

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:

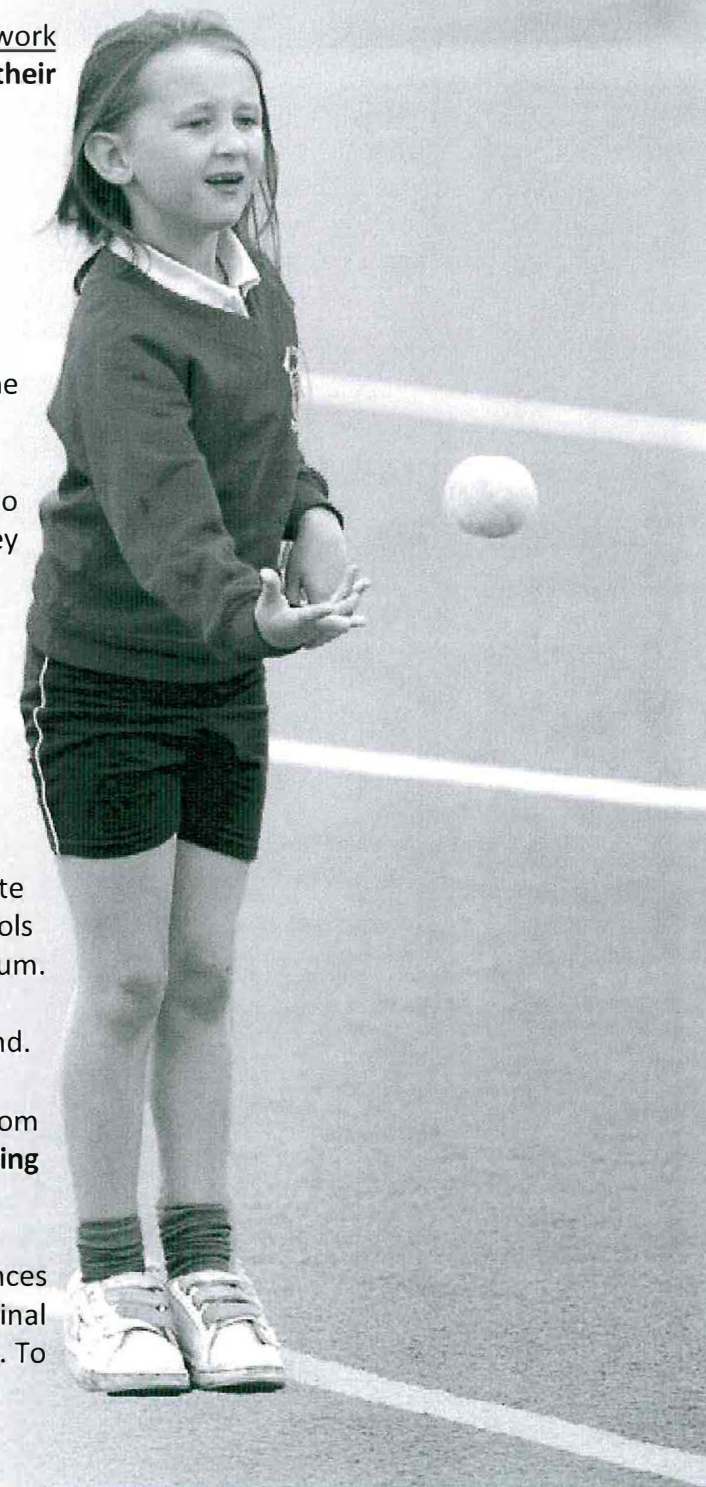
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit gov.uk 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 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. 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](#).



Details with regard to funding
Please complete the table below.

Total amount carried over from 2020/21	£13779.92
Total amount allocated for 2021/22	£17280.00
How much (if any) do you intend to carry over from this total fund into 2022/23? Apr 22 was £10003.00	£1910.43
Total amount allocated for 2022/23	£17200.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£17200.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2021. Please see note above	79.1%
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	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	<input checked="" type="checkbox"/> /No

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.

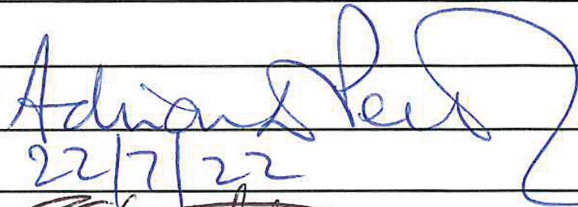
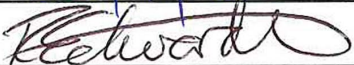
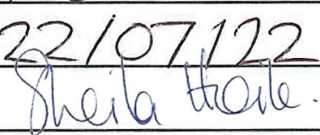
Academic Year: 2020/21		Total fund allocated:	Date Updated:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 18.75%
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:
Provide a range of lunchtime clubs to support regular physical activity.	Tennis and football clubs run at lunchtimes for all children: Lunch Multi Sports & ASC Football Jan-Apr 22, Lunch Time Tennis, dance club	£3699.25	More children are physically active at lunchtimes and are enjoying the challenges the clubs provide.	Continue to offer a range of lunchtime clubs
Provide a range of equipment for lunchtime activities	Due to COVID we have needed to use separate lunchtime equipment to promote physical activity – play mats, bean bags, balls, hoops, nets, etc.	£2248.26	Children are using the new equipment at lunchtimes providing more play opportunities. Now we are out of bubbles this is also providing cross key stage play.	This equipment is stored in a separate shed and accessible for the children.
Range of equipment to encourage gross motor skill development in Early Years	Shovels, wheelbarrow, mud kitchen etc. encourage mixing motion, digging, lifting etc.	£240.25	EYs children are showing progress in gross and fine motor skills (78% GLD in PD)	These resources remain for the coming cohorts

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Re invest in a school scheme which not only promotes PE skills but also focusses on the wellness of the whole child.	Get Set 4 PE, Primary Access EYFS	£780	Pupils are developing a wider range of skills and learning how these cross over between sports i.e. ball skills.	Use this scheme to plan a whole school curriculum so there is a strong progression of skills
Adults modelling PE expectations	Sample adults sports top with logo	£16.99	A.G is joining in with PE lessons and wore it to an OAA opportunity with Yr6	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56.77%
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:
Support staff with relevant up to date information, skills and CPD	AFPE subscription, Watford FC 'Primary stars PE programme' CPD teaching (Yr1-6) and modelling.	£16798.80	Pupils are taught by more informed and skilled members of staff who feel more confident.	Continue or partnership with Watford FC and utilise their support with in school house competitions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13.89%
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:
Provide children with the opportunity to explore a range of new sports and activities.	Yr 6 to experience Water sports at Stanborough Lake After school clubs - Katie Hazel (qualified cheerleading coach) to deliver cheerleading club. 3x3 basketball club with Andrew Guilder (3x3 is the largest urban sport in the world and featured for the first time in Olympics). Yoga club (training completed by Daisy Ambler). Rachel Edwards to complete Forest School Leader Training March 2023-Oct 2023.	£187.50 £2544.86	Pupils have enjoyed an increased range of activities. A vast range of year groups have experienced a new sport this year.	Katie Hazel and Andrew Guilder to host clubs. Daisy Ambler is leaving however we may source more yoga training for another member of staff as the impact has been very positive. Rachel Edwards to complete training next year.
To make sure as many children as possible learn to swim before they leave primary school as it is a life saving skill	Additional swimming lessons above the core opportunities to learn in Yr1-4	£1850	This will come into action in the next academic year (2022-2023)	Monitor how this approach supports the children who can still not meet the national curriculum requirements despite the numerous opportunities to learn

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.37%
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:
Out of school competitions have been limited however we have competed in district sports and inhouse football games in after school clubs.	Purchased equipment to support competitive games, membership to HDPSSA and a football coach.	£768.48	Children from Yr3-6 competed at District Sports, This was the first time attending a competition of this nature for many of our children due to COVID	Continue to attend and compete at District Sports. Raise the profile of competitive sports at school.
Deliver a fun but competitive sports day.	Purchase medals and winner stickers.	£15.10	Pupils enjoyed the competitive sports day, it gave them a chance to compete against others in a range of new games.	Continue to strive towards inter age competitive sports day experiences in the future.

Signed off by	
Head Teacher:	
Date:	22/7/22
Subject Leader:	
Date:	22/07/22
Governor:	
Date:	26 July 2022