staff and P.E lead.</p>	<p><b>Key Indicator 5 - Increased participation in competitive sport</b></p>	<ol style="list-style-type: none"> <li>1. Greater number of pupils able to participate in competitive sport</li> <li>2. Increased knowledge and understanding of managing emotions around competition</li> <li>3&amp;4. Developed skills in teamwork, leadership and sportsmanship</li> </ol>	

## 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?	84%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	<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>

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82%	<i>Use this text box to give further context behind the percentage.</i>
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?	Yes/No	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

<b>Position</b>	<b>Name</b>
Executive Headteacher	Cathryn Mann
Subject Leader or the individual responsible for the Primary PE and sport premium	Dan Birkbeck
Governor	Governing Board
Date	12.09.24