



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Providing sporting opportunities to all junior aged children during lunchtimes with a focus on inclusion and a variety of activities.	Children have engaged with a variety of skills and sports through their lunchtimes. It has widened their interests and broadened their skill set.	We were not able to reach the number of children that we would have liked to this year due to organisational challenges with space and timings. These are all issues that we plan to overcome next year with a different offer with OPAL and apprentice.
PE coach communicates and organises competitions and fixtures for a wide range of children.	Regular engagement with sporting tournaments across the borough and in-house for years 3-6.	This has been received incredibly positively with children and parents. Engagement has been very high, and parents are keen for this to continue and expand next year.
PE coach engages with specific CPD which is focused on improving the quality of teaching and learning as provided by Haringey.	PE coach has attended training regarding: gymnastics, dance, athletics this year. The impact has been significant in improving the delivery, range of activities, games and outcomes for pupils.	Haringey training has provided variety and depth in their training for the school's PE coach and their advice has been valuable throughout the year.

Key priorities and Planning 2024-25

This planning template will allow schools to accurately plan their spending.

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
PE coach (HLTA) with sporting qualifications and coaching skills teaches PE across the school with the positive impact on quality of teaching in this subject.	Children receive a diet of high quality PE with a range of sports and skills. Assessment is of a high quality and is consistent across the school.	Key Indicator 2 – Through high quality PE lessons, children are highly engaged with physical activity and sport. Key Indicator 3 – The profile of PE is raised through high expectations and high-quality delivery.	Children’s subject knowledge is high and high-quality assessments feed into future planning. High Engagement which leaves a lasting legacy.	£3740 covers part of the salary for the HLTA
Monitor uptake of the extended day’s sports clubs.	Children who qualify for free school meals are offered a free place in a sports club. Children have a broader range of after school clubs which raises engagement and increases opportunities for regular physical activities.	Key Indicator 2 – engagement is increased Key Indicator 3 – Profile raised through an increase in PE offer Key Indicator 4 – Equal opportunities offered for a range of sports to all pupils	Liase with inclusion leader to widen participation and opportunities for all to engage.	£1030
Providing sporting opportunities for all with a focus on inclusion and variety of activity	Engagement of different groups of children doing different skills at lunchtime.	Key Indicator 2 – Increased physical activity Key Indicator 4 – Inclusive activities offered	PE coach apprentice regularly plans and prepares for lunchtime clubs. Being a permanent member of staff,	£4110

			they have strong relationships with the children and can prioritise those children who need support to engage.	
Purchase resources to enhance provision and opportunities for regular activity	Creating playtimes that have more challenges and are more enjoyable. This increases engagement and decreases challenging behaviour. It can develop social and collaborative skills.	Key Indicator 2 – Increase level of engagement over the course of the year of physical activity at lunchtime Key Indicator 4 – Opportunities to engage with and include more children	The children start to learn and play the games/activities independently, leading as well participating in them.	£1000
Engages with specific CPD focused on the quality of teaching and learning as provided by Haringey with a focus on SEND provision and inclusion.	PE lessons led by all staff will include all children and will be adapted more effectively. Focus on outdoor adventure linking to Geography CPD for teachers.	Key Indicator 1 – Increase in confidence and knowledge regarding inclusion when teaching PE and sport. Key Indicator 3 – Profile of inclusion within PE is raised across the school	This will be embedded in practice for future years.	£1350
Swimming Year 4 children to all attend	Number of pupils within the year 4 cohort who are meeting the national curriculum	Key Indicator 2 – Increase engagement of all pupils	The children can attend and improve their swimming–	£1818

swimming lessons within school over summer term.	requirements to swim confidently and competently and proficiently over a distance of at least 25metres using a range of strokes effectively and perform safe self-rescue in different water-based situations.		completing their swimming challenges throughout their sessions which creates a strong foundation for water safety and starting lessons outside of school.	
PE coach communicates and organizes tournaments for a wide range of children	All children in years 3 to 6 will have opportunities to compete in tournaments throughout their junior school life.	Key Indicator 5 – Increase participation in competitive sport	Promote sport participation across years 3-6 and to encourage children’s sense of achievement.	£1500
Outdoor play and Learning	All children will have increased play opportunities and will develop skills such as risk taking, collaboration, creative play and problem solving.	Key Indicator 2 – Increased in physical activity at lunch and playtimes. Key Indicator 4 – Inclusive offer for physical activities	Playtimes have more challenges and are more enjoyable. As engagement increases, behaviour improves. It develops social, leadership and collaborative skills.	£5000
Total				£19548

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
Providing sporting opportunities to pupils for Years 3 to 6.	Pupils were able to experience competitive sport and all the sporting opportunities offered this year enabled them to compete in tournaments, festivals and friendly matches within the Haringey.	
Extended day Sports clubs	This allowed pupils to build, develop and further their knowledge of various sports outside of PE lesson time. This increased their enjoyment of certain sports, as it gave pupils more time to practice their skills within the sport and better understanding.	
Haringey CPD for PE Sports Coach	This enabled the PE lessons to have a variation of skills, activities and ideas for when using equipment for pupils. A wide range of sports and ideas gathered to use in lessons.	

Resources for sports days	The purchased PE equipment enabled all children from Reception to Year 6, to have the time to practice with the resources, ensuring technique was taught, for a successful Sports Day for the whole school.	
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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?	85% (National average 50%)	The local swimming pool that we use has been greatly challenging due to staffing issues. Also we deliver swimming lessons in year 4 and due to capacity and the staffing issues, we were unable to take year 6 children who had not achieved in year 4.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	Front crawl 85% Breaststroke 85% Backstroke 88%	Several children have arrived since year 4 and as mentioned above, due to capacity at the swimming pool and their staffing issues, these children were not able to attend 'catch up' swimming lessons.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>80% (National average 50%)</p>	<p>In year 6, the children attend a 'Junior Citizens day' where they are given a refresher on water safety and safe self-rescue. They were also given tuition in their year 4 swimming lessons.</p>
<p>If your school's 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>No</p>	<p>Due to staffing and capacity issues, this is not possible at this time.</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>No</p>	<p>Swimming and water safety is taught by external professional's not internal staff.</p>

Signed off by:

Head Teacher:	<i>Annie Ashraf</i> <i>(Headteacher)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rachel Gillingham</i> <i>(Deputy Headteacher)</i>
Governor:	<i>Denzil Jenkins</i> <i>(Chair of Governors)</i>
Date:	15.12.24