

# 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](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, 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8,355
Total amount allocated for 2020/21	£19,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2,900
Total amount allocated for 2021/22	£19,460
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,360

## Swimming Data

Please report on your Swimming Data below.

<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><b>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</b></p>	<p>This cohort missed their swimming block in 2020/21 (Year 5) due to covid.</p> <p>Questionnaire provided results below:</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><b>N.B.</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.</p> <p>Please see note above</p>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	82%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p> <p>The cohort completed water safety training within the classroom setting due to missing their swimming sessions in Year 5 due to Covid-19. The training was provided by our local sports partnership – Herts &amp; Ware Sports Partnership.</p>	<p>82%</p> <p>100% completed water safely training within the classroom</p>

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No – Planned to but was unable to due to pool closures

## 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: 2021/22		Total fund allocated: £19,460.00 + £2,900 carried over from 2020/21 = £22,360		Date Updated: January 22, April 22, June 22	
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: £2310 = 10%
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?:
To engage all pupils in regular physical activity in order to improve their general wellbeing and learning.		Register on the Active School Planner and utilise the review timetable to identify areas to reduce sedentary behaviour		£500	Children offered lunchtime clubs on a rotational basis - so not always the same children
Daily Mile		Ensure that all teachers allow regular time for the Daily Mile – rota of timings, one session per day on the track			Improved focus, behaviour
Gonoodle/JustDance/Cosmic Kids Yoga etc.		Staff to understand the importance of regular physical activity and the impact this can have on wellbeing.			Aids mental health and healthy lifestyle
Specialist PE Teaching Assistant		To run lunchtime and after school clubs to a range of year groups and range of interests. New equipment to support.			To provide more children with the opportunity to take part in lunchtime clubs. Type of club will

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2 hours of PE every week	Ensure that all pupils are receiving 2 hours of PE every week. Check timetables.		change each half term, to provide more variety. Ensure all children get the opportunity to attend at least one club over the academic year. To continue with after school clubs. Covid-19 restrictions: Lunchtime and after school club limited to Year group clubs, but provided at least one club a week per year group.	all children get the opportunity to attend at least one club an academic year if they wish.
Identify and target those children who are least active	‘Sensory Circuits’ – run by Specialist PE TA		Targeted pupils increase activity levels. Tiger Team provides social interventions that encourage participation and improve self-confidence, enjoyment and awareness of opportunities for all children.	Ensure Sensory Circuits is run three mornings a week and the children attend. Rotate who gets to attend every half term to give more children the opportunity.
To engage EYFS pupils in regular physical activity in order to improve their learning, general wellbeing, as well as their fine and gross motor skills.	Lunchtime clubs – run by Specialist PE TA  Weekly ‘Welly Walks’ - All in ones to ensure all children have appropriate all-weather clothing Playground equipment - Movable obstacle course to enhance gross motor skills	£1810	More clubs available providing the opportunity for all children to attend throughout the year.  To provide EYFS children continued provision of equipment for use during lunchtimes and Child-Initiated Learning.	Varied lunchtime clubs to encourage least active children to attend.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£11,000 = 49%
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:
PE noticeboard in the school main lunch area to celebrate sporting achievements across the school as well as advertising lunchtime clubs and up and coming sport events. <b>This board became a celebration board for our Morgans Mile personal challenge – whole school event.</b>	PE Coordinator to regularly update the noticeboard. Take photos of teams and record results.		Pupils kept up to date with the sporting achievements and what clubs are available to them	<b>This noticeboard is visible in school entrance hall for children to celebrate the whole school event.</b>
Regularly report on Sport events on school facebook page, & celebrate successes weekly in Friday assemblies	PE Coordinator to collate photos and results of events attended as well as individual successes outside of school to report on.		Motivated children by successes and enjoyment of representing the school	
Achieved School Games Platinum PE Quality Mark 2018/19 which stands for two years so 2019/20 too. Continue aspiring to this level of PE provision. <b>Unsure whether this Platinum mark will carry over again due to Covid.</b>	Continue to gather evidence to ensure there are no gaps.		Participation rates monitored and least active children are identified and encouraged to attend clubs and/or events.	Lunchtime clubs with Specialist PE TA provides varied opportunities for all children.  Continue with external sporting provision from companies, to increase pupil participation in varied extra-curricular clubs.
Termly Whole School Physical Activity events	Autumn Term: Skipping Day Spring Term: Sport Relief and revisit skipping Summer Term: Morgans Mile /		Children skipping at break and lunchtimes to try and improve their scores.	<b>Ensure events are arranged post Covid-19. Skipping event in Autumn Term was within classes and results collated.</b>



	Sports Day			Morgans Mile occurred May 22, and results collated for each child's personal challenge
Specialist PE TA and other members of the PE Team to raise the profile of Sport and PE in school	PE TA & PE Coordinator – share the workload to carry out PE Coordinator role		Increased opportunities to all children	PE Coordinator to have release time to be out of class as and when needed to carry out the role.
Raise the profile of being active in EYFS/KS1	FitBags for children to take home on a rotational basis – Year 1 (currently unable to send home due to Covid-19) Lunchtime clubs with PE TA for EYFS/KS1 Specialist PE TA to teach PE for at least one half term in each EYFS/KS1 class for upskilling of teachers		Increased opportunities to all children	
Specialist PE TA recruited to raise the profile of Sport and PE across the whole school		£11,000	Increased opportunities for all children, CPD/upskilling of teachers	



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1800 = 8%
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:
PE Coordinators to attend the Primary Sports and PE Conference	Release time for Subject Leaders to attend CPD and feedback to SLT	£150 + cover (£150)	Fresh up to date ideas for PE Coordinators to implement.	Re-scheduled to Summer Term due to Covid-19.
Chance to Shine, Herts Cricket – Coaching sessions with all year groups from years 1-6	Teachers attend the cricket sessions with their class for upskilling	Free	Upskilling of teachers: both for cricket and other transferable skills.	
Watford FC – teaching PE sessions and PSHE sessions one day a week for 4 weeks during Summer Term 2	Teachers attend the sessions with their class for upskilling	£1500	Upskilling of teachers	
Upskilling of staff: opportunities to team teach with Specialist PE TA	All teachers to have the opportunity to work with Specialist PE TA for at least one half term over the school year.		More confident teaching of PE. New CPD's to be offered to staff	
	Termly observations to monitor teaching of PE.			
	Use teacher strengths in particular areas of the PE curriculum		Teachers may pair up in their year group and teach to their strengths	
<b>Curriculum Development</b> A PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum	Use of GetSet4PE scheme	Bought with previous sports premium	Provides teachers with confidence in teaching all topics within PE. Ensures progression and	3 year scheme of GetSet4PE purchased. Ensure training annually of the scheme to

<p><b>Achievement of pupils</b></p> <p>Assessment tool to support staff in planning lessons that ensure progress is being made with all pupils</p>	<p>Assessment for learning is used by all staff in PE. Assessments are updated half termly on GetSet4PE by teachers and/or Specialist PE TA.</p> <p>Progress in PE is monitored</p> <p>All pupils enjoy and achieve in PE</p>		<p>consistency in teaching.</p> <p>To run assessment reports at the end of each half term.</p> <p>PE Coordinator can identify areas that may need developing.</p>	<p>ensure teachers are confident in delivering the lessons.</p> <p>GetSet4PE 3 year scheme purchased and provides assessment and planning for all areas of the PE Curriculum.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

£2940 = 13%

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:
Increase the number of clubs on offer: external coaches as well as school staff	<p>Sports Council running lunchtime clubs</p> <p>Tiger Team: run by Specialist PE TA Now called 'Sensory Circuits'</p> <p>Specialist PE TA running lunchtime and afterschool clubs</p> <p>External coaches offering after-school clubs</p>		<p>More children achieving daily Physical Activity recommendation. Increased participation of children in different activities - club participation registers show the number of children attending each club, with a wait list in place for popular clubs.</p> <p>Tiger Team, 'Sensory Circuits' running well, children rotated half termly to provide more children with the opportunity to attend.</p> <p>More children achieving daily Physical Activity recommendation. Increased participation of children in different activities - club participation registers show the number of children attending each club, with a wait list in place for popular clubs.</p>	<p>Sports Council unable to run clubs due to Covid-19 (unable to cross year group bubbles). No external coaches due to Covid-19. External clubs started up again in the Summer Term.</p> <p>Ensure these are on offer for the next school year.</p> <p>Continue to use external coaches to increase the number of children</p>

<p><b>Extra-Curricular Activities:</b> Increase participation through lunchtime and after school activities using volunteers, staff and coaches</p> <p>Continue to enter HWSSP competitions and festivals, and offer lunchtime practices/try outs for the competitions. Led by PE TA</p> <p>To raise the % of pupils leaving Year 6 being able to swim at least 25m</p> <p>Increase the opportunities to try new sporting experiences and demonstrate water safety.</p>	<p>External Coaches: – after school clubs, Tiger Cheer, Karate, Dance/Drama, Chance to Shine Cricket, Sports Ninjas, Watford FC</p> <p>Football (Girls &amp; Boys) and Netball After School Clubs (Autumn and Spring Terms), Athletics (Summer Term).</p> <p>Lunchtime Tennis Club (summer term 2)</p> <p>Keep record of participation rates etc of those attending competitions and festivals</p> <p>HWSSP – top up swim sessions and/or water Safety sessions at Ware Lido</p> <p>Provide water safety training within the classroom.</p> <p>Provide water safety experiences as well as new water sports for children to try.</p>	<p>£420</p> <p>£500</p> <p>£2,020</p>	<p>Increased participation rates</p> <p>To try and achieve 100% of Year 6 children being able to swim at least 25m</p> <p>Ensure children have the knowledge of water safety, even if swimming sessions cannot resume.</p> <p>Increased number of children trying new sporting experiences</p>	<p>participating in extra-curricular clubs</p> <p>Autumn Term: external coaches unable to deliver extra-curricular clubs due to Covid-19 restrictions (with the exception of Chance to Shine cricket). Spring Term: some external provision started. Summer Term: external provision started up again.</p> <p>Autumn Term Lunchtime and after-school clubs: Internally run limited to Year groups only due to Covid-19 restrictions.</p> <p>Due to the current Year 6 not being able to have their swimming sessions during year 5 due to Covid-19, if possible provide sessions in Summer Term 2022.</p>
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	<p>Social Interventions and support with Tiger Team/'Sensory Circuits'</p> <p>Run and support lunchtime and after school clubs</p> <p>Managing and coaching sports teams</p> <p>Officiating at sporting fixtures</p>			
Level 0 – Personal Challenge	<p>To improve self-confidence, enjoyment and awareness for all children</p> <p>Sports Ambassadors attend Sports Ambassadors Conference for training to develop challenges – <b>post Covid-19</b></p> <p>Utilise Sports Ambassadors and Sport House Captains to develop and deliver challenges – <b>post Covid-19</b></p>		<p>Skipping (Autumn Term) and then again later on in the Spring Term. Summer Term: Annual Morgans Mile and Sports Day.</p> <p>Lunchtime activities run by Sports captains and ambassadors – <b>post Covid-19</b></p> <p>To enhance the learning and enjoyment of participation in sport and PE</p>	<p>Personal Challenge to be a part of everyday life at school</p> <p>The house system is part of school life</p>
Level 1 Competition	<p>Level 1 competitions before all events attending in order to provide the opportunity for all children to participate and have the opportunity to represent the school</p>		<p>Pupils identify being part of a school team, supports opportunities for pupils to work co-operatively</p>	
Continued support for Level 2 competition and participation	<p>Member of HWSSP</p>		<p>School achieved the Platinum School Games Mark at the end of</p>	<p>Pupils become better role models, those pupils attending</p>

festivals	School engages with the School Games competitions as well as opportunities for pupils that do not represent the school in a team or as an individual		2018/19 – stands for two years. <b>Unsure yet if the Platinum Award will roll over again for another year.</b>	participation events have increased aspirations
To increase the number of children going to sporting events	Use organised event transport to enhance experiences. Book and pay for coaches to get to sporting events when unable to get there any other way.	£500	Children can attend events they otherwise would not be unable to get to.	
<b>Improved Resources</b> Replenish sports resources for both KS1 & KS2 to enable more children to be involved: - lunchtime resources - PE resources	To provide all children with the resources required to improve their skills  To facilitate effective and positive skills based learning  To improve self-confidence, enjoyment and awareness of opportunities for all children  New School Netball Kit: 2 teams	£1310       £500	Tiger Team  Continuity of opportunity	New resources  Regular stock checks  Pupil feedback

Signed off by	
Head Teacher:	Helen Melidoro
Date:	5.7.22
Subject Leader:	L.Robinson
Date:	28.6.22
Governor:	Milena Nuti
Date:	14.7.22