

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 2024.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences

Created by:



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LOTTERY FUNDED



PE Action Plan and Sport Premium

“Together we can achieve more”
2023 – 2024

Subject Leader Aaliyah Cadogan

Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£21,480
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£21,480
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£21,480

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>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</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>N.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 2022.</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>	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%

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?	Yes/ No
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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

Academic Year: 2023/24	Total fund allocated:£21,480	Date Updated:		
Key indicator 1: 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?:	Sustainability and suggested next steps:
<p>Pe lessons Y1-6 - 2 x hour long sessions per week following Enfield Borough PE scheme.</p> <p>Fit in 15 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>Active Lunchtimes -children are encouraged to engage in active lunchtimes through motivational games and a range of equipment</p> <p>Brain Breaks – Linking movement activities to whole school well-being initiative.</p>	<ul style="list-style-type: none"> 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 Fit in 15 sessions,Daily Mile events PE lead to attend Enfield PE Team meetings, updates and courses – disseminate to staff via INSET, teach teaching and regular informal support. PE coach employed to team teach PE lessons and run 	<ol style="list-style-type: none"> Enfield PE Team £3240 Staffing - Sports Coach £12,000 Enrichment £1,237 Equipment £600 Handball £2560 Dance Teacher £608 Netball coach £480 	<ul style="list-style-type: none"> 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. EYFS have a weekly multiskills focus in line with EYFS goals. Fit in 15 embedded in class daily activities. Children are encouraged to take part in vigorous activity throughout the day. (brain breaks and active lessons) 	<ul style="list-style-type: none"> PE coach and external coaches to extend the variety and provision for sports activities - focusing on KS1 Continue excellent existing provision for PE lessons using and developing Highfield's long term plan for PE. Pupil leader training from Enfield PE Team. Lunchtime playleader training update and resources check.

Active travel- working with DC to encourage walking/scooting/cycling to and from school to further embed physical activity through the day.	<p>lunchtime and after school clubs</p> <ul style="list-style-type: none"> • External coach to deliver handball – lunchtimes and after school • 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. • Links to geography and Highfield Junior Travel Ambassadors. Survey school as part of Spring and Summer Google forms Survey. 	<p>8.football ref £175</p>	<ul style="list-style-type: none"> • School provides a range of lunchtime and afterschool clubs for all abilities, encouraging a variety of skills. Clubs are run by AC (PE lead & Sports coach) and External coaches. • 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. • Weekly PE lessons for Berry class using multiskills lesson plans and EYFS goals. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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.

Percentage of total allocation:

18%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupil voice- Retrieval - 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>Pupil voice -Conferencing- focus on</p>	<ul style="list-style-type: none"> • PE lead to set the focus of review/retrieval questions and/or key words for each unit on the PE LTP. • Teaching staff to implement the review/retrieval in their lessons and planning. 	<p>Points 1, 2, 3 & 4</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Implement effective use of Chateez for pupil voice/pupil conferencing. • Cricket workshops to be arranged for Summer Term. • British Values should be

<p>British Values and how they link with Sporting values at Highfield</p> <p>Pupil voice - Self assessment -Gold silver and bronze assessment tool used in gymnastics lessons and units of work.</p> <p>EYFS- Ensuring an active start to school life through a focus on the EYFS curriculum and its implementation at Highfield</p> <p>Whole school topic and taster days- inspire children with a range of activities</p> <p>Equipment- 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"> ● 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. ● PE coach to teach Multi-skills to Reception throughout the year. Equipment to be replenished and updated. ● Golf taster day for Sept 2023. ● Athlete visit March 2024. ● Whole school athletics and dance enrichment Spring/Summer 2024 ● Equipment update and replenish PE shed and lunchtime equipment. 		<p>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.</p> <ul style="list-style-type: none"> ● Pupil conferencing Summer Term 2024 focused on retrieval and LTM. ● Children are continuing to use Highfield's gold, silver bronze self assessment tools specifically in gymnastics lessons. This helps them to identify and focus on the learning objective/development for each lesson. ● Golf taster days were enjoyed by the whole school from Year 1 to Year 6. ● Joseph Ikhinmwini (former basketball player) visited the school and engaged in workshops and assemblies with children from Nursery to Year 6. ● Equipment stocks are regularly replenished giving children access to high quality equipment. 	<p>referenced regularly and specifically along side Highfield's sporting values</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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.				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>Subject leader meetings – AC to disseminate information from Enfield PE Team meetings to keep staff up to date with current foci and changes.</p> <p>Team teaching- AC (PE lead and coach) working with whole staff on rotation throughout year to support and develop PE teaching and learning throughout school</p> <p>Sports Quality Mark – maintain Gold Mark working towards Platinum</p> <p>Evaluation and assessment – 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"> ● Buy into the Enfield PE team premium package. ● Staff members are supported by the Enfield PE team through CPD, team teaching and support from PE lead ● PE coach to work with all class teachers through the year to plan and implement units of work from the Highfield PE curriculum. ● All staff have access to PE schemes of work and progression documents and lessons for all units of work. ● 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 ● Use the Youth Sports Trust tool to audit Highfield's PE provision and identify priorities for future development. More opportunities for leadership, 	Points 1, 2 3 & 4	<ul style="list-style-type: none"> ● AC attended PE Team meeting summer term. ● The focus was links with local primary and secondary schools. These links have been developed through PE workshops for Y3 & 4 at Winchmore secondary school and a range of local friendlies for LKS2 and B and C teams in netball, football. ● Gold Sports Quality Mark awarded 24.07.24 ● PE coach working successfully with class teachers, team teaching and ensuring high quality teaching of PE. ● Schemes of work, lesson plans and hall/outdoor space are all in place to enable high quality learning. ● Ipads are used in self assessment in indoor PE lessons. ● primary schools. ● Develop links with Winchmore to include more skills sharing between Y10 	<ul style="list-style-type: none"> ● Buy in to Enfield PE team Gold package for 24/25. ● AC (PE coach and Lead) to further develop links with local schools

	both within lessons and across year groups/key stages. <ul style="list-style-type: none"> • Use of PE specific ipads for children to self assess. 		and 12 sports leaders and Highfield pupils.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:
Clubs -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.) Enrichment -To take part in whole taster days in order to broaden children's experience of sports and activities.	<ul style="list-style-type: none"> • PE coach and PE lead to run a range of clubs for all abilities • Lunchtime playleaders to lead small games and activities • Y6 sports leaders - deliver Athletics lunchtime club • Taster days/Enrichment- Golf workshop, athletics(Lea Valley) • Handball for Y3,4,5,6 	Points 1, 2, 3, 4, 5, 6 & 7	<ul style="list-style-type: none"> • Children have access to a range of extra curricular sports activities including:- -football -tag rugby -gymnastics Y6 -netball -cross country -athletics -handball -dance festival -rounders -golf -cricket • Friendly matches in netball, football and girls football have given more children the chance to play competitive sport against schools in the local area. 	<ul style="list-style-type: none"> • Increase/extend activities with Winchmore Secondary school • Y6 sports leaders to lead lunchtime clubs.

			<ul style="list-style-type: none">Working with Winchmore Secondary school have given Y10s the chance to model and lead sessions with Highfield Y3&4	
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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>Links with local schools -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>Enfield Borough Competitions -Continued participation in Borough sports. Interschool sports.</p> <p>Friendly matches -to promote competitive sport</p> <p>Intraschool competition -children have the opportunity to compete against each other in a range of events during PE lessons and in club sessions.</p> <p>Self assessment- their own targets to beat in a range of sporting activities.</p>	<ul style="list-style-type: none"> To work with Winchmore sports leaders at Winchmore and Highfield. To continue to work with local primary schools in Borough leagues (Football, Netball, Tag rugby, Girls' Football) 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 Churchfield) Participate in Enfield Borough interschools sports competitions 	Points 1, 2, 4, 5, 6, 7 & 8	<ul style="list-style-type: none"> Children have participated in a wider range of inter and intra school competitions including <ul style="list-style-type: none"> -football -netball -athletics -cross country -handball -cricket -rounders -dance festival Friendly matches have helped a wider range of children to take part in competitive sport. Girls football, handball, mixed boys and girls netball matches. Intraschool competitions such as sports days and competition during PE lessons have enabled all children to 	<ul style="list-style-type: none"> Continue participation in Enfield Borough events Continue to schedule friendly matches with local primary schools.

	<ul style="list-style-type: none"> • Intraschool competitions – house competitions in PE lessons, end of unit competitions and Sports day. • Self assessment based on Gold Silver Bronze awards – ipad evidence 		<p>take part in competitive sport.</p> <ul style="list-style-type: none"> • Self/Peer assessment in gymnastics and athletics have encouraged all children to target areas for improvement and make progress. 	
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Signed off by	
Head Teacher:	David Wilson
Date:	25.07.24
Subject Leader:	Aaliyah Cadogan
Date:	18.07.24
Governor:	Tim Guha
Date:	26.07.24