

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Won all netball games across the league with our Year 5/6 team • Our football results and team play has improved. We also have an increased number of children attending these training sessions, particularly for girls. • We have maintained the enhanced healthy school status. • We achieved the Silver Sports Mark this year. • We have provided more leadership opportunities for children in KS2 through providing Play Leader training and also festivals for the children in KS1 • Continue to promote the clubs on offer for our children to encourage more children to take part • Continue to develop local club links to encourage more children to attend clubs outside of school and also to develop participation rates in clubs within schools • Continue to develop our assessment system and tracking of targeted groups of learners. • Provide more opportunities for personal challenge and leadership skills within the children's PE lessons 	<ul style="list-style-type: none"> • Establish new leadership in PE • Staff training in the delivery of the new PE scheme. • Delivery of PE by teachers of a high quality and matching the time required. • Continue to promote the clubs on offer for our children to encourage more children to take part • Continue to develop local club links to encourage more children to attend clubs outside of school and also to develop participation rates in clubs within schools • Continue to develop the staff's training/skills to deliver high quality PE for all children. • Continue to develop our assessment system and tracking of targeted groups of learners. • Provide more opportunities for personal challenge and leadership skills within the children's PE lessons • Following a new PE scheme to develop the children's skills across a range of sports and activities. • Encourage more outdoor and active learning • Purchase equipment for playtimes to allow children to have more active breaks • Continue with 'walk to school' initiative to encourage active travel

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Delete as applicable

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021		Total fund carried over: £	Date Updated:		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	

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.	No swimming due to CVOID 19
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 2020.	No swimming due to CVOID 19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No swimming due to CVOID 19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No swimming due to CVOID 19
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

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 <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:
<ul style="list-style-type: none"> Continue to work with parents to ensure all children are walking or using another active way to arrive at school. Possibly promote a scooter scheme next year Continue to develop a tracking scheme to monitor the children's progress in the daily mile (monthly progress) Continue to implement sports teams and regular club practices within school Continue to develop the sports clubs on offer to attract more children Continue to develop links with local clubs to help promote physical activity Continue to track the 'less active' children and identify ways to interest and involve them Give children the opportunity to meet inspiring role models Improve mental health and wellbeing of children 	<ul style="list-style-type: none"> Aim to achieve at least 75% of children per class to walk, cycle or scoot to and from school. Re-establish the Daily Mile and identify potential children in each class to help promote and track the classes progress Identify children for sports teams across the school. Set up weekly practices with school staff. Identify clubs that the children would want to take part in. Identify target groups who would benefit from the extra sports provision. Identify coaches and adults within the school who would help run the clubs. Maintain and identify who the 'less active children are' Questionnaires for the less active children to identify what interests them. Identify an outside organisation to deliver afterschool clubs Invite sports star into school to deliver talk and sessions. Joy of moving programme for Year 5 – 6 week programme Go noodle encouraged to be used as brain breaks during lesson time 	<p>New field - £10,000</p> <p>Interactive games – Anomoly (£4350)</p>	<p>IMPACTED BY COVID</p> <ul style="list-style-type: none"> Daily mile has been re-established and Year 1 to 6 now completed this everyday as a class. Questionnaire to find out what sports children want to participate in showed that KS2 wanted football clubs – started in Summer 1 and will continue into summer 2. Watford FC delivering sports clubs for KS2 after schools. Common wealth game athlete visited and inspired children to participate in sport. Year 5 feedback good reviews about the Joy of Moving programme. 	<ul style="list-style-type: none"> Re-start sports clubs for KS1 as well as KS2 and develop a wider range of activities. Re-start play leader training for Year 5s. Once trained – lunch time clubs for Year 1s, supported by an adult. Tracker for daily mile to be implemented.

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:
<ul style="list-style-type: none"> To promote the children's achievements more throughout the school, through having regular celebration assemblies. Invite parents to attend our assemblies when their children have competed in an event Continue to develop local sports links with clubs, through taster sessions Continue to provide training for the next Year 5s and continue to support the current Year 5s going into Year 6 with their leadership skills. Identify club links for strong swimmers and develop self-rescue Continue to run netball club for Years 5 and 6 	<ul style="list-style-type: none"> Aim to update the noticeboard regularly to help keep the children inspired. Also aim to keep parents up to date with the children's achievements. Ensure teachers understand how to track the children's achievements within their lessons Try to promote more achievements within assemblies (match results) Research local sporting role models/companies to come and deliver inspiring assemblies about their journeys and sports Provide play leader training for the children and identify resources to help them deliver their sessions. Set up a clear timetable that targets the different KS1 classes and allows all Play leaders a chance to lead Provide opportunities for all children in Year 4 to take part regardless of their prior knowledge/skills Audit the equipment available. Order new equipment for each term to ensure all equipment is read for lessons (GetSet4PE)) 	Equipment (including goals) - £5600	<p>IMPACTED BY COVID</p> <ul style="list-style-type: none"> Noticeboard is full of local sports teams – due to covid most clubs have not been on. Teachers are using the GetSet4PE tracking system to assess children each term. They are also completing individual lesson assessments to assess each child on the LO for that lesson. Commonwealth games athlete Ryan Scott attended and did a talk and session with all children in KS1 and KS2. New equipment purchased for sports taught throughout the year which allowed all sports to be taught to a high standard. 	<p>Create a student sports group to help organise sports and represent the children's views</p> <ul style="list-style-type: none"> Move PE board so that is more frequently seen and keep updated with new clubs and opportunities Ensure sporting achievements are shared in whole school assemblies (when they resume) Re-start play leader training for Year 5s. Once trained – lunch time clubs for KS1 supported by an adult.

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:
<ul style="list-style-type: none"> To develop the extra-curricular sports on offer during lunch times for the children we will provide training for LSAs to deliver extra activities. Introduce and follow PE scheme – get Set 4 PE. <p>Implement training programs for teachers to ensure they are all confident with their knowledge and skills. PE lead on courses</p>	<ul style="list-style-type: none"> Identify LSAs who have not attended previous MSA lunch club training and invite them to attend the training by the Watford and Hertsmere Sports Partnership scheme. PE lead on courses to develop knowledge of delivering PE – INSET for all teachers to develop their knowledge. 	Sport partnership package £2000	<p>IMPACTED BY COVID</p> <ul style="list-style-type: none"> LSAs have not been on training yet due to COVID. PE lead attended courses from GetSet4PE in order to learn how to use the scheme. INSET given to all teachers. 	<ul style="list-style-type: none"> LSA's to attend lunch club training to deliver a range of sports clubs for KS1 and 2. CPD for PE lead on PE scheme and then deliver INSET to teaching staff

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>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer a varied curriculum with a range of sports Continue to promote and develop links with clubs outside of school that offer different sports provisions Continue to promote sporting opportunities that are on offer in the community 	<ul style="list-style-type: none"> Resources/equipment to deliver a broad selection of sports Review the curriculum coverage to ensure all of the National Curriculum requirements are met Identify children who attend sports clubs outside of school and get them to promote their clubs Research and keep up to date with local sports competitions within the community 	Equipment (including goals) - £5600	<p>IMPACTED BY COVID</p> <ul style="list-style-type: none"> New equipment purchased for sports taught throughout the year which allowed all sports to be taught to a high standard. Watford FC delivered sports clubs for KS2 children over the summer term. Year 5 – joy of moving programme included a range of outdoor sports for children to participate in. Participated in virtual competitions from Herts sports partnership. 	<ul style="list-style-type: none"> Introduce new clubs using Watford FC to deliver. Identify staff who are willing to deliver sports clubs before, during and after school for all children. Inter-house competitions of more unusual sports (School Games) Speak to children to identify which clubs they play for and then promote these to other children.

<ul style="list-style-type: none"> • Develop teachers knowledge and skills to teach more sports • Provide assemblies with local club coaches/children from the school to promote their 	<ul style="list-style-type: none"> • PE lead on courses to develop knowledge of delivering PE – INSET for all teachers to develop their knowledge. • Contact local clubs to provide assemblies about their clubs to promote children to joining. 			
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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:
<ul style="list-style-type: none"> Watford and Hertsmere Schools Partnership membership to access school competitions Develop and promote our own inter house competitions throughout the year to target certain groups of learners Promote competitions/ football for girls 	<ul style="list-style-type: none"> Identify children to attend the different competitions and provide training beforehand Identify drivers for the mini bus to ensure we can take as many children possible to the events Identify targeted groups of children (SEN/PPG/less active) and provide competitions that would interest them to take part Enter the girls into a local league and develop a regular training session for them Order more resources Order goal posts 	<p>Herts sports partnership - £2000</p> <p>Equipment and goal posts – (£5600)</p>	<p>IMPACTED BY COVID</p> <ul style="list-style-type: none"> We have entered the some of the virtual sports competitions offered by the partnerships. All year groups joined in and submitted results Personal challenges for each child to work on in Autumn 1 and 2. Activity log to be kept during lockdown to encourage children to compete while at home. 	<ul style="list-style-type: none"> Restart all competitive teams and continue to develop B and C teams where possible to target more children Continue to develop training sessions before the competitions to strengthen the children's knowledge/skills Email local businesses for sponsorship for netball skirts for the team continue to develop the participation rates in lessons and outside of lessons for these targeted groups Continue to develop 'school games' type activities at the end of terms

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	Hollie Whiting
Date:	09.07.2021
Governor:	
Date:	