

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 allocated for 2022/23.	£19,995.53
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£27,666.53 (actual spent – 17401.12)

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	35%
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	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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?	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: 2022/23	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: £6525.58	
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>1. More opportunities for KS1 and LKS2 active playtime / dinnertime. Development of Playground leaders / active LKS2 lunchtimes. Playleaders to be trained to support KS1 active play, resources to be purchased and safe available space improved to ensure all round active play and lunchtimes possible.</p> <p>2. Each class 2 hours timetabled PE as minimum</p> <p>3. Promote and engage in walk to school week – promoting walking to school rather than driving for health, fitness and conservation benefits.</p>	<p>1. Children in KS1 have a 15-minute playtime twice a day and also 1hour lunchtime where children are outside on the playground with class equipment. Each week, all classes get 1 half an hour session with a sports coach taking part in a range of sporting activities. Half-termly swimming lessons for children form Year 3-6.</p> <p>2. PE lesson a week for all children. Year 1 and 2 and Year 4 – Primary League Premier Stars. 10 week programme delivered by Watford FC. Watford FC to deliver Joy of Moving to Year 5 (6-week programme). 45mins outside practical exercise</p>	<p>1. £242.58</p> <p>1. £1710</p> <p>1. £2983</p> <p>2. £1440</p> <p>2. £150</p>	<p>Compared to last year we now have more children who are active in their lunch times and participating in sporting activities.</p> <p>We have the play leader's scheme in place to deliver extra sports activities to KS1 children during lunchtime and supporting with sports events/sports day.</p> <p>Play leaders trained and levels of activity of KS1 and LKS2 playground increased. (Lunchtime supervisor voice to be used as evidence of increased activity and improved behaviour)</p>	<p>Continue to develop a tracking scheme to monitor the children's progress in the daily mile (monthly progress)</p> <p>Continue to develop the sports clubs on offer to attract more children</p> <p>Continue to develop links with local clubs to help promote physical activity</p> <p>Continue to train Year 5 and 6 sports leaders to assist with lower school sporting activities.</p>

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<p>4. Children’s university celebration of participation in out of school sports</p> <p>5. Wake up Shake up sessions to encourage KS1 and EYFS (Brain Break) to engage in activity.</p>	<p>and 45 minutes learning about the benefits of exercise.</p> <p>4. Certificates/assemblies and awards</p> <p>5. Children to take part in brain breaks twice daily (10minutes each) to encourage movement breaks between learning and increase activity. (Danny Go, Go Noodle)</p>	<p>3. £0</p> <p>4. £0</p> <p>5. £0</p>	<p>Two hours of Physical activity per child maintained.</p> <p>KS2 children regularly completing running/ physical activity before school – encouraging healthy lifestyles.</p> <p>Healthy lifestyle encourage sin EYFS and KS1 through brain breaks.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: £4301.64</p>
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Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sustainability and suggested next steps:</p>
<p>1. Sports uniform for school netball team to compete in.</p> <p>2. Teams to have appropriate travel to fixtures.</p> <p>3. Extracurricular links to foundation subjects to be linked to PE more often.</p> <p>4. To encourage pupils to take on leadership roles that support sport and physical activity within Holywell</p>	<p>1. Shirts ordered for children to wear during matches.</p> <p>2. Coaches and minibuses in diary and used for sports events at various locations.</p> <p>3. Dance workshop to be organised for Year 3 as part of a link to Geography topic.</p> <p>4. Year 5 children to participate in Play Leader training in order to deliver sporting activities to KS and support with sports day.</p>	<p>1. £61.92</p> <p>2. £370 and £1468.90</p> <p>3. £250</p> <p>4. £0</p> <p>5. As previously stated</p> <p>The children felt proud wearing their uniforms and more like a team when playing in netball fixtures (developed sense of pride and belonging). Children are aware of the sports teams at school and more children are working hard to participate in them</p> <p>20 Year 5 children have had play leader training and developed their confidence in supporting</p>	<p>School notice board to show the children’s achievements throughout the year to aspire other children to get involved in the school’s competitions and clubs.</p> <p>Create and develop the schools website to create a sports page to promote the children’s achievements more throughout the school, through having regular celebration assemblies.</p>

<p>Primary School</p> <p>5. To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p>	<p>5. Go noodle and imoves to be used for active brain breaks throughout the school day. Daily mile to be promoted across the school.</p>	<p>above</p>	<p>KS1 children with sporting activities. This was shown during KS1 sports day in which these Year 5 children ran.</p> <p>Appropriate travel allowed the school to participate in a variety of sporting events across the year.</p>	<p>Invite parents to attend our assemblies when their children have competed in an event</p> <p>Continue to develop local sports links with clubs, through taster sessions</p> <p>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</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: £818</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Develop competence of teaching to deliver a broad range of physical activities to all pupils.</p> <ol style="list-style-type: none"> 1. PE Conference 360 2. Sports partnership 6682 	<p>Following PE programme GS4PE - lesson plans provide which teachers use to create MTP. Scheme of Work is embedded with a clear curriculum map across all phases. Staff are trained appropriately to ensure quality of teaching.</p> <p>Year 1, 2 and 4 teachers to complete 10 week Primary Stars programme with Watford FC</p>	<p>£458</p> <p>£1440)same as above)</p>	<p>Year 1, 2 and 4 staff enjoyed their programme and felt more comfortable delivering ball skills lessons to their classes. They also learnt new ideas to implement in their sessions.</p> <p>Programme has helped developed consistency in lessons across the school.</p>	<p>Create a simpler and more beneficial way of assessing children in PE lessons.</p> <p>More CPD training for staff to ensure all ae confident in teaching PE.</p>

	Educational Trust. PE leads attend training for GET SET4PE curriculum design & 3Is PE lead and Head teacher to attend PE conference.	£0 £360		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
5755.9

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:
All pupils given the opportunity to participate in a range of sports throughout their school experience. All children to learn new skills and develop previously taught skills through PE lessons and other opportunities.	After school and breakfast sports club run by Watford FC. Gym mats purchased to deliver gymnastic lessons to classes in PE lessons. Sports equipment to be purchased to enhance PE lessons – better level and amount of equipment. Some equipment similar to Year 7 for Year 6 to begin to use to familiarise.	£1568.50 £879.92 £3307.98	Play leaders confidence gained by running KS1 sports day. Range for clubs allowed for more children to try new sports – however football is still the most popular and well attended. Curriculum has allowed children to develop more skills and then apply these to a range of different sports. It has also improved confidence in physical skills but also officiating and performing. Holywell Explorers has allowed children to work with other pupils	Continue to track the ‘less active’ children and identify ways to interest and involve them Continue to develop links with local clubs to help promote physical activity Develop clubs for SEND children across the school with higher need

			<p>form other classes and create new friendships. It has developed their teamwork skills and also their OAA skills.</p> <p>Equipment that has been ordered has allowed of more inclusion in PE lessons (more equipment) and also the school to deliver a wider range of sports to a better standard.</p>	
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Signed off by	
Head Teacher:	Coert van Straaten
Date:	
Subject Leader:	Hollie Whiting
Date:	
Governor:	
Date:	