

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Gold School Games Mark • 90% Year 6 pupils could swim 25m • Being an active part of the Rickmansworth Sports Partnership • Increased staff confidence in teaching PE • Entering more and more local competitions • Introducing a wider range of personal challenges/intra school events • Compete in a range of inter school competition including Tri Golf, Athletics, Fun Run, Dance • Entered a range of weekly virtual challenges during lockdown • We won the Virtual Partnership games • Years 2, 3, 4 and 5/6 Athletics team reaching the County Finals • Year 6 Boys Football team won Partnership competition and won Watford and District Schools Football league • School Virtually participated in National Schools Sports Week 	<ul style="list-style-type: none"> • Provide opportunities for all children to access 30 active minutes outside of PE lessons. • Increase range of extra-curricular PE clubs on offer to all pupils • Provide increased opportunities for all pupils to take part in competitive sport • The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles. • The profile of PE and sport being raised across the school as a tool for whole school improvement.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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: 2019/20		Total fund allocated: £18,160	Date Updated: July 2020	
Key indicator 1: 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:
				50%
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>To increase participation during lunchtimes, after school by:</p> <ul style="list-style-type: none"> • Embed the daily mile at lunchtimes • Embed 10 mins per day of additional exercise • To employ sports apprentice to support, coach PE lessons, clubs through Capital City Academy • Train Sports Apprentice to Level 3 • Sports Apprentice Participation Survey at the beginning and end of year • Provide CPD for Sports Apprentice • Increase participation of disadvantaged pupils and vulnerable groups at playtimes and lunchtimes • Interview pupils regarding clubs and interest 	<ul style="list-style-type: none"> • All classes to create time in their day to run the mile. If the weather is not suitable, then children to go in the hall where possible or make use of in class resources such as 'go noodle' to keep the children active every day • Teachers planning to include active lessons where possible • Go noodle and other similar programmes to be used throughout school regularly • Use of specialised teachers, sports apprentice and planning tool to engage all learners and maximise their potential and more • New equipment is ordered and regularly replaced/improved to keep children busy and active with different equipment 	£9,109	<ul style="list-style-type: none"> • Children enjoying the running, children (who in the past have not had the required amount of activity in their day) are now running with smiles on their faces, Children becoming fitter through regular running- some children quoting, 'I did more than yesterday'. • Children more active generally-taking part without needing a rest • Dancing in class raises the heart rate of children which the children love and then the children are ready to learn as soon as it's over • Children are visibly more active at break times and lunch times with new and 	<ul style="list-style-type: none"> • Children becoming more interested in running as a result of being regularly involved in school-increased chance of participation out of school; next steps for 'Mile a Day': aim to get more children asking when they are going to be doing it/looking forward to it by continuing it daily and staff joining in also • Work more closely with parents to encourage children to walk to school. Offer information of the benefits of walking/cycling to school. • Offer the air pollution lessons to other classes throughout school and

<ul style="list-style-type: none"> • Introduce daily lunchtime sports clubs led by sports apprentice • Train Year 6 sports leaders • Questionnaire to all pupils to find out what clubs children attend after school • Increase disadvantaged pupils uptake of clubs • Continue intra and inter schools competitions 	<p>available for them to use.</p> <ul style="list-style-type: none"> • Include more safe places where children can tie their bike up and introduce a 'walk to school week'. • Sports Leaders trained. • 		<p>varied equipment;</p> <ul style="list-style-type: none"> • Government's 30 mins of physical activity out of school • Personal development (physical skills, thinking skills, social skills and personal skills). . • PE physical activity and school sport have a high profile and are celebrated across the life of the school • SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. • Continued progression of all pupils during curriculum PE lessons. • Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. • Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. • Sports leaders impact importance of sport/activity by being positive role models in the school • Successful 'virtual' sports day held. 	<p>encourage walking/cycling that way too</p> <ul style="list-style-type: none"> • Encourage children to use their 'bikeability' skills to cycle safely whilst at home with an adult. Children who ride their bike on smaller roads at a younger age are more likely to ride their bikes as they get older- therefore making this more sustainable
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:

				22%
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"> - Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. - School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves 	<ul style="list-style-type: none"> - As a school we contribute funding to sustain the School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Outdoor activity days • Primary Leadership Academy • Youth Sport Trust Primary Membership - Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised. - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - Gold Quality Mark achieved again Summer 2020 - Inter house competitions played throughout the year - Sports leaders to help run and organise the intra-house festivals in the lower school. - Sports Ambassadors and Sports Leaders to run their own club for 	£4000	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful 'virtual' sports day held. 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves

	younger pupils at lunchtimes. - Help run and record the events for Sports Day.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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>Improve the quality of Teaching and Learning through:</p> <ul style="list-style-type: none"> • CPD – teachers to attend partnership training • Quality of teaching and learning (Lesson planning and observation) • Staff Professional Learning (PL) Improving staff professional learning to upskill teachers and teaching assistants • Provide teachers with training via the Sports Partnership • Access to facilities / resources Buy resources to enhance the quality of T&L in PE <p>Pupil needs (Pupil Voice) completed</p>	<p>- As a school we contribute funding to sustain the Rickmansworth School Sport Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Comprehensive Partnership training CPD programme • PE Conference • Outdoor activity days • Participation in Leagues • Participation in inter and intra school competition • Participation in Family Festivals • Participation in Direct Entry competition • Connecting with other primary and secondary schools within the partnership. • Sports Awards • Youth Sport Trust Primary Membership • Support from South Cambs PE Resources purchased. • Pupil voice completed. • Introduce Youth Sport Trust MY Personal Best programme in school. Training course attended and resources being utilised. • SMSC – Our vision for PE and 	<p>£4000 including £2100 SSP</p>	<ul style="list-style-type: none"> - Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. - Sports leaders impact importance of sport/activity by being positive role models in the school - Successful 'virtual' sports day held and won the Sports Partnership 	<ul style="list-style-type: none"> - Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports leaders develop younger pupils into becoming leaders themselves

	<p>school sport is developed to reflect contribution to SMSC.</p> <ul style="list-style-type: none"> • Gold Quality Mark achieved again Summer 2020 • Inter house competitions played throughout the year • Developed a team of sports leaders • Sports leaders to help run and organise the intra-house festivals in the lower school. • Sports Leaders to run their own club for younger pupils at lunchtimes. • Help run and record the events for Sports Day. • Qualified Sports Apprentice 		Virtual Games.	
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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>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>- Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</p> <p>- Providing additional links to Community Sports Clubs</p> <p>- Children participate in festivals/ tournaments held through SSP.</p> <p>- Increase opportunities for KS1</p>	<p>- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>- Review extra-curricular activities through pupil voice</p> <p>- Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in</p>	<p>Equipment £1000</p> <p>Staff costs £1000</p>	<p>- Engaged or re-engaged disaffected pupils</p> <p>- Increased pupil participation</p> <p>- Enhanced quality of delivery of activities</p> <p>- Increased staffing capacity and sustainability</p> <p>- Enhanced, extended, inclusive extra-curricular provision</p> <p>- Improved behaviour and attendance and reduction of low level disruption</p>	<p>- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>- Further increase opportunities for KS1 children – in and out of school</p>

<p>children</p> <ul style="list-style-type: none"> - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. 	<p>school during national school sports week</p> <ul style="list-style-type: none"> - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - - Children to attend the extra-curricular clubs. - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes. 		<ul style="list-style-type: none"> - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions. <p>Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys</p>	
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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:
Increased participation in competitive sport by participating in virtual competitions.	<ul style="list-style-type: none"> - School to enter children into virtual sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey 	£2500 SSP	<ul style="list-style-type: none"> - Increased club links - Increased pupil awareness of opportunities available in the community. - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? 	PE SL to lead Virtual Competition. Train Sports Leaders to set up Virtual Competitions.

Signed off by	
Head Teacher:	Linda Payne
Date:	
Subject Leader:	Emma Aston
Date:	
Governor:	Greg Wilkson
Date:	