

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (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](http://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 **31<sup>st</sup> July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Sports and PE provision has been enhanced in collaboration with Apex Sport</li> <li>• Sports Coach deployed to support the delivery of high quality PE lessons and extra-curricular activity</li> <li>• Before and after school club programme catering for sports clubs every day of the week (clubs include, hockey, football, street dance, kwik cricket, dodgeball, multi skills, tots football, Zumba dance, tag rugby, gymnastics, battlezone and netball)</li> <li>• Sports Coach deployed at lunchtime, with the support of sports ambassadors (year 6 children), to run organised activities for children in KS1 and KS2</li> <li>• Cross Inclusive MAT competition including girls and boys football teams</li> <li>• Involvement in the Hertfordshire Schools Sports Partnership – inter and intra school competitions</li> <li>• Curriculum PE mapping of knowledge and skills across the key stages</li> <li>• Year 6 Mental Health and Wellbeing workshops with Watford FC in the Autumn term</li> <li>• Virtual Sports Week – held during school closure. Increased participation in home learning and opportunities for physical activity</li> <li>• Easter and Half term provision for vulnerable children and children of key workers across the Inclusive MAT</li> <li>• Daily PE and daily mile completion for every bubble in school across June and July</li> <li>• During Lockdown, vulnerable children and children of key workers completed Joe Wicks' daily PE sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and preparation for the safe delivery of PE lessons and extracurricular clubs under the DfE guidance for the reopening of schools</li> <li>• Sports Coach to enhance provision and opportunities for physical activities during staggered break times for phase bubble</li> <li>• Sports Coach to provide support and advice for teachers during PE lessons, targeting least active children</li> <li>• Cornerstones curriculum to enhance opportunities for theme based learning in PE (for example, invasion games when learning about the Romans)</li> <li>• Sports ambassadors to set up house competitions with support of the Sport Coach and PE Lead</li> <li>• Utilise opportunities for competitions across the Inclusive MAT</li> <li>• Utilise opportunities for competitions with the School Sports Partnership, with the support of parent volunteers</li> <li>• Offer swimming lessons to Year 5 children who did not receive a complete run of lessons due to school and swimming pool closures. Catch up lessons for Year 6 children if needed</li> <li>• Bikeability to be offered to Year 6 children</li> <li>• Chance to Shine Cricket organised for different year groups</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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. Year 6 children who are weaker swimmers will be offered catch up lessons in Summer 2021

## 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: 2019/20		Total fund allocated: £20,160	Date Updated: July 2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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"> <li>Continuation of the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day.</li> <li>Offer cycling proficiency (bikeability) lessons in order to increase the number of children travelling to school safely without a car.</li> <li>Continue lunch time sports provision offer (sports equipment available for everyone and one competitive activity organized per day).</li> </ul>	<ul style="list-style-type: none"> <li>Daily mile introduced and promoted regularly.</li> <li>Cycling proficiency offered.</li> <li>More children travelling to school without the use of a car (bike, scooter, walk).</li> <li>Lunchtime sports provision is effectively created and deployed and takes into account 'pupil voice'.</li> </ul>	<ul style="list-style-type: none"> <li>£0</li> <li>Parent funded</li> </ul>	<p>75 minutes extra of physical activity per week – Further impact for children in school through June/July</p> <p>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.</p>	<p>Continue Daily Mile</p> <p>Action for 2020/21</p> <p>Consider publishing results of mini-competitions and awarding children for outstanding sports development and achievements.</p>



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"> <li>Train and establish a team of sports leaders to help promote and run lunchtime and competition sports, acting as role models and referees.</li> <li>Sports communication officer appointed to enhance communication across a range of mediums.</li> <li>Make links with local sporting personalities.</li> <li>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.</li> <li>Continue relations with Watford Football Club so that pupils can identify with success and aspire to be a local sporting hero</li> </ul>	<ul style="list-style-type: none"> <li>Sports leaders trained, established and acting as positive role models.</li> <li>Improved communication with staff in general and also with SSCO Partnership and other schools (IMAT collaborative work).</li> <li>Links established</li> <li>Staff aware that physical activity can be used as a vehicle to promote good learning and support behaviour in general.</li> <li>Continue to liaise with the School Sports Manager, at Watford FC Community Sport and Education Trust</li> </ul>	<ul style="list-style-type: none"> <li>£0</li> <li>Sports Coach £15,994 total</li> <li>Sports Coach £15,994 total</li> <li>Sports Coach £15,994 total</li> </ul>	<p>Sports Ambassadors role created – pupils ran games and distributed equipment. Staff and pupil feedback was very positive.</p> <p>Sports coach attended partnership meetings and organised competitions and friendly matches between Trust Schools.</p> <p>Not achieved due to Covid-19</p> <p>Daily mile – 15 minutes per day</p> <p>Work continues with Watford FC, visit from Troy Deeney and media team following FA Cup Final as well as link with Mental Health and Wellbeing workshop</p>	<p>Ongoing – continue provision Re-train Ambassadors yearly and when new equipment is acquired</p> <p>Link with Partnership to continue and funding allocated</p> <p>Liaise with WFC and other local team to continue to receive visits and establish good role models.</p> <p>Liaise with WFC and other local team 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:
<ul style="list-style-type: none"> <li>Sports coach to positively engage with the Sports Partnership and the trust schools, ensuring the staff and children gain full benefit.</li> <li>Staff to attend Sports partnership training to upskill teaching.</li> <li>Sports coaches to enhance CPD across the school and provide a good model for teaching PE and sport.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Sports coach provides good links between the Sports Partnerships class teachers, Sports coordinators from other local schools and link closely with trust schools.</li> <li>CPD is used to increase staff knowledge.</li> <li>Staff knowledge and skills increase.</li> <li>Staff meeting time set aside for demonstration of new equipment</li> <li>Purchase new and exciting equipment to make P.E. more stimulating</li> <li>Maintain high condition of P.E. equipment and replace where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Sports Coach £15,994 total</li> <li>School sports partnership £1,648 total</li> <li>Sports Coach £15,994 total</li> <li>£889</li> </ul>	<p>Sports coach attended partnership meetings and organised competitions and friendly matches between Inclusive MAT schools</p> <p>Sports coach attended partnership meetings and organised competitions and friendly matches between Inclusive MAT schools</p>	<p>Link with Partnership to continue and funding allocated</p> <p>Link with Partnership to continue and funding allocated</p>

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"> <li>Enhance links with local sports clubs to signpost opportunities so that an increased number of children join clubs.</li> <li>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.</li> <li>Improve percentage of competent swimmers by the end of year 6.</li> </ul>	<ul style="list-style-type: none"> <li>Sports coach explores links with local clubs and is able to extend and signpost</li> <li>Organise intra-sport activities through the partnership</li> <li>Attend festivals arranged by the partnership</li> <li>Join football and netball league through the partnership</li> <li>Discuss with swimming pool about extra provision in the third term and ask for an extra teacher for weekly lessons or utilise term 3 for catch up lessons for Year 6 children who lack confidence in the water</li> </ul>	<ul style="list-style-type: none"> <li>Sports Coach £15,994 total</li> <li>School sports partnership £1,648 total</li> </ul>	<ul style="list-style-type: none"> <li>Sports coach attended partnership meetings and organised competitions and friendly matches between Inclusive MAT schools</li> <li>Competitions and events organised by partnership were attended by different year groups and a wide range of sports (some were cancelled due to Covid-19 closures)</li> </ul>	Link with Partnership to continue and funding allocated



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"> <li>Further develop inter school competition, particularly across the Inclusive MAT to increase the number of children competing and foster a culture of sporting success.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Trust calendar of competitions is created and up and running.</li> <li>A wide range of sports is included in the competition cycle.</li> <li>Sports coaches organize competition events between classes, houses and mixed age groups in the school.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Sports coach attended partnership meetings and organised competitions and friendly matches between Trust Schools.</li> <li>Competitions and events organised by partnership were attended by different year groups and a wide range of sports.</li> <li>Sports coach attended partnership meetings and organised competitions and friendly matches between Trust Schools.</li> <li>Competitions and events organised by partnership were attended by different year groups and a wide range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>Link with Partnership to continue and funding allocated</li> <li>Link with Partnership to continue and funding allocated</li> </ul>

Signed off by	
Head Teacher:	Sebastian Gray
Date:	29/7/20
Governor:	Mike Dobner
Date:	29/7/20

