



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the

Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers



- 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](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| 1. Key achievements to date: | 2. Areas for further improvement and baseline evidence of need: |
|---|--|
| <ul style="list-style-type: none"> - Raising attainment in primary school swimming - Profile of PE in the school has continued to be raised with PE celebrated and enjoyed across the school, for example pupil's individual successes in their sports taken outside of school, dance competitions, introduction of street dance sessions. - Improved and increased opportunities for pupils to engage with physical activities during the school day and after school (structured lunchtime clubs, extra curricular activities, outdoor gym area, 15 minute Fitness) - Opportunities to participate in inter school competition have been increased both within PE lessons and within extracurricular activities (Rock Challenge winners 2019, dance events, cross country/running events) | <ul style="list-style-type: none"> - Due to number of RQTs and Teach First participants, there is a need to up-skill and train existing staff. Needs to be identified by skills audit and then addressed through training courses and in school CPD. - Continue to provide further extra-curricular activities and a greater range of curricular sporting activities – external agencies/sports coach to be sourced to broaden children's horizons. - Purchase new equipment – In order to offer a broader range of activities, further resources need to be purchased. |

| | |
|---|------------------------------------|
| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | TBC after swimming lessons |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | TBC after swimming lessons |

| | |
|---|----------------------------|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | TBC after swimming lessons |
| 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 |

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

| Academic Year: 2019/20 | Total fund allocated: £ | Date Updated: | | |
|---|---|--------------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Develop further structured daily fitness/sporting activities for all pupils. Extend opportunities of sporting activities, outside of the timetabled day. | Sports coaches from Premier Sport and other sources bought in to provide high quality coaching. Sports Coaches to train/coach/upskill teachers on a structured timetable (<i>also linked with key indicator 3</i>) Sports coaches to deliver a wider range of sports to pupils through after school clubs e.g Bocchia, archery and a range of dance options. Sports coach to develop the tag rugby squad and cricket club. Yoga teacher to be sourced to support in the physical and mental of our pupils (<i>also linked to key indicator 2</i>) | £10000 | Evidenced through timetabling of coaching, feedback from coaches and take up of extra-curricular activities as a result of the coaching. Assessment of key skills shows and raising of standards in terms of attainment and progress. Pupil conferencing to elicit their opinions on the impact of the sporting and fitness activities. | |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------------|--|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Ensure that the school profile is high within ALL areas of P.E and that this is recognised by external accreditors</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>Investigate and register for Bronze Sports Mark.</p> <p>Work with SGO on gathering and verifying necessary evidence.</p> <p>Raise and maintain the profile of the Sports Mark with pupils through regular assemblies, celebrations of sporting events etc.</p> <p>The purchase and introduction of Commando Joe and PDL scheme (<i>to improve the mental health of our school community</i>).</p> | <p>Linked into above</p> | <p>Evidence obtained for fulfilling the criteria of the Bronze Sports Mark. Award of the mark at the end of the year.</p> <p>Visiting athletes to inspire the pupils into the take up and continuity of a sporting venture.</p> <p>Pupil conferencing to elicit pupils opinions on the impact of the PDL scheme and Commando Joe schemes (baseline and throughout the year).</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>All staff, especially teachers in the early years of their career, will feel confident in the delivery of PE sessions.</p> <p>Children to have high quality and enthusiastic dance teaching leading to better quality learning and greater progress.</p> | <p>Audit of staff on their individualised and collective needs.</p> <p>Sports coaches from Premier Sport and other sources bought in to provide high quality coaching during 1 hour of outdoor P.E time. <i>(see key indicator 1)</i></p> <p>Sports Coaches to train/coach/upskill teachers on a structured timetable. <i>(see key indicator 1)</i></p> <p>Specialist dance coach from 'The Education Workshop' bought in to inspire pupils into creative dance.</p> | £600 | <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 glean ideas for how to teach creative dance and pupils are inspired – particularly boys to develop the confidence to express themselves creatively.</p> <p>Staff to liaise with PE leader in order to evaluate evidence of being upskilled in the coached sports.</p> <p>Lesson observations to evidence participation and learning by school staff when an external coach is present.</p> | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

| | | | | |
|---|--|---------------------------|--|---|
| <p>Explore and implement alternative sporting activities for pupils to participate in.</p> <p>Increase in number of pupils taking up after school clubs linked with sporting activities.</p> <p>Purchase of necessary equipment to support in implementation of wider range of sporting activities.</p> | <p>Meet with coaching teams/sports companies in local area to discuss taster sessions e.g. yoga, Field Gun, archery etc.</p> <p>Necessary equipment purchased for use by all the pupils which allows them to benefit fully from the sports offered during curriculum time and extra-curricular activities.</p> <p>New football goals to be purchased for the field along with netball posts for the second playground. Equipment for practising shooting to be installed</p> | <p>£5000</p> | <p>New equipment for outdoor and indoor P.E will be in place and used regularly by pupils.</p> <p>Wider range of activities will be offered at Rowner Junior School.</p> | |
| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation:</p> <p style="text-align: center;">%</p> |
| <p>School focus with clarity on intended impact on pupils:</p> | <p>Actions to achieve:</p> | <p>Funding allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Pupils have the opportunity to play inter and intra school events.</p> | <p>Work alongside the SGO in accessing competitive opportunities across the GFM, as well as with other schools in Gosport.</p> <p>Coaches and other outside agencies to be used in order to support pupils in preparing for competitions.</p> | | <p>Increasing numbers of pupils to take part in festivals and tournaments.</p> | |