



Evidencing the impact of the Primary PE and Sport Premium 2024/2025

Sports Premium 24/25



Department
for Education



YOUTH
SPORT
TRUST

What is the PE and Sports Premium?

The PE and Sport Premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils to encourage the development of healthy, active lifestyles.

There are 5 Key Indicators which school should expect to see improvement across as a result of the funding:

Engagement of all pupils in regular physical activity, for example by:

- providing targeted activities or support to involve and encourage the least active children encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- 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

The profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Broader experience of a range of sports and physical activities offered to all pupils, for example by:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Increased participation in competitive sport, for example by:

- increasing and actively encouraging pupils' participation in the [School Games](#)
- organising more sport competitions or tournaments within the school
- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations

Review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why?

Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key Achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ▪ After school offer includes a range of sports and outdoor activities including multi-sports, archery, football, netball, martial arts, dance and outdoor games ▪ CompletePE provides comprehensive lessons with assessment opportunities, explanatory instructional videos, modelling skills, as well as detailed plans for lessons ▪ PE scheme of work ensures broad range of sports being taught 	<ul style="list-style-type: none"> ▪ Continuing professional development for staff including lesson visits with constructive feedback, modelling by leading practitioners and team-teaching ▪ Continue to ensure a high percentage of children engage with active playtimes ▪ Continue to offer wide range of extra-curricular activities after school, delivered by the school and external providers ▪ Participate in competitive tournaments – in-school and intra-Trust ▪ Continue to subscribe to CompletePE schemes of work; ensuring resources and equipment are in good working order and condition

Meeting national curriculum requirements for swimming and water safety	
What percentage of our current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	52%
What percentage of our current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of our current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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

Funding Details

Total amount carried over from 2023/24	£ 0
Total amount allocated for 2023/24	£ 20,550
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2024/25	£ 20,160
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 20,160

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 students today and for the future.

Total fund allocated: £ 20,160				
Key indicator 1: The engagement of all pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 61%
School focus with clarity on intended impact on pupils:	Actions:	Funding allocated: £12,400	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue promoting the benefits of physical activity to all our pupils, we encourage every child to lead a healthy, active lifestyle by ensuring we provide a variety of different sports and encourage active playtime activities that appeal to all pupils</p> <p>Enhance the opportunities given to children for daily physical activity at school</p> <p>Promote cycling as healthy lifestyle for pupils as part of the school.</p> <p>Increase activity levels by promoting walking as part of a healthy lifestyle.</p>	<p>Oversee and encourage active play at morning breaks and lunchtime to include:</p> <ul style="list-style-type: none"> ▪ Organised lunch time play led by ELM Sports Coaches to ensure children are making the most of their playtime through staying active whilst playing competitive sports fairly and safely ▪ Engage with MAT schools to support development of active play ▪ Train support and lunchtime staff so that they can fully engage children in active play ▪ Target activities and support to involve and encourage individual pupils <ul style="list-style-type: none"> ▪ Organised lunch time play led by ELM Sports Coaches to ensure children are making the most of their playtime through staying active whilst playing competitive sports fairly and safely. <ul style="list-style-type: none"> ▪ Explore further options for Daily Mile/children walking or running the Heart Line 		<ul style="list-style-type: none"> ▪ High level of pupil engagement during the active playtimes and lunchtimes. ▪ Wider range of suitable equipment for all pupils including EYFS. ▪ Increase in team spirit and sportsmanship amongst pupils. ▪ Increase in fitness levels of pupils during PE lessons. ▪ Children to be engaged in cycling and understand it as part of a healthy lifestyle. ▪ Children will be more active in their ways of coming to school to further develop a healthy lifestyle. ▪ Children aware of the importance of physical activity as part of a healthy and active lifestyle ▪ Bringing together the community with a common goal. 	<p>Review playtimes and audit equipment to ensure high quality, good-condition equipment is available</p> <p>Consider and action pupil voice</p>

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| | <ul style="list-style-type: none">▪ Year 3 & Year 4 complete bikeability (Spring term)▪ Year 5 & Year 6 complete bikeability (Autumn term)
▪ Promote cycling, walking or scooting to school in newsletters and via social media.
▪ Conduct regular audits to ensure resources available to pupils are always of high-quality, meet safety standards and meet the needs of all pupils and ensure the school is able to provide resources mapped out by the Complete PE curriculum
▪ Gather feedback via pupil interviews
▪ Use playground markings to design and encourage games at break and lunch times | | |
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Key indicator 2: Continue to raise the profile of PE and sport across the school as a tool for whole school improvement				Percentage of total allocation: 18%
School focus with clarity on intended impact on pupils achievement:	Actions to achieve:	Funding allocated: £3575	Evidence and impact:	Sustainability and suggested next steps:
<p>Attend PE Connect Steering group and Enfield PE meetings.</p> <p>Use sport as a way to continue to improve standards of behaviour at lunch.</p> <p>Success and participation of teams and individuals celebrated in assemblies.</p> <p>Focus on supporting teachers in physical education to ensure high quality teaching of PE and accurate assessment of children's skills and knowledge.</p> <p>Ensure PE and school sport is visible in the school (assemblies, school website, pupil reward and recognition of pupils)</p>	<ul style="list-style-type: none"> ▪ PE Lead to attend half-termly meetings held to discuss planned Connect Education Trust sporting competitions as well as developments within PE across the Trust ▪ PE lead to attend PE subjects leaders meeting delivered by the Enfield PE team. ▪ Work with colleagues from within the Connect Education Trust to update and adapt lunchtime provision as necessary, ensure resources are in place and fit for purpose and all staff are adequately trained. ▪ Achievement is celebrated across school. ▪ Sports lead to support delivery of PE. ▪ Use assemblies as an opportunity to celebrate sporting achievements ▪ Sharing swimming successes in achievement assembly. ▪ Children to be rewarded for resilience and application in sport. ▪ Sporting events and achievements to be shared using school website, newsletter and social media. ▪ School to achieve the Gold School Games Mark. ▪ Promote active travel to school. ▪ Engage in the London Mini-Marathon ▪ Incorporate pupil voice in decision making process for sports days/intrasports days/playground activities 		<ul style="list-style-type: none"> ▪ Improvements in teacher confidence. They teach high quality lessons based on CompletePE (monitoring and evaluation tasks) ▪ Improved physical development ▪ Improvements in diet, fitness and body image (monitoring and evaluation task, pupil interviews/ surveys) ▪ Improvements in attainment and progress - assessment statements and staff feedback ▪ Children benefit from an expert and consistent approach to conflicts and start to internalise the strategies they need to resolve issues themselves. Behaviour incidents at lunchtime reduced. ▪ Children can converse about their feelings and have the emotional literacy they need to be able to express themselves. ▪ Teaching staff are able to accurately assess children's skills and understand how to support and extend learning. ▪ Children making positive choices about food. ▪ Parents accessing information explaining the need for healthy and active lifestyles. ▪ More children will be interested in participating in sport and extra curricular activities. ▪ Children form healthy and balanced lifestyle 	<p>Review CompletePE on an on-going basis and half-termly</p> <p>End of year review</p> <p>Ensure equipment is stored appropriately and replaced as necessary throughout the year</p> <p>Staff trained to deliver sports activities.</p> <p>Current club structure will continue - variety offered is reviewed termly.</p>

	<ul style="list-style-type: none">▪ ELMS coaches to promote sports and healthy competition during lunchtimes.▪ To provide children with opportunities to participate in planned events to raise the profile and importance of physical activity and sports	<ul style="list-style-type: none">▪ Increased participation in physical activity.▪ Increased fitness levels in children.▪ Athlete Visit (Olympic Gold Medalist)▪ Biggest ever football event▪ Intrasports days▪ Sport days	
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Key indicator 3: Continuing professional development for staff including lesson visits with constructive feedback, modelling by leading practitioners and team-teaching				Percentage of total allocation: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2000	Evidence and impact:	Sustainability and suggested next steps:
<p>PE lead to oversee the provision of PE and sports to ensure all pupils have access to the highest of standards.</p> <p>All children to receive high quality PE teaching through a well-planned and resourced scheme of work.</p> <p>To involve pupils in the assessment of PE and sport through structured opportunities for Assessment for Learning (AfL) throughout lessons. This approach allows students to identify their strengths and develop strategies to improve areas needing further practice.</p> <p>Assessment of PE should feedback in to planning and adaptations to curriculum.</p> <p>All children to have access to high quality coaching during school day and at clubs.</p> <p>All children to have access to organised activities at lunchtimes.</p> <p>Support is offered to children who lack confidence or are not currently meeting the national expected standards.</p>	<ul style="list-style-type: none"> ▪ To provide cover in order to release PE Leader for professional development in PE/sports. ▪ PE leader to attend borough subject leader courses and/or other PE courses to develop knowledge and skills. ▪ Organisation of whole school sports days at Lee Valley Athletics Centre. ▪ PE leader to keep up to date with PE developments. ▪ Provide staff with professional development, in response to staff questionnaires of strengths and areas to develop. ▪ Regular CPD provided for staff at Insets, then supported peer teaching with coach twice per term. ▪ PE is assessed termly and results analysed by teachers and PE Leads. ▪ Lunchtime staff trained to organise and support activities in conjunction with colleagues from within the Connect Education Trust. ▪ Resources purchased for both playgrounds +EYFS. 	<ul style="list-style-type: none"> ▪ Develop confidence and leadership skills of the PE Leader. ▪ Improvements in teacher confidence. They teach high quality lessons based on CompletePE (monitoring and evaluation tasks) ▪ Pupils have access to a comprehensive range of PE and sports ▪ Improved physical development ▪ Improvements in diet, fitness and body image ▪ Improvements in attainment and progress - assessments and staff feedback ▪ Children have experience of attending professional games/competitions and tournaments. 	<p>Pupil and staff surveys</p> <p>Continued high quality teaching effects excellent progress.</p> <p>PE action plans incorporate analysis of assessment.</p> <p>Lunchtime staff are trained to deliver high quality sports activities and clubs.</p> <p>Review CompletePE on an on-going basis and formally termly</p>	

<p>Enhanced support and development for all staff teaching PE and Games to ensure that lessons and extracurricular activities extend pupils' abilities and keep all pupils actively engaged throughout each session.</p>		<ul style="list-style-type: none">▪ Increased confidence in teachers in the delivery of PE lessons.▪ All staff are more knowledgeable and confident at teaching PE. Pupils therefore receive quality teaching. Deep Dive gave Quality Assurance that teaching of PE is good or outstanding▪ Analysis of assessments brings about positive change (eg. introduction of balance bikes at EYFS)	
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Key indicator 4: Continue to offer wide range of highly subsidised extra-curricular activities in and after school, delivered by the school and external providers (subsidized lettings)				Percentage of total allocation: 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1185	Evidence and impact:	Sustainability and suggested next steps:
<p>To develop leaders within our young people through School Games Makers</p> <p>Increase of breadth of sports that pupils can access</p> <p>Increase in activities promoting mental health, mindfulness and wellbeing</p> <p>Provide more and broaden the variety of extra-curricular activities in school</p> <p>Encourage more children to take part in physical activity after school.</p>	<ul style="list-style-type: none"> ▪ Select Games Makers in KS2 and establish roles. ▪ Ensure Games Makers have a wealth of activities available. ▪ Games makers to promote healthy lifestyles to other children ▪ Games Makers are given responsibility to set up quick activities. ▪ Half-termly meetings with PE lead to ensure children are happy and to change games/responsibilities. ▪ Games Makers empower other children to run games themselves. ▪ Archery, Cheerleading after school sports clubs; these are reviewed and changed to allow children to access a breadth of sports. ▪ To continue to introduce a wide variety of sports and encourage more children to take up the provision on offer. ▪ Use specialised coaches to promote a range of sports i.e. football, cricket. 		<p>Pupils' exposure to different local sport clubs can open up pathways for them to achieve at higher levels.</p> <p>Children enjoy participation and teamwork and have to learn to lose as well as win, which develops their resilience.</p> <p>Encourage the least active children to take up and enjoy sport which can become a part of their lifestyle.</p> <p>More pupils (particularly Pupil Premium) who do not have access to sporting activities out of school access the provision provided.</p> <p>More choice for children to learn new sports.</p>	<p>Development of resilience is crucial and celebrated in all aspects of school.</p>

Key indicator 5: Participate in competitive tournaments – in-school and intra-Trust				Percentage of total allocation: 5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1000	Evidence and impact:	Sustainability and suggested next steps:
<p>Increased participation in competitive sports through both inter and intra sports tournaments – integral to our PE curriculum (Complete PE).</p> <p>Increased opportunities for SEND and PPF children and those pupils reluctant to take part in Sports.</p>	<ul style="list-style-type: none"> ▪ To arrange regular competitions based around different themes to raise the profile of different sports in the school. This will give children a variety of sporting skills and opportunities to develop interests. ▪ Ensure a range of key stages are included in events including SRP. ▪ Organise opportunities for inclusive sporting competitions and tournaments across Connect Education Trust e.g. Tag Rugby, basketball, mixed netball and dance (including purchase of trophies). ▪ All pupils participate in Intra competitions and Sports Days. ▪ Staff and transport costs to tournaments are met by school where applicable. ▪ Intra sports competitions. 		<ul style="list-style-type: none"> ▪ Children continue to learn how to operate within a team, and develop resilience and sportsmanship which transfers to other aspects of life ▪ Pupils from key groups who are reluctant to do PE, to develop confidence as they shine within a smaller group and have more focussed attention from the adults. 	<p>Intra and Inter-schools competitions will continue to run. Increased number of children able to participate in competitive sport</p> <p>Tag rugby competition</p> <p>Football friendlies</p> <p>Multi- skills sports Yr 3,4 and 5</p> <p>Children showcasing talents on a wider stage at Enfield Dance festival.</p> <p>Parents are able to engage and watch children perform at all sporting events and dance festivals.</p> <p>Children taking part in sports not normally available to them at Panathlon and Inclusive Multi sporting events held at Lea Valley Stadium.</p>