

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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.**

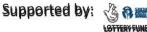
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

| Total amount carried over from 2019/20 | £ 0 |
|---|----------|
| Total amount allocated for 2020/21 | £ 19,696 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2021/22 | £ 20,240 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £20,240 |

Swimming Data

Please report on your Swimming Data below.

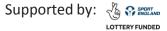
| Meeting national curriculum requirements for swimming and water safety. | |
|---|--|
| N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional 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 2020. | 74% |
| Please see note above 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 | 74% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 74% |
| 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 We have used some money tp provide top up swimming lessons to |















| pupils who have not been able to |
|-------------------------------------|
| meet the national curriculum |
| requirements for swimming and |
| water safety, after the delivery of |
| core swimming and water safety |
| lessons. |













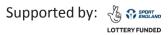
Academic Year: 2021- 2022 Total fund allocated: £20 240 Date Undated: July 2022

| Academic Year: 2021- 2022 | Total fund allocated: £20,240 | Date Updated: | July 2022 | |
|---|---|--|---|--|
| Key indicator 1: The engagement of primary school pupils undertake at le | | | fficer guidelines recommend that | Percentage of total allocation: 27% |
| Intent | Implementation | <u>, </u> | Impact | 2170 |
| 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 to receive 2 hours quality taught PE a week. | All timetables to include three PE lessons a week to add up to 2 hours. In addition to this all classes to use 'active time' every day to either jog, walk or take apart in a form of exercise every day. | | All classes have received 2 hours of taught PE time and have included active time to carry out daily exercise. | To continue to ensure PE time is carefully timetabled and to continue with daily exercise. |
| To maintain the increased number of funded lunchtime sports clubs and ensure they are well attended | Level 2 coaches to lead Dodgeball and Tri-Golf and Multi-skills lunchtime clubs for L and U KS2. PE coordinator to monitor regular attendance. | £4,200.00 | Uptake of funded club membership was high, regular and maintained. Additional opportunities to engage in high quality physical activity were provided. Children are keen to participate and this is shown by the need to increase the dodgeball club to twice a week due to large numbers signing up. Tri-golf was included due to interest and a partnership | participate in the lunchtime clubs. Registers of attendance to |













competition . KS2 Children were offered the opportunity to take part in a funded lunchtime club in their This was a dodgeball club. Up take was very high across all classes. Classes took palace 4 x weekly instead of 2 x weekly. Continue to target 'less active' Increased exercise for identified To continue to target less active Use new data gathered to inform children by monitoring club 'less active' children which they pupils to take part in additional Change4life Multi-skills club lists and discussions with class enjoy, possibly encouraging physical activity membership. teachers. Purchase new uptake of more physical activity equipment which targets outside of school. Change4life children's different interests and began in 21/22 after restrictions encourages membership. MSAs lifted. are trained to hold more active. lunchtimes Maintain regular physical activity by Work with teachers to discover ways \(\frac{1}{1}00.00 \) To continue to ensure this is Children increase their weekly creating opportunities for a mile run this can now be achieved timetabled into class plans for amount of exercise and build up during the school day the day. their stamina. A '10 minute' exercise slot into the weekly class timetables and is achieved in a variety of ways e.g jogging, walking, fitness exercises on the playground etc. This has proved to be very beneficial and enjoyable for staff and children. The number and range of extracurricular opportunities are Maintain increased number of extra-Liaise and work with existing clubs Clubs in place for children to maintained. curricular opportunities to ensure membership remains high participate in a range of sports so that a variety of clubs remain before and after school are The children's involvement in available for a range of different age maintained. We are committed after school clubs and have to ensuring the sustainability of groups received positive comments from these if the Sports Premium is parents about the clubs. They felt













Investigate and respond to additional it was very important after discontinued. opportunities for extra-curricular lockdown that the children had clubs as they arise opportunities at school to participate. Playground games were maintained and trim trail rotas created. New equipment Walking schemes improve was purchased and activities children's fitness whilst marked on playgrounds. reducing traffic congestion. We will continue to promote these Sports councillors to promote walk schemes in weekly updates and to school week monthly newsletters. Continue to promote active Provide designated playground lunchtimes to meet the recommended games MSAs £1200.00 Children are confident to try new Y1 to Y6 pupils spend active thirty minutes daily physical activity Huff 'n Puff activities release for activities. New playground lunchtimes. A KS1 MSA will in school planning. equipment has been purchased to Football and trim trail rotas continue to be timetabled to ensure playtimes are active and delivering and Activities marked on support playground games and fun. A KS1 MSA is timetabled to to encourage children to help reporting playgrounds support playground games. New Activity trolleys with new with storage and safe return of sheds have been purchased for the all equipment. equipment New playground boxes for safe storage of playground equipment. Trim trail rotas are in KS2 with colour coded place. equipment Mini basketball posts for Y3 and KS1 Three new sheds for storage of PE and lunchtime equipement.













Continue to develop Physical and Mental Well-being by working through the actions from the HfL Well-being Quality Mark achieved in July 2021.

PE coordinator to plan and action a variety of activities and clubs to increase the children's physical participation.

f1.100.00

Children have taken part in Wellbeing activities which are encouraged very week in the classactivity and healthy lifestyles updates from every teacher. The SMT decide on the focus each week and this is shared with all class teachers to include in their update. All activities are linked to curriculum subjects such as PE, the '5 Ways to Wellbeing' which PSHEE. RSE and Science. is advertised throughout the school as posters and illustrations. Wellbeing Challenge via the

Children to be encouraged to be engage in regular physical which contribute to their physical fitness and mental health. This will continue to be promoted through the Children to continue to be set a weekly class update.

Additional opportunities have enabled the children to have more physical activities to take part in.

An enthusiastic response from children and families enjoying the experience of more active time at school. (see WOM report for comments from children and parents).

All staff have received zones of regulation training and displays can be seen around the school. Some SEN children also have their own personal version of this suited for them.

Children take part in a range of lunchtime activities every day and during the 'active' time allocated in the timetables.

A greater number of children are

Supported by: 🖓 😯 SPORT ENGLAND Physical Active Active Education Partnerships Created by:



| | | | taking part in additional sports clubs at school. Greater awareness of requirements for a healthy lifestyle. | |
|---|--|-----------------------|--|---|
| Key indicator 2: The profile of PESSPA | A being raised across the school as a t | ool for whole scl | nool improvement | Percentage of total allocation: |
| Intent | Implementation | | Impact | 19.52% |
| 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: |
| sports news and updates to parents. Increase the information about all the | PE coordinator to update this at least fortnightly. Extra-curricular sports club timetable and information to be available on the website | | Parents are kept up-to-date on school PE and school games events through news items and photos via weekly class updates, monthly newsletters from the HT or the website. Parents felt involved in keeping their children active in school. | Regular updates for parents and children to be continued. A special PE day will organised for the World Cup 2022 competition. |
| bikeability' cycle training | Training week to be booked for the beginning of November. Encourage participation and ensure no child is disadvantaged through lack of funding | | 'On road' Bikeabilty award scheme. They are therefore safer | Ensure high numbers of Y5 children continue to take part in this opportunity in November 2022. Bikeability has been booked November 2022. |













| | Continue to provide additional lessons for Y6 non swimmers. | £158.00 | Y6 children who met national | An increased percentage of Y6 children will meet National Curriculum expectations in Summer 2023. |
|---|--|-------------------------------------|--|---|
| children, who don't participate in sports activities outside school hours | Use data collected by sports councillors on children's participation in after school clubs, to target those who don't attend any | £400.00 | attend our Change4life lunch time club, weekly | An active lifestyle is promoted for children. We will be able to recommence this club once bubble groups have ceased. |
| To involve students in PE leadership | To train new Y5 Play Leaders | £50.00 | 1 1 11 | We will be able to start this in Sept 22. |
| Professional development for our PLT and PE coordinators | Training to improve the knowledge and understanding of our PLT and new PE coordinator in leading the subject throughout the school | £1440.00 (training and cover) | | The network of support is to be extended if new contacts become available. |













| Continue to develop a PE curriculum | | £600.00 | A complete set of PE plans for | These plans can be further |
|--|--|-----------------|----------------------------------|---|
| that is broad and engaging for all and | | (cover) | Y1 to Y6 are available for class | refined each half term |
| meets the requirements of the national | activities and reflect the National | | teachers on the school network | according to visiting clubs. In |
| curriculum | Curriculum | | and each class has a printed | September 2022 two lessons of |
| | | | folder of plans | PE will be timetabled instead f |
| | | | | three but we will maintain 2 |
| | | £600.00 | Workload is shared and provision | hours of PE per week. |
| | | (co-working and | maintained in our expanded | |
| | | induction | school | |
| | | release) | | |
| | | | | Succession planning is in place. |
| Build physical activity into other areas of the curriculum | Imbed Active Maths and English, take part in free trial, gather teacher feedback and purchase and implement if appropriate | | | Further opportunities for physical activity for children are increased. Staff accessing active activity ideas which they could start to apply to future lessons in other areas of the curriculum. Active maths has been included in weekly plans for maths. |













| (ey indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation | |
|---|--|--------------------|--|--|
| | | | | 17. 21% |
| 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: |
| To release our PE coordinator to lead developments in PE and school sport, maintaining the number of intra and nter school competitions | -the PE coordinator to plan, organise and set up intra school competitions for all KS1 and KS2 classes -Deep dive for PE across all classes with our HIP. -Organise CPD key skills video clips to support teachers PE teaching. Undertake lesson observations of PEto work towards requirements necessary to maintain our gold Sports Mark and aim for platinum | | competitions in place (hockey, netball, rounders, cricket, football, athletics, rugby, gym, dance, trigolf, tennis, basketball). An increasing number of teams are reaching the finals in inter-school competitions. 100% of KS2 children given the opportunity to take part in at least two intra competitions during the year. Some of these during 20-21 had to take place virtually. Staff upskilled appropriately from feedback and given any support identified To retain the gold (or achieve platinum) Sports Mark demonstrating improvements in PE | evident on last year |













| Schools Partnership Specialist PE teacher from the Watford and Hertsmere Schools Sports Partnership to work with our school giving tailored support for staff and pupils | Staff to complete a needs audit to inform provision. Bespoke coaching alongside class teachers for two thirds of the year. INSET on MSAs to attend training on Playground games After school clubs with quality training for pupils and staff in preparation for upcoming competitions. To begin LTA tennis lessons in Y3 weekly from Spring term. | (1/2 of Sports Partnership fee) | Higher quality PE and games lessons delivered. Our staff benefit from the expertise of the Sports Partnership specialist teacher. Improved activities for children to take part in at lunchtimes with trained MSAs Various clubs including gym and tri-golf in place. | Staff up-skilled throughout the school and individual support as identified in the staff audit. More confident and competent teachers ensuring sustainability Y5 Play leaders well utilised by more confident MSAs: The expertise, competence and confidence of school staff is increased. Detailed football plans given to be used in future games lessons. To maintain our close links with Watford Football Club. Y6 to take part in The Positive Minds project in September 2022. Y4 to take part in Primary Stars in September 2022 and Y5 to begin the Joy of Moving Project in Spring term 2023. Children to take part in Tennis curriculum lessons with LTA – focus on mental health in the Spring term. |
|--|---|------------------------------------|---|---|
| Participate in WFC Primary Stars programme and the Joy of Moving Project. Created by: Physical Active Partnerships | teaching football | £720.00 | Pupils experience high quality curriculum football lessons. In Autumn Term 2022 our Y4 classes took part in the Primary Stars programme and our Y5 classes took part in The Joy of Moving Project in Spring 2022. | |

| Key indicator 4: Broader experience | of a range of sports and activities of | fered to all pupils | S | Percentage of total allocation: |
|--|--|---------------------|--|--|
| | | | | 13.87% |
| 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: |
| Continue to develop tri-golf as a school sport following a successful introduction to it last year through a Sports Partnership after school club which the pupils reportedly really enjoyed. They have asked Sports Councillors to acquire more tri-golf opportunities. | School Sports Partnership teacher to provide training for class teachers. Purchase required equipment. | £4,000 | More pupils will be able to learn and take part in this school sport. There will be competitive opportunities attached and in the future more extra-curricular opportunities will be made available. | Extend opportunities for children to participate in this sport even further, through providing two lunchtime trigolf sessions with our Level 2 coaches |
| Continue to identify suitable 'club reps' to represent their out of school hours clubs | Use Sports Councillors to identify members of out of school clubs. Continue to promote through a school display. Club information displayed on school website | £300.00 | Increased knowledge and understanding of outside school clubs Greater numbers of children attending sports related clubs, outside school. Children not attending clubs are targeted. | Exit routes for children through known contacts |
| Actively encourage affiliated sports groups to work within our school | Watford Football Club to deliver the Joy of Moving project to Y5 classes. Taster sessions and performance assemblies to promote children's involvement and participation. | £1,200.00 | Sporting links have been created and existing ones maintained. Healthy lifestyles are promoted through the WFC sessions that have taken place. | Plans are shared and available in our resources area. Teachers are more confident in teaching handball, football and dodgeball. |













| | Representatives from Y6 attend WFC to take part in 'Positive Minds' talk group with other local primary schools. | | Children are encouraged and inspired to try new sporting activities. |
|--|--|--|--|
| To maintain the newly introduced field events on KS2 Sports Days | Organise a competition of athletic field events as well as the existing track events | Improved provision for competitive sports within KS2. All sports day afternoons continued in Summer term 2022 with parents | Review and refine for next year |











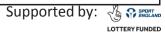


| Key indicator 5: Increased participation | on in competitive sport | | | Percentage of total allocation: |
|---|---|---|---|---|
| | | | | 22.4% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need 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: |
| Release staff to accompany children to competitive events | Teachers and TAs released to take children to: St Michael's football/netball tournament (4 teams) Football and netball league matches Inter school competitions and festivals | £3,740.00 (see next column) | More children taking part in competitive events including Partnership finals. To maintain our recent success in reaching several competition finals Children took part in Intra School competitions. | Children are proud to represent their school in sporting competitions and festivals. Improved links with JOA School for future school events- September 22. |
| Ensure children do not miss opportunities to compete in sport through lack of transport | Book coaches to take teams to and from events if no other means of transport are possible | £500.00 | Increased numbers of children taking part in inter-school competitions. | Participation in competitive sport activities are maximised e.g. Y4 Tri Golf and Cricket finals |
| Watford and Hertsmere Schools Sports Trust membership to provide access to Inter school competitions and festivals | Use Sports partnership teacher to train staff and prepare children to enter these competitions | £2,900.00 (1/2 of Sports Partnership fee) | Greater opportunity and range of activities for children to compete and perform in, including: Y5 Cross country, Y4 sports-hall athletics, Y4 gymnastics, Y6 hockey, Y4 rapid fire cricket, Y4 tennis, Y4 tri-golf, Y5 athletics. | Children develop confidence, improve their performance over time and develop their ability to work as a team. Staff are upskilled to lead some preparation for competition in the future. |













| Head Teacher: | E. Harrold |
|-----------------|----------------------------|
| Date: | 15 th July 2022 |
| Subject Leader: | A. Peacock |
| Date: | 15 th July 2022 |
| Governor: | D.Callaghan |
| Date: | 15 th July 2022 |











