

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

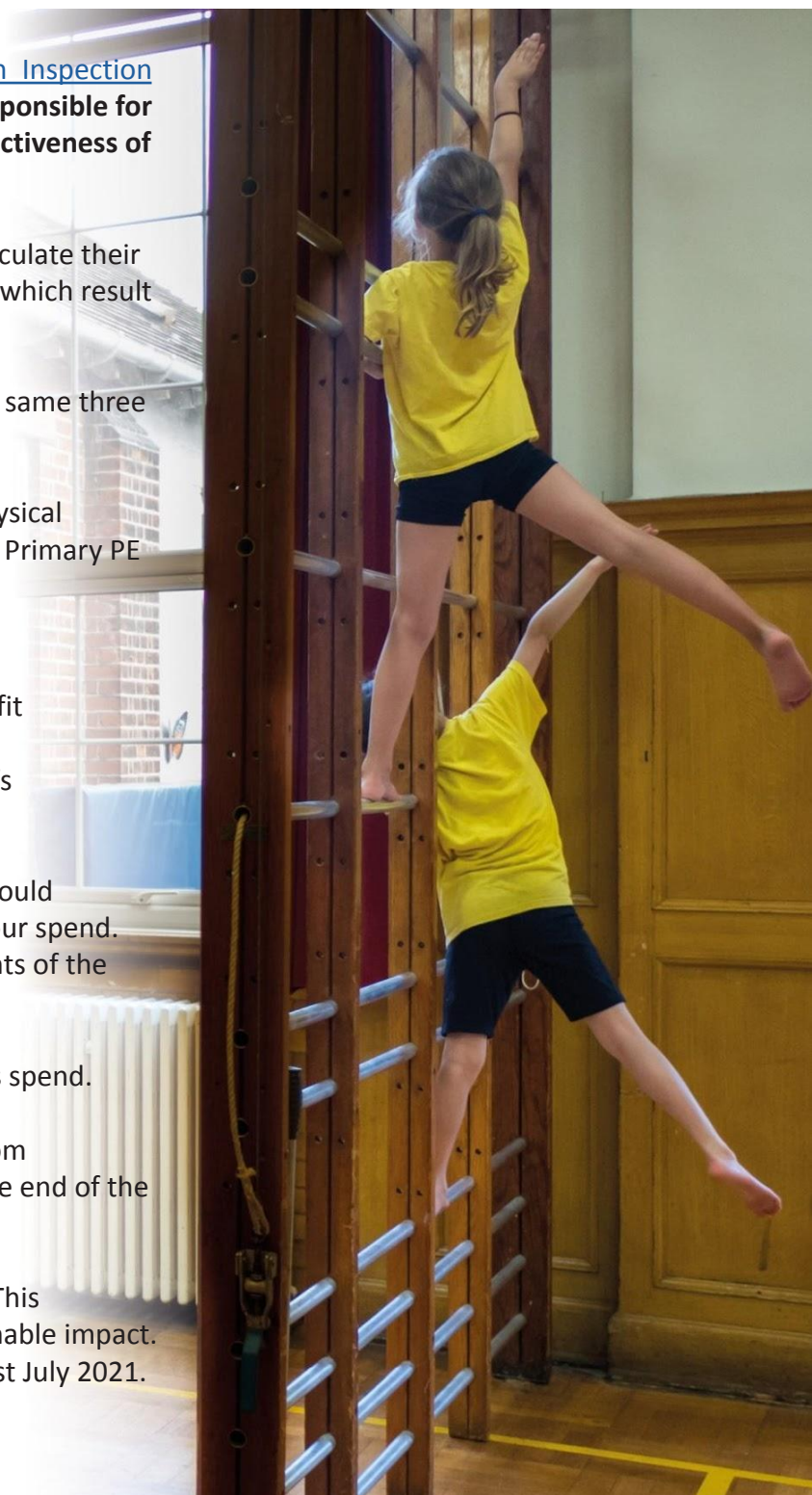
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Further structured daily fitness/sporting activities were in place for children e.g. online activities during lockdown, range of lunchtime / playtime games incorporated into our daily offer</p> <p>Improvement of the physical and mental health of our school community and to enable them to develop and apply skills from other PE sessions - online yoga sessions, links to physical activity and our well-being curriculum.</p> <p>Purchasing of necessary equipment to implement wider range of sporting activities.</p>	<p>Due to covid-19 restrictions the following areas for improvement are a focus for 2021-2022:</p> <ul style="list-style-type: none"> - Certain sports such as gymnastics and dance have not been taught to the same extent, so a review and upskilling of all teachers is needed, especially as 25% of the teaching staff are ECTs. - After-school clubs did not run during the academic year 2020-21, therefore we want to provide those opportunities to our pupils and community once more as well as increase the number of pupils taking part in these. - To participate in Inter and intra school events for a range of sporting activities.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2020/2021 £14,560
+ Total amount for this academic year 2021/2022 £18,180
= Total to be spent by 31st July 2022 £32,740

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 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.	End of 2021: 45% End of 2022:
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.	End of 2021: 57% End of 2022:
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	End of 2021: 45% End of 2022:
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: 2020/21	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:
				5%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Develop and extend opportunities for pupil voice	Create a sporting council that enable pupils to voice what they would like to have at RJS e.g. packing up the equipment after lunch, leading games at lunch and tidying the PE cupboard to provide whole school improvement. Children to put themselves forward to be sporting councillors. Class to vote on who should be their sporting councillor. To have regular meetings with sport councillors - what's working, what is not. Train pupils to be lunchtime leaders	Badges Time for training	Evidence will include: Pupil conferencing to elicit pupils opinions on the impact of the initiatives put in place e.g. sporting competitions, Pupil Sports Council, sporting after school clubs. Minutes from meetings stating actions and impact of these.	

	of games and activities - a focus on the least active pupils to get them participating more.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
<p>Ensure that the school profile of PE is high within all areas of the curriculum</p> <p>To improve the physical and mental health of our school community and to enable them to develop and apply skills from other PE sessions (<i>linked to SDIP</i>)</p>	<p>Work with SGO and local secondary schools within the MAT to raise the profile of sport, through competitions, a wider offer of PE being provided for the pupils.</p> <p>Have an athlete visit the school (www.sportsforschool.org)</p> <p>Training up pupils to become sporting leaders. E.g. packing up the equipment after lunch, leading games at lunch and tidying the PE cupboard to provide whole school improvement.</p> <p>Promote healthy competition through the opportunities of taking part in school competitions and the</p>		<p>Evidence will include:</p> <p>Pupil conferencing.</p> <p>Curriculum overviews</p> <p>School to be awarded 'Schools Games' award (aiming for Silver)</p>	

	<p>Hampshire school games sport and physical activity Commonwealth Games festival</p> <p>Events across the year e.g. Indian dancing, Dance Live</p> <p>Use of sensory circuits to support pupils (SEMH)</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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 staff, especially teachers in the early years of their career, will feel confident in the delivery of PE sessions	<p>Audit of staff on their individualised and collective needs.</p> <p>PE lead to attend different workshops to improve knowledge of the subject.</p> <p>Secondary colleagues to come in to provide high quality coaching during 1 hour of outdoor P.E time. <i>(see key indicator 1)</i></p> <p>Secondary colleagues to train/coach/upskill teachers.<i>(see</i></p>	<p>Secondary staff</p> <p>costings - TBC by secondary staff</p>	<p>Evidence will include:</p> <p>Staff audit at the start and end of the year to assess levels of confidence and competence in the different areas of PE.</p> <p>Staff to liaise with PE leader in order to evaluate evidence of being upskilled in the coached sports.</p> <p>Lesson observations/learning walks to</p>	

	key indicator 1) specifically in gymnastics and dance		<p>a. evidence participation and learning by school staff when an external coach is present.</p> <p>b. evidence impact of outside coach on school staff.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				75%
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 work with SGO and other providers (Premier Education) to continue to develop our offer of sporting activities</p> <ul style="list-style-type: none"> - Field Gun - Performing arts - Netball - Primary phase football team <p>Increase number of pupils taking up after school and lunch time clubs linked with sporting activities.</p> <p>Higher percentage of children will be able to achieve the national curriculum requirements for swimming and water safety</p>	<p>Liaise with Premier Education on the wider offer of sports that they can offer both within lessons as well as after school.</p> <p>Regularly review the sporting activities on offer. Speak to sports council and club members about how the clubs could be improved/further developed.</p> <p>All year groups to undertake swimming lessons</p>	<p>Premier education: 14x£300:£4200 (autumn)</p> <p>13x£300: £3900 (spring)</p> <p>13x£300@ £3900 (summer)</p> <p>£12,000</p> <p>Swimming costs Staffing, pool hire. Costings TBC</p>	<p>Evidence will include:</p> <p>Wider range of activities will be offered at Rowner Junior School and more children will take up the off of after school clubs that involve sports.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Pupils have the opportunity to play inter and intra school events.	<p>Work alongside the SGO in accessing competitive opportunities across the GFM, as well as with other schools in Gosport.</p> <p>Coaches and secondary colleagues to be used in order to support pupils in preparing for competitions.</p> <p>Work alongside other outside agencies e.g. Future Fitness (Field Gun) to access other competitive opportunities.</p>	<p>Petrol / travel costs</p> <p>Staff times</p> <p>Midas training?</p>	<p>Evidence will include:</p> <p>Increasing numbers of pupils to take part in festivals and tournaments.</p>	

Signed off by	
Head Teacher:	K. Sharpe
Date:	September 2021
Subject Leader:	S. Knoll
Date:	September 2021
Governor:	NA
Date:	