

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





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 2020/2021, 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

Created by:



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## PE Action Plan and Sport Premium

“Together we can achieve more”  
2022 – 2023

Subject Leader Jennie Major

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£4700
Total amount allocated for 2021/22	£26040
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	<b>£22,300</b>
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	<b>£22,300</b>

## 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><b>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</b></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><b>N.B.</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 2021.</p> <p>Please see note above</p>	75%
<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>	16%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	67%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>
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## 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:£22,300	Date Updated:	
<b>Key indicator 1:</b> 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: 22%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p><b>Pe lessons</b> Y1-6 - 2 x hour long sessions per week following Enfield Borough PE scheme.</p> <p><b>Fit in 15</b> KS2 15 minutes running, jogging or walking around heartline/mile path three times a week (Embedded) KS1 2 or 3 times a week around the track up to 5 minutes each session.</p> <p><b>Active Lunchtimes</b> -children are encouraged to engage in active lunchtimes through motivational games and a range of equipment</p> <p><b>Brain Breaks</b> – Linking movement activities to whole school well-being initiative.</p>	<ul style="list-style-type: none"> <li>Buy in to Enfield PE Team premium Package so that children and staff including Lunchtime play leaders can be supported through CPD. Also children can take part in PE team led borough activities e.g. leagues, competitions and the park event</li> <li>Fit in 15 sessions, cross country competitions and Daily Mile events</li> <li>PE lead to attend Enfield PE Team meetings, updates and courses – disseminate to staff via INSET, teach teaching and regular informal support.</li> <li>PE coach employed to team</li> </ul>	<ol style="list-style-type: none"> <li>Enfield PE Team £3240</li> <li>Staffing - Sports Coach £10,000</li> <li>Enrichment £2760</li> <li>Equipment £3400</li> <li>Handball £2200</li> <li>Dance Teacher £250</li> <li>Netball coach £250</li> </ol>	<ul style="list-style-type: none"> <li>PE coach (AC) delivering lessons from updated Enfield PE Team scheme to all children in school in rotation and as part of team teaching with class teacher. Children receive 2 hours of quality PE teaching per week. Skills and understanding progressing well across the school.</li> <li>EYFS have a weekly multiskills focus in line with EYFS goals.</li> <li>Paula Felgate from the Enfield PE Team led training for lunchtime play leaders. JM resourced equipment packs and activity folders. Lunchtime activity provision</li> </ul>
			Sustainability and suggested next steps:
			<ul style="list-style-type: none"> <li>PE coach and external coaches to extend the variety and provision for sports activities - focussing on KS1</li> <li>Weekly PE lessons for Berry class using multiskills lesson plans and EYFS goals.</li> <li>Continue excellent existing provision for PE lessons using and developing Highfield's long term plan for PE.</li> <li>Pupil leader training from Enfield PE Team.</li> <li>Lunchtime playleader training update and resources check.</li> </ul>

<b>Active travel-</b> working with NB to encourage walking/scooting/cycling to and from school to further embed physical activity through the day.	<p>teach PE lessons and run lunchtime and after school clubs</p> <ul style="list-style-type: none"><li>● External coach to deliver handball – lunchtimes and after school</li><li>● Multi-skills focus in EYFS – PE coach to teach weekly lessons to instil a lifelong love of physical activity from the very start of Highfield life.</li><li>● Links to geography and Highfield Junior Travel Ambassadors. Survey school as part of Spring and Summer Google forms Survey.</li></ul>	8. Lunchtime staff training £200	<p>for children has increased</p> <ul style="list-style-type: none"><li>● Fit in 15 embedded in class daily activities. Whole school took part in the Daily Mile 11th Anniversary and first World Daily Mile Day run 27/8.4.23. Children are encouraged to take part in vigorous activity throughout the day. (brain breaks and active lessons)</li><li>● School provides a range of lunchtime and afterschool clubs for all abilities, encouraging a variety of skills. Clubs are run by JM (PE lead) AC (PE coach) and External coaches.</li><li>● Junior Travel Ambassadors (JTA) monitor travel to and from class. Children are aware of the need to find greener and more healthy ways to travel to school and are proud of the changes they have made.</li></ul>	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Highfield SIP:To further embed retrieval practice in Foundation Subjects and Science so that children can understand and articulate how their previous learning supports their understanding of current topics and how this is relevant to their lives.				18%
Highfield SIP:To further develop children’s understanding of the British Values.				
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><b>Pupil voice- Retrieval</b> - embed and extend retrieval practice in PE so that children can understand and articulate how their previous learning supports their understanding of current topics and how this is relevant to their lives.</p> <p><b>Pupil voice -Conferencing-</b> focus on British Values and how they link with Sporting values at Highfield</p> <p><b>Pupil voice - Self assessment</b> -Gold silver and bronze assessment tool used in gymnastics lessons and units of work.</p> <p><b>EYFS-</b> Ensuring an active start to school life through a focus on the EYFS curriculum and its implementation at Highfield</p> <p><b>Whole school topic and taster days-</b> inspire children with a range of activities</p> <p><b>Equipment-</b> Ensure all age groups within the school have access to sports equipment which will motivate and develop games skills in accordance with NC levels and Highfield's Long-Term Planning. Equipment effectively sourced and stored for lunchtime activities.</p>	<ul style="list-style-type: none"> <li>• PE lead to set the focus of review/retrieval questions and/or key words for each unit on the PE LTP.</li> <li>• Teaching staff to implement the review/retrieval in their lessons and planning.</li> <li>• Opportunities for children to link British Values to their PE lessons. Pupil Conferencing questions to focus on how well children know and understand the British Values and their link with sporting values.</li> <li>• Staff and children to use self assessment tool for gymnastics based on gold, silver and bronze. Use of PE specific ipads for children to peer and self assess.</li> <li>• PE coach to teach Multi-skills to Reception from September 2022 and then to Nursery in the 2023 summer term. Equipment to be replenished and updated.</li> <li>• Fencing taster day for Sept 2022. Y6 post SATs PE enrichment activities July 2023. whole school athletics and dance enrichment</li> </ul>	<p>Points 1, 2, 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>• PE lessons begin with a review of a previously taught skill or learning point. Review/retrieval questions are set on the LTP. Children build on previous learning and make links between different games skills. E.G. Y1 pupils can explain the effects of exercise on the body and Y3 can explain why the heart needs to pump blood around the body faster. Y5 can make links between attacking and defending in hockey, netball and football.</li> <li>• Pupil conferencing Spring Term 2023 focussed on the importance of tolerance, respect, rule of law in games situations.</li> <li>• 28.6.23 JM delivered staff training based on using Chateez Cards to encourage pupil voice (JM received training from Youth Sports Trust representative at Enfield PE Team meeting in January 23)</li> <li>• Children are continuing to use Highfield's gold, silver</li> </ul>	<ul style="list-style-type: none"> <li>• Role out use of Chateez for pupil voice/pupil conferencing.</li> <li>• Golf taster Day to be booked for Autumn 23</li> <li>• British Values should be referenced regularly and specifically along side Highfield's sporting values</li> </ul>



	<p>Spring/Summer 2023</p> <ul style="list-style-type: none"> <li>Equipment update and replenish PE shed and lunchtime equipment.</li> </ul>		<p>bronze self assessment tools specifically in gymnastics lessons. This helps them to identify and focus on the learning objective/development for each lesson.</p> <ul style="list-style-type: none"> <li>Fencing and skipping taster days were enjoyed by the whole school from Reception to Y6. New skills were taught and skipping continues to be a very popular lunchtime and playtime activity.</li> <li>Y6 post SATs PE enrichment included 2 days of fencing, archery, golf and quidditch</li> <li>Equipment stocks are regularly replenished giving children access to high quality equipment.</li> </ul>	
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<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Highfield SIP: The school leadership team will look to further develop partnerships with schools in their locality to ensure that teachers and leaders are supported in enhancing children's development and attainment.</p>				Percentage of total allocation:
				18%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p><b>Subject leader meetings</b> – JM to disseminate information from Enfield PE Team meetings to keep staff up to date with current foci and changes.</p> <p><b>Team teaching-</b> AC(PE coach) working with whole staff on rotation throughout year to support and develop PE teaching and learning throughout school</p> <p><b>Sports Quality Mark</b> – maintain Gold Mark working towards Platinum</p> <p><b>Evaluation and assessment</b> – range of assessment techniques including progression maps, I can statements, video evidence (PE specific ipads), self assessment, learning walks and pupil conferencing</p>	<ul style="list-style-type: none"> <li>● Buy into the Enfield PE team premium package.</li> <li>● Staff members are supported by the Enfield PE team through CPD, team teaching and support from PE lead</li> <li>● PE coach to work with all class teachers through the year to plan and implement units of work from the Highfield PE curriculum.</li> <li>● All staff have access to PE schemes of work and progression documents and lessons for all units of work.</li> <li>● Hall spaces and outdoor spaces are timetabled in order to give each class the opportunity to access the correct spaces and equipment needed for high quality PE lessons</li> <li>● Use the Youth Sports Trust tool to audit Highfield's PE provision and identify priorities for future development. More opportunities for leadership, both within lessons and across year groups/key stages.</li> <li>● Use of PE specific ipads for children to self assess.</li> </ul>	<p>Points 1 , 2 3 &amp; 4</p>	<ul style="list-style-type: none"> <li>● JM and AC attended PE Team meeting November 11th 2022 The November focus was links with local primary and secondary schools. These links have been developed through PE workshops for Y3 &amp; 4 at Winchmore secondary school and a range of local friendlies for LKS2 and B and C teams in netball, football and tag rugby.</li> <li>● Gold Sports Quality Mark awarded 17.7.23</li> <li>● JM attended PE Team meeting January 27th 2023. This meeting focussed on pupil voice and show cased a skipping workshop. JM introduced both elements in a staff training meeting 28.6.23. Both aspects of the meeting have had a positive effect. Skipping is evidence each breaktime and SLT/foundation subject leaders will be using the pupil voice ideas in the 23-24 academic year.</li> <li>● PE coach working successfully with class teachers, team teaching and ensuring high quality teaching of PE.</li> <li>● Schemes of work, lesson plans and hall/outdoor space are all in place to enable high quality learning.</li> <li>● Ipads are used in self</li> </ul>	<ul style="list-style-type: none"> <li>● Buy in to Enfield PE team Gold package for 23/24.</li> <li>● AC (PE coach) to further develop links with local primary schools.</li> <li>● Develop links with Winchmore to include more skills sharing between Y10 and 12 sports leaders and Highfield pupils.</li> </ul>
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			assessment in indoor PE lessons.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> Highfield SIP: The school leadership team will look to further develop partnerships with schools in their locality to ensure that teachers and leaders are supported in enhancing children's development and attainment.				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Clubs</b> -To continue to encourage children with a range of abilities to participate in a variety of different sporting activities which will also allow them to take part in daily exercise. (BAME , PP and SEND inclusion.)  <b>Enrichment</b> -To take part in whole taster days in order to broaden children's experience of sports and activities.	<ul style="list-style-type: none"> <li>PE coach and PE lead to run a range of clubs for all abilities –</li> <li>Lunchtime playleaders to lead small games and activities</li> <li>Y6 sports leaders - deliver netball to Y3</li> <li>Taster days/Enrichment- fencing,dance, skipping workshops, athletics(Lee Valley)</li> <li>Winchmore Cricket Club taster sessions</li> <li>Handball for Y3,4,5</li> <li>Park Event - Enfield PE Team</li> </ul>	Points 1, 2, 3, 4, 5, 6 & 7	<ul style="list-style-type: none"> <li>Children have access to a range of extra curricular sports activities including:-            -football            -tag rugby            -gymnastics Y6 and Y1            -netball            -cross country            -athletics            -cross country            -boccia            -handball            -dance festival            -skipping            -fencing            -cricket            -SEND children - boccia, new age kurling and archery.</li> <li>Friendly matches in tag rugby, netball, football and girls football have given more children the chance to play competitive sport against schools in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Increase/extend activities with Winchmore Secondary school</li> <li>Y6 sports leaders to lead lunchtime clubs.</li> <li>Golf Taster day for Y1 - Y6</li> </ul>

			<ul style="list-style-type: none"> <li>• Park Events have given children the chance to learn new games skills in local parks.</li> <li>• Working with Winchmore Secondary school have given Y10s the chance to model and lead sessions with Highfield Y3&amp;4</li> <li>• Winchmore Cricket Club Ambassador JC - taster workshops for Y2 - 6</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Highfield SIP: The school leadership team will look to further develop partnerships with schools in their locality to ensure that teachers and leaders are supported in enhancing children's development and attainment.				19%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><b>Links with local schools</b> -to develop provision and partnerships with other local schools to ensure that teachers and leaders are supported in enhancing children's development and attainment.</p> <p><b>Enfield Borough Competitions</b> -Continued participation in Borough sports. Interschool sports.</p> <p><b>Friendly matches</b> -to promote competitive sport</p> <p><b>Intraschool competition</b> -children have the opportunity to compete against each other in a range of events during PE lessons and in club sessions.</p> <p><b>Self assessment</b>- their own targets to beat in a range of sporting activities.</p>	<ul style="list-style-type: none"> <li>To work with Winchmore sports leaders at Winchmore and Highfield. CPD training 11th Nov Borough collaboration of Primary and Secondary schools.</li> <li>To continue to work with local primary schools in Borough leagues (Football, Netball, Boccia, Tag rugby, Girls' Football)</li> <li>To work with local primary schools with friendly sporting activities to give opportunities for more children to take part in competitive sports B and C teams/Y4/3 (Specifically Raglan and Hazelwood)</li> <li>Participate in Enfield Borough interschools sports competitions</li> </ul> <p>-football -netball</p>	Points 1, 2, 4, 5 6 & 7	<ul style="list-style-type: none"> <li>Children have participated in a wider range of inter and intra school competitions including <ul style="list-style-type: none"> <li>-football</li> <li>-netball</li> <li>-athletics</li> <li>-cross country</li> <li>-boccia</li> <li>-handball</li> <li>-tag rugby</li> <li>-dance festival</li> <li>-park event</li> </ul> </li> <li>Friendly matches have helped a wider range of children to take part in competitive sport. Girls football, Y3/4 tag rugby, handball, mixed boys and girls netball matches.</li> <li>Intraschool competitions such as sports days and competition during PE lessons have enabled all children to</li> </ul>	<ul style="list-style-type: none"> <li>Continue participation in Enfield Borough events</li> <li>Continue to schedule friendly matches with local primary schools.</li> </ul>



	<ul style="list-style-type: none"> <li>-athletics</li> <li>-cross country</li> <li>-gymnastics</li> <li>-boccia</li> <li>-handball</li> <li>-tag rugby</li> <li>-dance festival</li> </ul> <ul style="list-style-type: none"> <li>• -Park Events</li> <li>• -intraschool competitions – house competitions in PE lessons, end of unit competitions and Sports day.</li> <li>• -Self assessment based on Gold Silver Bronze awards – ipad evidence</li> </ul>		<p>take part in competitive sport.</p> <ul style="list-style-type: none"> <li>• Self/Peer assessment in gymnastics and athletics have encouraged all children to target areas for improvement and make progress.</li> </ul>	
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Signed off by	
Head Teacher:	David Wilson
Date:	19.07.23
Subject Leader:	Jennie Major
Date:	10.7.23
Governor:	Diana Wren
Date:	19.07.23