



St Andrew's Southgate Primary School



Vision: 'Do Justice, love kindness and walk humbly with your God' Micah 6:8

Aim: **ALL** pupils leave primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Sports Premium 2025/26 Plan and Evaluation

Details of funding

Total amount carried over from 2024/25	£nil
Total amount allocated for 2024/25	£ 17,730
How much (if any) do you intend to carry over from this total fund into 2024/25?	£nil
Total amount allocated for 2025/26	£ 17,770
Total amount of funding for 2025/26 to be reported on by 31st July 2026	£ 17,770

Swimming Data

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Children made excellent progress in swimming with 90% being able to swim a length of at least 25-metres confidently.	There was a larger percentage than anticipated that struggled to attain the 25-metre expectation. Through observation, this percentage of children were complete non-swimmers at the start of the course and then made excellent progress, however not enough for the 25-metres distance.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All children were taught a range of strokes, some with supportive floats and others. A range of strokes were used by all of children with the more	

	able swimmers using a wider range. 100% of pupils achieved the first four levels in swimming with 73% achieving the highest grade with the most complex strokes.	
3. Perform safe self-rescue in different water-based situations	All children took part in the water safety module. The more advance swimmers took part in the water-based self-rescue situations. Different water-based solutions were not taught.	

Academic Year: 2024/25		Total fund allocated: 17,730	Date Updated: October 2025
1. Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 5%
What went well? Supporting evidence?		What didn't go well? Supporting evidence?	
Teacher CPD has been a priority at St Andrew's with teachers supported by the sports coach to lead PE lessons. Teachers have been on rotation to lead sessions supported by the coach so that their confidence and competence in teaching the subject has increased. There was an improvement of consistent high-quality teaching in PE across all year groups.		A CPD need for the dance modules has been identified and this is the area in which we will focus on next time.	
Key indicator 2: The engagement of all 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: 73%
What went well? Supporting evidence?		What didn't go well? Supporting evidence?	
Every class in the school to have sessions led/supported by the sports coach Continued increase in opportunities offered engagement in physical activity. More lunchtime clubs offered with specific training opportunities for sporting development co-ordinated by the sports coach. Additional resources were available throughout playtimes and lunchtimes. Met the legal requirement of two hours of PE a week and children have been taught by a specialist in PE.		Seek further opportunities to broaden external sporting opportunities for B teams. Continue to work with sports leaders to target children who are less enthusiastic to partake in sports activities.	
Resources have been developed for play time and lunch time. Work with the sports leaders to target children who would benefit from extra physical activity, such as children who do not access any extra sports clubs Children have remained active at all times and be engaged during active play.		To have a consistent approach in the playgrounds with structured games.	

<p>A range of extra-curricular activities were offered and there was an increase in the uptake.</p> <p>The sports offer in extended club was reviewed and additional a sports coaches delivered sports activities</p> <p>Opportunities were sought and teams were entered into more events both competitive and celebratory.</p>	<p>Opportunities for B teams needs to be the next step</p>
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Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	15%

What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>The profile of sports was raised with additional clubs offered</p> <p>A range of sports clubs delivering different sports to both KS1 and KS2 children.</p> <p>Competed in borough sports competitions – girls and boys football and netball.</p> <p>Sports day</p> <p>The use of sports leaders at lunch time.</p> <p>Volleyball club at lunchtimes</p> <p>Singing playgrounds- games with songs to encourage ks1 participation</p> <p>Children have access to a variety of sports as they move through the year and up the school.</p> <p>Children to experience a variety of sports and be articulate which they prefer and why.</p>	<p>The next steps would be to have a schedule of daily sports training for different year groups throughout the week.</p>
<p>Children to attended swimming lessons for a term and children have been taught a lifelong skill of swimming.</p>	<p>There was a larger percentage than anticipated that struggled to attain the 25-metre expectation. Through observation, this percentage of children were complete non-swimmers at the start if the course and then made excellent progress, however not enough for the 25-metres distance.</p>

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Percentage of total allocation:
	5%

What went well? Supporting evidence?	What didn't go well? Supporting evidence?

<p>There was an increase in the range of clubs offered with a clear timetable for the afterschool clubs sent out half termly.</p> <p>Children to had a wider range of opportunities at a competitive level as well as for enrichment. Children have been engaged with physical activity during lunch time and enjoy games at lunchtime.</p> <p>More children partook in clubs with PP places funded for a term of wrap around care of two terms of 3.30pm-4.30pm.</p>	<p>To ensure that different children are being targeted to join in lunch time and play time</p> <p>Pupil voice needs to be carried out to understand what sports clubs the children would like to participate in and gain their views on PE.</p>
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Key indicator 5: Increased participation in competitive sport		Percentage of total allocation:
		3%
What went well? Supporting evidence?	What didn't go well? Supporting evidence?	
<p>Children were entered into the football and netball leagues run by the PE Enfield Team.</p> <p>A range of teams took part in as many competitive sports offers across Enfield.</p> <p>Our teams were very successful in the leagues and matches across the year. Children to experience sports at a competitive level.</p>	<p>We need to seek further opportunities for B teams and inclusion.</p>	

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
To develop motor skills and co-ordination through Tiger Teams	Many pupils are in need of targeted support to develop fundamental movement skills that underpin all physical activity and sport. Early intervention in motor skill development is crucial for building confidence, preventing disengagement from PE, and establishing lifelong healthy habits.	Gross motor skills (running, jumping, balancing, coordination) Fine motor skills (hand-eye coordination, ball handling) Spatial awareness and body control Confidence in physical activity	Baseline and end-of-year motor skills assessments Teacher observations and progress notes Pupil voice surveys/interviews about confidence in PE Attendance records for Tiger Teams sessions Photographs/video evidence of skill progression Parent feedback questionnaires Data on participation rates in broader PE activities and extra-curricular sports
Increasing Participation in Competitive Sport and Physical Activity	Some pupils have limited opportunities to experience competitive sport and inter-school events. Broadening these experiences develops teamwork, resilience, sportsmanship, and provides aspirational goals for all pupils, including those who are less active.	Inter-school competitions and festivals Intra-school competitions (house competitions, sports days) Range of sports offered (traditional and alternative sports) Inclusive opportunities for SEND and less active pupils	Participation data (number of pupils attending competitions, breakdown by year group, gender, SEND) Competition results and achievements Pupil voice data on enjoyment and confidence Registers of extra-curricular clubs Photographs and certificates Teacher assessments of teamwork and sportsmanship
Enhancing Quality of PE Teaching and Staff Confidence	Ensuring all staff can deliver high-quality PE is essential as sports coaches have been delivering the majority of sessions for a number of years. Investing in staff development ensures sustainability of provision and maximises the impact of the sports premium beyond external coaches.	Staff CPD and training (subject knowledge, pedagogy, assessment) Team teaching with specialist coaches Access to quality PE schemes of work and resources Staff confidence across all PE curriculum areas Assessment and progression in PE	Staff confidence audits (baseline and follow-up surveys) CPD attendance records and training Lesson observations and learning walks Staff feedback on training impact Pupil progress data in PE across all year groups Curriculum coverage records showing breadth and balance Examples of improved assessment practices Peer observation notes and professional dialogue records

Plan, monitor and evaluate (2025/2026)

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Improving Motor Skills Through Tiger Teams	<ul style="list-style-type: none"> Establish weekly Tiger Teams sessions (30 minutes) for identified pupils in each KS1 year group Use baseline motor skills assessments to identify pupils requiring intervention Employ a trained sports coach to deliver targeted sessions focusing on fundamental movement skills Provide small group interventions (maximum 6 pupils per group) to ensure personalised attention Focus on progressive skill development: balance, coordination, agility, ball skills, spatial awareness Run sessions during curriculum PE time and/or as targeted interventions Train teaching assistants to support and reinforce skills during regular PE lessons Provide take-home activity cards for parents to support skill development at home Monitor attendance and engagement weekly Conduct mid-year and end-of-year reassessments 	<ul style="list-style-type: none"> 80% of pupils in Tiger Teams will show measurable improvement in at least 3 motor skill areas 90% of pupils will report increased confidence in PE activities Improved participation rates in playground games and sports clubs Reduction in pupils sitting out during PE lessons Enhanced readiness for more complex sports-specific skills 	<ul style="list-style-type: none"> Pre and post-assessment scores showing skill progression Percentage of pupils meeting age-related expectations for motor skills Number of pupils requiring continued support vs. those who exit the programme Pupil voice interviews: "I can now catch a ball!" / "I don't feel scared in PE anymore" Teacher observations noting improved confidence and willingness to participate Parent feedback on increased physical activity at home Case studies of individual pupils showing progression Photographs/video evidence demonstrating skill development

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate		<ul style="list-style-type: none"> • TAs trained to continue interventions beyond current funding • Resources purchased remain in school for ongoing use • Assessment framework embedded into school practice • Skills integrated into mainstream PE curriculum 		<ul style="list-style-type: none"> • Specialist coach: £X per session × 38 weeks = £X • Equipment (balance beams, hoops, balls, cones): £X • Staff training (2 TAs): £X • Assessment tools/resources: £X • Total: £X

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increasing Participation in Competitive Sport and Physical Activity	<ul style="list-style-type: none"> • Continue with LA sports partnership to access inter-school competitions • Create a termly calendar of competitive opportunities (minimum 2 per term) • Offer diverse sports including traditional (football, netball) and alternative (boccia, curling, dance) • Run targeted "festival-style" events for less active pupils and those with SEND • Create a celebration system (certificates, photos on display, mentions in assembly) • Track participation data by year group, gender, SEND, pupil premium 	<ul style="list-style-type: none"> • 80% of pupils participate in at least one competitive event during the year • 50% of pupils attend at least one after-school sports club • Equal representation of boys and girls in competitions • 90% of SEND pupils access inclusive competitive opportunities • Increased sense of school community and pride • Development of resilience, teamwork and sportsmanship 	<ul style="list-style-type: none"> • Participation registers showing number of pupils attending competitions (target: 198/198) • Breakdown by: year group, gender, SEND, pupil premium, ethnicity • Number of competitions attended (target: minimum 10 across the year) • Year-on-year comparison showing increased participation • Pupil voice surveys showing increased enjoyment and confidence in competitive sport • Pupil comments: "I never thought I could represent the school!" / "I loved competing with my friends" • Teacher observations of improved teamwork and resilience • Parent feedback on children's enthusiasm for sport • Photographs and displays celebrating achievements • Case studies of previously inactive pupils now engaged in sport

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate		<ul style="list-style-type: none">• Sports partnership membership continues• House competition system embedded in school calendar• Sports ambassador model established for future cohorts• Relationships with local clubs developed for ongoing opportunities• Equipment purchased supports continued provision		<ul style="list-style-type: none">• Equipment for new sports: £X• Total: £X

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Enhancing Quality of PE Teaching and Staff Confidence	<ul style="list-style-type: none"> • Conduct baseline staff confidence audit across all PE curriculum areas • Arrange termly CPD sessions on specific curriculum areas • Implement team-teaching model: specialist coach works alongside class teachers (1 hour per class per week) • Provide subject-specific training in areas of low confidence (e.g., gymnastics, dance, outdoor adventurous activities) • Establish peer observation opportunities between staff • Create shared planning resources and assessment tools • Develop a progression document showing skills development across year groups • Purchase quality equipment to support effective teaching 	<ul style="list-style-type: none"> • All teachers report increased confidence in teaching PE • Improved quality of PE teaching across the school • All curriculum areas taught with confidence and competence • Consistent use of assessment to inform planning • Pupils make better progress in PE across all year groups • PE curriculum is broad, balanced and progressive • Sustainable improvement beyond external funding 	<ul style="list-style-type: none"> • Staff confidence audit results (pre and post) showing improvement across all areas • 100% of staff attend CPD sessions • Number of peer observations completed • Lesson observation showing improved teaching quality • Curriculum coverage data showing breadth and balance • Pupil progress data in PE showing improved outcomes • Percentage of pupils meeting age-related expectations in PE (target: 85%+) • Staff feedback: "I now feel confident teaching gymnastics" / "The scheme has transformed my planning" • Lesson observation notes highlighting improved subject knowledge and pedagogy • Pupil voice showing increased enjoyment and learning in PE: "Our teacher makes PE really fun and we learn new skills every week"

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate		<ul style="list-style-type: none"> • PE scheme remains in school for ongoing use • Staff retain enhanced subject knowledge and confidence • Planning and assessment systems embedded in practice • Peer support culture established • PE subject leader equipped to continue supporting colleagues • Equipment purchased supports continued high-quality teaching • Professional development model can be applied to other curriculum areas 		<ul style="list-style-type: none"> • PE subject leader release time: £700 • Equipment upgrade: £X • Total: £X

Signed off by	
Head Teacher:	S. Pitsillides
Date:	October 2025
Subject Leader:	S. Pitsillides
Date:	October 2025
Governor:	S Elkins
Date:	October 2025