



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) - Opportunities to participate in inter school competition have been increased both within PE lessons and within extracurricular activities (Dance Live Winners 2020, running events) 	<ul style="list-style-type: none"> - Due to number of RQTs, 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 – lunchtime clubs, after school clubs, golden mile. - Purchase new equipment – supporting new curriculum map.

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?	45%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%

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: 2020/2021	Total fund allocated: £	Date Updated: 03.07.2020		
<p>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</p> <p>Actions completed during academic year 2020-21</p> <p>Actions partially completed during academic year 2020-21 due to restrictions linked with Covid and partial school closures</p> <p>Actions not completed during academic year 2020-21 due to slinked with Covid and partial school closures.</p>				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>Develop further structured daily fitness/sporting activities for all pupils.</p> <p>Develop and extend opportunities for pupil voice</p>	<p>Introduce the golden mile - regular running for all pupils</p> <p>Informing staff and pupils about the running of the golden mile during a PDM session.</p> <p>Create a sporting council that enable pupils to voice what they would like to have at RJS e.g. lunchtime clubs, after school clubs etc.</p> <p>Children to put themselves forward to be sporting councillors. Class to vote on who should be their sporting councillor.</p> <p>To have regular meetings with sport councillors - what's working, what is not.</p> <p>Train pupils to be lunchtime leaders of games and activities - a focus on the least active pupils to get them participating more.</p>	<p>£10000</p>	<p>Pupil conferencing to elicit pupils opinions on the impact of the initiatives put in place e.g. Golden Mile, Sports Council, use of yoga to help with their wellbeing (baseline and throughout the year).</p> <p>Minutes from meetings stating actions and impact of these.</p> <p>Staff audit on needs (baseline and throughout the year)</p> <p>Numbers for clubs (both within the day and after school club offer)</p> <p>.....</p> <p>Due to covid restrictions and partial school closures, not all of these actions were undertaken.</p> <p>To overcome the restrictions that we were adhering to, RJS actioned the</p>	<p>Due to covid restrictions, this action is to roll over to next year's plan.</p> <p>Develop and extend opportunities for pupil voice enabling pupils to have more input on the physical opportunities provided at Rowner junior School.</p> <p>Extend the opportunities for fitness during lunchtimes and after school.</p> <p>Use Premier Education to provide pupils with a widening range of sporting opportunities.</p>

<p>Extend opportunities of sporting activities, both within and outside of the timetabled day.</p>	<p>Working with SGO and secondary colleagues on improving the wider offer - this includes training the pupils to be lunchtime leaders.</p> <p>Secondary colleagues to skill up RJS class teachers - a focus on tag rugby and dance.</p> <p>To deliver a wider range of sports to pupils through after school clubs e.g fun fitness, netball, football and dance.</p> <p>BD to support the physical and mental development of our pupils by teaching yoga.</p>		<p><i>following to meet the focus areas of further developing structured sporting activities and to extend sporting activities both within and outside of the timetabled day:</i></p> <ul style="list-style-type: none"> - <i>Lunchtime / playtime games for all year groups, this included using Premier Sports to run lunch clubs for Y5/6.</i> - <i>Using funding for Premier Sports to deliver 1xsports session for each year group (except Y3), in addition to the PE they were receiving from the secondary sports teachers and through other means e.g. wellbeing & CoJoes.-</i> - <i>Y3 had 1xdance session with specialist dance teacher.</i> - <i>CoJoe sessions were run for each year group, both during partial school closures as well as when we returned to school.</i> - <i>During the partial school closures, children had the opportunity to access the wider curriculum and activities that provided a range of sporting activities eg. CoJoes, yoga, sports challenges. This included pupils accessing online After School CoJoe Camp</i> <p>As a result of these actions:</p>	
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			<ul style="list-style-type: none"> - 87% of year 3 children reported an enjoyment of the dance sessions that were led by the specialist dance teacher. They particularly enjoyed the fact that they were taught street dances. - 93% of pupils said that they enjoyed having the opportunity to take part in physical activities during the partial school closures because it enabled them to keep up their fitness levels, there was a range of activities for them take part in, but that that they were also encouraged to take part in physical activities with their families. - Year 5 / 6 reported that the lunchtime clubs enabled them to take part in competitive sports outside of PE and that this made lunchtimes more purposeful and enjoyable. - 89% of pupils reported that they felt fitter taking part in the range of sporting activities in school when they returned to school. 	
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<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Actions completed during academic year 2020-21</p> <p>Actions partially completed during academic year 2020-21 due to restrictions linked with Covid and partial school closures</p> <p>Actions not completed during academic year 2020-21 due to slinked with Covid and partial school closures.</p>			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</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 golden mile e.g. use of collective worship sessions to promote.</p> <p>Continue to deliver yoga sessions to help with children's mental and physical development.</p>	<p>Linked into the above</p>	<p>Pupil conferencing.</p> <p>As a result of these actions:</p> <p><i>ImpactEd data: Wellbeing increased by 0.3% across the school from their baseline (March 2021 - July 2021). Across 3 out of 4 year groups, the percentage of children who scored highly in having poor well-being decreased from their baseline in March.</i></p> <p><i>Pupil conferencing indicated that 87% of pupils enjoyed the yoga sessions that took place during the partial school closure and within well-being sessions. Pupils were able to articulate how they found the mindfulness of yoga helped them to deal with feelings of anxiety.</i></p>	<p>Raise the awareness of sport through the range of competitions and the wider PE offer provided at Rowner Junior School.</p> <p>Use the Sporting Pupil Voice group to help raise the profile of sport across the school as well as to encourage the importance between physical and mental health.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Actions completed during academic year 2020-21 Actions partially completed during academic year 2020-21 due to restrictions linked with Covid and partial school closures Actions not completed during academic year 2020-21 due to slinked with Covid and partial school closures.				%
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>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. (see key indicator 1)</p> <p>Secondary colleagues to train/coach/upskill teachers.(see key indicator 1)</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> <p>Lesson observations/learning walks to evidence impact of outside coach on school staff.</p> <p>As a result of these actions:</p> <p><i>Teachers in the early stages of their careers had opportunities for professional development linked to the</i></p>	<p>Due to the following factors:</p> <ul style="list-style-type: none"> - Due to nearly 25% of the teaching staff being ECT's with limited PE training, we want to ensure that all staff have the necessary training to help them feel confident to deliver safe, exciting Pe lessons. - Due to Covid-19 restrictions, certain sports (gymnastics / dance) have not been taught for the past 18months, therefore reviewing and upskilling all teachers in these areas is paramount.

			teaching of PE (within school and across SGO). Evaluations indicated that they felt more confident in the planning and delivery of PE, especially in netball games and athletics.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Actions completed during academic year 2020-21 Actions partially completed during academic year 2020-21 due to restrictions linked with Covid and partial school closures Actions not completed during academic year 2020-21 due to slinked with Covid and partial school closures.				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:
To work with SGO and other providers to continue to develop our offer of sporting activities <ul style="list-style-type: none"> - Field Gun - Performing arts - Netball - Primary phase football team Increase number of pupils taking up after school clubs linked with sporting activities. Purchase of necessary equipment to support the implementation of wider range of sporting activities.	Regularly review the sporting activities on offer. Speak to sports council and club members about how the clubs could be improved/further developed. 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.	£5000	Wider range of activities will be offered at Rowner Junior School and more children will take up the sporting after school club offer. New equipment for outdoor and indoor P.E/after school clubs will be in place and used regularly by pupils. As a result of these actions: <ul style="list-style-type: none"> - The new equipment has enabled all pupils to have appropriate resources to access the PE sessions on offer. Due to covid restrictions and partial school closures, not all of these actions have been undertaken. However, looking forward this will be	Sports Premium in 2021-2022 to be used to pay for Premier Sports to be used to offer a wider offer of sports, including after school clubs and lunch time clubs.

			an action in the academic year 2021-22.	
Key indicator 5: Increased participation in competitive sport Actions completed during academic year 2020-21 Actions partially completed during academic year 2020-21 due to restrictions linked with Covid and partial school closures Actions not completed during academic year 2020-21 due to slinked with Covid and partial school closures.				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:
Pupils have the opportunity to play inter and intra school events.	Work alongside the SGO in accessing competitive opportunities across the GFM, as well as with other schools in Gosport (Gomer). Coaches and secondary colleagues to be used in order to support pupils in preparing for competitions.		Increasing numbers of pupils to take part in festivals and tournaments. As a result of these actions: Due to covid restrictions and partial school closures, these actions have been unable to be undertaken. However, looking forward this is a matter of priority in the academic year 2021-22. Competitions have already been scheduled for academic year 2021-2022.	This action is to roll across to next year as we were unable to take part in any competitions this academic year.