

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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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](#) 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.

sustainable improvements
Activity (PESSPA)
sport premium to:



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

Details with regard to funding

Please complete the table below.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact.

Swimming Data

Please report on your Swimming Data below.

Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19, 229
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,953
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,953

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.

<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 2020. Please see note above</p>	35%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	35%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	35%
<p>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?</p>	Yes

Academic Year: 2011/2022	Total fund allocated: 19,953	Date Updated: 16/10/2021		
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:
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:
Ensure the daily mile is undertaken by all pupils at least 15 minutes of additional activity per day. Offer cycling proficiency (bike ability) lessons in order to increase the number of children travelling to school safely without a car. Participate in 'Walk to school week' to promote walking to school and future active travels. Continue lunch time sports provision offer (sports equipment available for everyone and one competitive activity organized per day).	Daily mile chart to ensure all children are taking part, regular check ins with pupils and staff Cycling proficiency offered. More children travelling to school without the use of a car (bike, scooter, walk). Walk to school used to promote active travelling and number of children who walk to school increased. Lunchtime sports provision is effectively created and deployed and considers 'pupil voice'.	£0 £1000 £0 £16,000	75 minutes extra of physical activity per week Walk to school week was popular and adhered by children, parents and staff members. Sports coaches organised one competitive activity per day. These came from pupils' list of selections and were regularly reviewed. Equipment is always available at lunchtimes and cover a wide range of sports.	Continue Daily Mile Continue Bike Ability Keep promoting walking to school. Investigate possibility of finding drop-off site to walk from for those who live further away. Consider publishing results of mini-competitions and awarding children for outstanding sports development and achievements.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport & Physical Activity)				Percentage of total allocation:
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:	Sustainability and suggested next steps:
<p>Conduct regular pupil surveys to allow children to contribute to the choice of sporting activities provided outside of school.</p> <p>Train and establish a team of sports leaders to help promote and run lunchtime and competition sports, acting as role models and referees.</p> <p>Make links with local sporting personalities.</p> <p>Continue the daily mile as a vehicle to accelerate heart rate and 'get children ready for learning' and reduce behaviour incidents that arise from the need to be more active.</p> <p>Continue relations with Watford Football Club so that pupils can identify with success and aspire to be a local sporting hero</p>	<p>Surveys conducted and findings acted upon.</p> <p>Sports leaders trained, established and acting as positive role models.</p> <p>Links need to be established</p> <p>Staff aware that physical activity can be used as a vehicle to promote good learning and support behaviour in general.</p> <p>Continue to liaise with the School Sports Manager, at Watford FC Community Sport and Education Trust</p>	<p>£16,000</p>	<p>Sporting activities choices made using pupil voice and informal suggestions.</p> <p>Sports Ambassadors role created – pupils ran games and distributed equipment. Staff and pupil feedback were very positive.</p> <p>75 minutes extra of physical activity per week</p> <p>Pupils have had opportunities to aspire to continue with sports</p>	<p>Ongoing – continue provision</p> <p>Re-train Ambassadors yearly and when new equipment is acquired</p> <p>Liaise with WFC to continue to receive visits and establish good role models.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
Sports coach to positively engage ensure the staff and children gain full benefit.	Sports coach provides good links between Apex class teachers, Sports coordinators from other local schools and link closely with trust schools.	£16,000	Sports coach attended meetings and organised competitions and friendly matches between Trust Schools.	Link with Apex to continue and funding allocated
Sports coaches to enhance CPD across the school and provide a good model for teaching PE and sport.	Staff knowledge and skills increase.	£16,000	Sports coach attended meetings and organised competitions and friendly matches between Trust Schools.	Link with Apex to continue and funding allocated
Continue to purchase new equipment to help teach high quality P.E. and introduce to staff so that they become familiar with how to use it.	Staff meeting time set aside for demonstration of new equipment. Purchase new and exciting equipment to make P.E. more stimulating. Maintain high condition of P.E. equipment and replace where necessary.	£980		
Sports T-Shirts for staff	Wear during PE lessons and sports day	£300	Looks professional and healthy	Need spare for new staff
5 a day early years physical movement	Physical movement and dance for early years	£250	Pupils learning dance routines, shapes and get there functional movements and gross motor skills moving at the start of each day.	Continue 5 a day next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>Enhance links with local sports clubs to signpost opportunities so that an increased number of children join clubs.</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities and non-active girls.</p> <p>Improve percentage of competent swimmers by the end of year 6.</p>	<p>Sports coach explores links with local clubs and can extend and signpost.</p> <p>Organise intra-sport activities through the partnership and local school.</p> <p>Discuss with swimming pool about extra provision in the third term and ask for an extra teacher for weekly lessons</p>	<p>£16,000</p> <p>£16,000</p>	<p>Pupils are offered a range of clubs which are free</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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>Further develop inter school competition, particularly within the Trust to increase the number of children competing and foster a culture of sporting success.</p> <p>Establish a cycle of intra school competition which covers a broad range of sports to increase the number of children competing and foster a culture of sporting success.</p>	<p>Trust calendar of competitions is created and up and running.</p> <p>A wide range of sports is included in the competition cycle.</p> <p>Sports coaches organize competition events between classes, houses and mixed age groups in the school.</p>	£16,000	<p>Sports coach attended partnership meetings and organised competitions and friendly matches between Trust Schools. Competitions and events organised by partnership were attended by different year groups and a wide range of sports.</p> <p>Sports coach organised competitions and friendly matches between Trust Schools. Competitions and events organised by partnership were attended by different year groups and a wide range of sports.</p>	<p>Link with Partnership to continue and funding allocated</p> <p>Link with Partnership to continue and funding allocated</p>

Signed off by	
Head Teacher:	Miss Tyler
Date:	18/10/2021
Subject Leader:	Emma Birdsall and Noreen Khan
Date:	18/10/2021
Governor:	Chris Rogers
Date:	18/10/2021