



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 (2024/2025)

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

Activity/Action	Impact	Comments
Please click on the link below to see the 2024/2025 Sports Premium Funding review document: Enmore Sports Premium Funding		

Key priorities and Planning

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
- Discuss with staff areas in which they want to improve and identify opportunities for professional development. Staff have regular access to coaching expertise to continue widening their knowledge base. - PE Lead to attend training at the annual PE conference and virtual events.	Teaching staff as they are delivering the lessons. Children as they benefit from the learning. PE Lead and teaching staff	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	- Teaching staff have a better knowledge of how to adapt lessons for all children, as well as how to incorporate new resources into their teaching and how to use them to bring out the best in their pupils. - Staff feel confident in delivering a well-balanced and diverse PE curriculum. - We will continue to provide all members of staff with the opportunity to improve their subject knowledge. Hold staff meetings. Look into opportunities for support staff to increase their subject knowledge. - PE Lead to attend a variety of workshops at the conference and will attend future conferences. Updated good practice to	£60

- Discuss with staff any training they wish to attend and find opportunities for this. - Carry out staff skills audit. - Provide staff training for areas highlighted in the skills audit. - Provide cover staff to release teachers for professional development in PE and Sport.	Staff benefit from additional training and in turn, the children.		be fed back to staff. - Staff skills audit to be carried out. - Provide staff CPD during staff meetings in response to the audit. - PE Lead completed Level 1 Dodgeball coaching qualification.	£2499.31 – also to be used to provide cover staff as needed. See Key indicator 5.
- Re-subscribe to IMoves, give staff refresher training on how to use it and on how to navigate the new website and then staff to use it in PE lessons.	Children, teaching staff and coach all benefit from access to resources.		- Staff feel more confident in delivering high quality lessons across a range of areas. - This has also allowed for a better progression of skills across year groups. - Planning is also shared with, and used by, the coach. - Renew subscription in 2026/27 and remind staff of the different areas it covers. - Provide staff CPD on any updates.	£697

- PE Lead to work closely with staff so they have the opportunity to communicate areas in which they want to develop their knowledge and understanding or build their confidence as necessary.	Staff, and in turn the children, benefit from having access to additional training and support.		- Long term planning has been reviewed and this has been communicated with the teachers. Planning has also been provided in order to provide continuity in expectations and progression across the school. -Continue to closely monitor the teaching and communicate any areas of concern or opportunities for improvements. - Review topic areas annually to ensure the highest quality provision.	
- Employ a specialist coach to work alongside teachers in lessons to increase their subject knowledge and confidence in PE (Years R-6). - Staff communicate with the coach areas in which they want to develop their knowledge and	Children and staff benefit from having access to a specialist coach.		- Long term planning has been reviewed and this has been communicated with the coach. Planning has also been provided in order to provide continuity in expectations and progression across the school. - Staff have benefitted from lessons shown to them particularly in areas	£4275

understanding or build their confidence as necessary. - Provide additional training to support children with specific SEND needs. - Explore opportunities for staff training for children with hearing impairments.	Support staff and teachers have increased confidence and expertise when working with children with specific SEND needs. All SEND children are able to participate fully in all PE lessons.		they feel less confident. - Continue to closely monitor the coaching provision and communicate any areas of concern or opportunities for improvements. - Review topic areas annually to ensure the highest quality provision. - All teaching staff have been trained in how to support visually impaired children in PE lessons. This includes how to adapt the space the child is working in, the task they are taking part in, the equipment they are using and the people they are working with. - All relevant support staff have also been trained in this with plans to train all other support staff. - Staff to use this knowledge to adapt lessons and lunchtime activities for all children as well as those with specific needs. This will be beneficial not only to	
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- Purchase annual membership to AfPE. Use resources available to members and look for additional training opportunities for staff.	PE Lead has access to subject specific updates		children currently at the school, but those who will attend in the future. Wider impact as a result of the above: - Staff feel more confident in providing a high-quality varied curriculum. -The pupil's skills, knowledge and understanding continues to improve. - Pupils are exposed to a wide range of sporting opportunities and as a result demonstrate a greater enjoyment of sport and the desire to improve and learn.	£127.59
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- Playground markings, skipping ropes, lunchtime equipment and goals to be used at break/lunchtimes and in PE lessons. These activities are designed to make children more physically active during playtimes. - Sports Leaders to be trained in Year 5 and 6 on how to support a small group of children. Volunteer football and boccia referees to be trained to officiate lunchtime and breaktime games. - Employ a play leader responsible for organizing physical activities during lunchtimes. - PE lead and class teachers will monitor activity levels and provide additional support for children who need it.	Children have access to a range of equipment/markings at lunchtimes to promote physical activity. Sports Leaders organize and run activities for children. Play Leader supervises children's physical activity during lunchtimes.	Key indicator 2: 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.	-Sports leaders will referee football matches and four square at lunchtimes and boccia games during breaktimes. In addition, will set up and run small games for less physically active and younger children. They will also actively encourage other children to join in with activities as part of their role. - Equipment will be used daily. - Children who are less physically active will be identified. The play leader will work with them and encourage them to participate in lunchtime activities set up by the Sports Leaders. - Staff will also actively encourage the use of the markings, as well as using them in their PE lessons. - Sports Leaders will train and support the next group of leaders. - Staff to continue identifying children who are less active and make PE lead aware of them. PE lead and play leader to continue planning and discussing ways to	£3685.68
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- Purchase new play equipment to encourage play and physical activity during lunchtimes and after school. - Equipment reviewed with staff over the year. - Lunchtime play leader to run a club for children identified as being less physically active.	All children have access to play equipment. Play Leader to notify PE Lead if new equipment is needed. PE Lead to identify children who are less physically active and inform the Play Leader and class teachers. Play Leader to encourage children to participate in more activities.		encourage them to be more active. - Staff make equipment available and ensure it is being used daily. Children are active through a range of play activities. - PE lead to review playground equipment with the staff. Identify what is the most used equipment and if anything different is required. Purchase new and replace any equipment that is needed. - Children who are identified as being less physically active than their peers are individually monitored and encouraged by the play leader to join in with activities. -PE lead will monitor the number of children who participate in extra-curricular activities over the year.	
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			Wider impact as a result of the above: - Pupils are more active in PE lessons – take part without stopping to rest. - Pupils are more active during breaks and lunchtimes choosing to be active instead of sitting etc. - Pupils are more active outside of school. - Improved standards in PE. - More children enjoying being physically active.	
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provision. - PE Lead to make adjustments to the provision based on feedback. - Train Sports Leaders to encourage other children to be active. Be positive role models. - Sports Leaders to be trained in Year 5 and 6 on how to support a small group of children. Volunteer football and boccia referees to be trained to officiate lunchtime and breaktime games. - Purchase Sports Leader badges.	Children have positive role models to inspire them. Sports Leaders improve their leadership skills and confidence.		- The Sports Leaders have shown themselves to be excellent role models and absolutely key to the increase in participation we have seen at lunchtimes. They become increasingly independent over the year and run activities with very little adult support or without being asked to. High-Viz vests are worn by Sports Leaders who are on duty both at breaktimes and lunchtimes. These children are easily identifiable amongst the other children. - Sports Leaders will train and support the next group of leaders.	
- Use the display board for PE and school sport to raise the profile of PE.	Children use the board to stay up to date with fixtures and results. Parents can find information		- Photographs are displayed in the noticeboard. Boccia	

- Use the board to display sporting achievements and results. - Highlight important information relating to PE lessons. - Display club link information and information relating to healthy lifestyles.	about holiday sports clubs etc and see the achievements of the children.		results and matches are displayed as is information for the Sports Leaders. Flyers for out of school sports clubs are also posted on the board. Children regularly view and read the information on the board. - Ask the children what they would like to see on the board to create continued interest. Continue to display results and achievements as well as promoting local club links. Wider impact as a result of the above: - Pupils show pride in being involved in assemblies or on the noticeboard, which is impacting on confidence and self esteem. - Children who don't always find physical activity easy have excelled in a leadership roll as a Sports Leader. - An increased number of children attending clubs in the community, which is complimenting the activities provided in the	
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			school and in the curriculum. - An increase in self esteem/confidence having an impact on a child's learning. - Talking about and having positive female role-models visiting the school has a positive impact on the children and their perceptions of girls/women in sport.	
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- Offer a wide range of activities both during and after school in order to encourage participation. - PE Lead to work with staff and attend courses/training etc to continue to broaden the children's experiences. - Explore opportunities for a wider range of afterschool clubs for KS1.	Children benefit from a broad experience of sports and activities. Teaching staff feel confident delivering a broad range of lessons.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	- Staff feel more confident in teaching new activities and are armed with fresh ideas for those they feel more confident with. PE Lead to help to provide staff with new ideas and activities to use independently. - Staff work together and share good practice they have learnt. - Children have more opportunities to take part in sport, within a familiar setting, at a younger age. - Children in Classes 4 and 5 are able to take part in football, netball, tag rugby, cricket, dodgeball or table tennis after school. - Children in Classes 1, 2 and 3 are able to take part in football and multi-sports clubs after school. - Continue to review opportunities for children and make purchases accordingly.	As shown in Key indicator 1.
- Continue to offer all children in Years 4-6	All children in Yrs 4-6 are able to		- Continue to offer this club next year.	

opportunity to play in the school Boccia league during breaktimes. - Purchase additional boccia balls and scoring packs when required.	take part in regular competitive matches.		- Provide a broad and varied PE curriculum. - Purchase IMoves subscription to continue helping to support teaching staff in delivering high quality PE lessons.	All teachers have access to high quality planning across a broad spectrum of sports/activities. Children benefit from the variety of experiences and high quality teaching.		- Moves training carried out with all teaching staff. Lesson plans being used. - Renew subscription in 2025/26.	As shown in Key indicator 1.
- Continue to review the school's PE equipment, replacing and purchasing new when necessary. - Purchase new equipment to widen the children's experiences. - Replace any lost or damaged equipment. - Inspect and repair PE equipment. - Ask the children what they would like to see provided at the school.	PE Lead to liase with teaching staff and replace/purchase equipment as necessary. School Council to look into additional equipment.					- New equipment purchased throughout the school year as needed. - Equipment inspected and repaired where necessary.	£1177 £315
Opportunity for the							

- Develop children's physical literacy, balance and gross-motor skills in EYFS.	- Provide opportunities for children in EYFS to improve their physical literacy, balance and gross-motor skills.		- PE Lead and class teacher to continue to review provision.	
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- Through the BPSSA affiliation, we have a network of schools that work closely together to provide leagues and competitions in most sports. It creates a good network between schools and PE leads to ensure that sport has a prominent place in schools. - Pay affiliation fees to BPSSA and Sedgemoor School Games. - Pay teaching assistants to attend sports tournaments, festivals and competitions when needed. - Provide cover staff to release teachers to attend sports tournaments, festivals and competitions. - Ensure all children have opportunities to take part in inter school competitions. - Organise/continue opportunities for children to participate in inter school competition.	Children have access to a wide range of competition against other schools. PE Lead and staff are able to take children to competitions. All children have access to inter school competitions.	Key indicator 5: Increased participation in competitive sport	- All children will have access to competitive intra school competitions. - Participate in as wide a variety of inter school competitions as possible to maximize the number of children taking part. - Participate in KS1 inter school festivals to increase competitive opportunities for KS1. - Provide transport where necessary to maximise the number of children able to access competitive sporting opportunities. - Last year, 18 children participated in the Year 5/6 Sportshall Athletics competition, where we finished 1st and qualified for the county final. We finished 1st in the county. We also competed in the Year 3/4 Sportshall athletics competition and	£1250 £2499.31 – also used to provide cover staff for teachers to attend CPD opportunities and TAs to attend festivals etc. See Key indicator 1.
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- Enter table tennis competitions. - Enter Dodgeball competitions. - Provide transport allowing all children to access competitive events. Planned events: - Swimming galas - Boccia league - Cricket cup - Sports day - Cross country - Other BPSSA/SASP events: • Football Tournaments and friendlies (Girls and Boys) • Sportshall athletics (Year 5/6 and Year 4) • Cross country x 3 (Years 3-6) • KS1 athletics, football and multi-skills festivals) • Dodgeball • Tag Rugby • Netball			finished 1st. 60 children took part in the Sportshall athletics award with 25 achieving their Bronze award, 7 their Silver award and 15 their Gold award. The Year 5/6 football team finished 1st in the small schools' competition and qualified for the county final which we were unable to attend. The girl's football team took part in a football festival and a friendly against other schools for the first time. Children from Years 5 and 6 took part in a Tag-Rugby tournament. This was against both large and small schools and they finished 1st. 6 children in Years 1/2 took part in a Key Step gymnastics competitions. All children in Years 4 and 5 took part in the House Swimming Gala. The Year 5/6 cricket team and the girls' cricket team took part in a tournament against other local schools. The girls finished 4th and the boys' team finished 1st qualifying for the County	£120 £140 £1765
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Tournaments and friendlies • Swimming gala • Cricket tournaments • Area sports athletics (Year 3/4 and 5/6) • Key Step Gymnastics (Year 1/2)			finals. Sadly, this was cancelled due to hot weather. The Year 5/6 cricket team also took part in a cricket tournament at Queen's College and finished 2nd. All children in Years 4/5 and 6 took part in the Cricket House Cup competition in the summer term. 38 children from Years 3-6 have competed in three cross country events this year. 1 child from Enmore was then chosen to represent Sedgemoor in the County final, who finished in 2nd place with their team. The whole school took part in the Chance to Shine Schools' Cricket Day. Children from Year 5 and 6 competed in the area athletics finals against other schools, finishing 1st for the second year in a row. All children in KS1 had the opportunity to take part in three festivals against other local schools. These were athletics, football and multi-skills festivals. The Year 5/6 netball team	
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			took part in the county qualifier netball tournament and finished 1st, qualifying for the final. They then came 4th in the County. They also had several friendlies against other schools. The children in Dodgeball club took part in a friendly against St. Mary's. The girls' dodgeball team took part in the South West Regional Dodgeball Championships finishing 7th. The mixed dodgeball team took part in the West of England Dodgeball Championships and finished 2nd! The boys table tennis team won the U11 Somerset Championships. One child was then runner up in the U11 Somerset individual competition.	
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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?	95% - 1 child not able to swim 25m	<i>Child has additional SEND needs. All other children in Year 6 can swim 25m.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	95% - 1 child not able to swim 25m	<i>Child has additional SEND needs. All other children in Year 6 are able to swim frontcrawl, backstroke and breaststroke. A significant number are also able to swim butterfly.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>All children in Years 4, 5 and 6 have been trained in safe self-rescue along.</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?	£202.10	<i>Sports Premium money has been used to provide top-up sessions for two children who required additional sessions.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>Children are taught by SASP swimming coaches and the PE Lead who has previously been trained. Additional CPD is not required for staff at this time.</i>

Signed off by:

Head Teacher:	<i>D.MacRae</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>L.Potter (PE Lead)</i>
Governor:	
Date:	