

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) 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 [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.

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. **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 [HERE](#)





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Details with regard to funding

Please complete the table below.

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|---|--------------------------|
| Total amount carried over from 2020/21 | £5,074/42 |
| Total amount allocated for 2021/22 | £18,180.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £10,286.45 |
| Total amount allocated for 2022/23 | £18,180.00 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £18,180.00 + £10,286.45? |

Swimming Data

Please report on your Swimming Data below.

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| 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. Please see note above | 36% |
| 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 | 73% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 53% |

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| 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 |
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| 1. Key achievements to date: | 2. Areas for further improvement and baseline evidence of need: |
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| <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 Live competition, introduction of Hip Hop sessions and festivals and competitions attended this year. - 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 and planning in the Golden Mile run for next academic year). - Opportunities to participate in inter school competition have been increased both within PE lessons and within extracurricular activities (Dance Live 2ns d place 2022). | <ul style="list-style-type: none"> - Due to a number of ECTs, 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 through the use of Premier Sports (Josh Hill) and Secondary Colleagues within the GFM (Joe Steel). - 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 (Premier Sports and ActiveMe360). - Purchase new equipment – In order to offer a broader range of activities, further resources need to be purchased. |

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: | | |
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| <p>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</p> | | | 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: |
| Continue to develop and extend opportunities for pupil voice. | <p>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.</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</p> | <p>Badges - already ordered (may need more depending on how many children we end up training).</p> <p>Time for training</p> | <p>Evidence will include:</p> <p>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.</p> <p>Minutes from meetings stating actions and impact of these.</p> | <p>Pupil voice meetings were used to allow children to choose equipment they would like to see at breaks and lunches. This was then bought for the school and pupils have been chosen as monitors to look after the equipment, tidy up after breaks and lunches and support with taking it out everyday. This has given pupils autonomy over the equipment and it has been a positive addition to the year.</p> <p>More opportunities for pupil voice, badges used to create sporting counsellors who will voice the opinions of their class.</p> <p>The new basketball hoops, nets and equipment has allowed TAs</p> |

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| | <p>participating more.</p> <p>TAs to continue to deliver structured sports lunchtime clubs (children decide what they wish to have).</p> <p>Year 6 children from Autumn 2 to lead the Golden Mile run (daily) - recording scores/laps/times/awards.</p> | | | <p>to deliver structured sports clubs. More TA engagement in these clubs will be beneficial in the new year to improve participation in a wider range of sports in these breaks.</p> <p>The golden mile has been mostly successful across the school in developing fitness. Using the golden mile website/something similar in the new year could improve engagement and allow for prizes/incentives for participation.</p> |
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
20%

| Intent | Implementation | | Impact | |
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| 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>Continue to ensure that the school profile of PE is high within all areas of the curriculum.</p> <p>To continue 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>Continue to 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</p> | <p>Strikeball/rebound/360ball equipment ordered.</p> <p>Audit and replenish any PE/sport resources needed.</p> <p>Cost of athlete unless free?</p> <p>Cost of additional sports councillor badges if needed.</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>Subject Leader of well-being, when externally monitored, continued to have an outcome of</p> | <p>SGO review meeting has provided useful feedback on the year and what could be done better in the next academic year to support the attendance of events. New sports have been included in the following year as well as a greater engagement with clubs in the local area to get younger pupils more engaged with a wider range of sports. Next steps would be to</p> |

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| | <p>equipment after lunch, leading games at lunch and tidying the PE cupboard to provide whole school improvement.</p> <p>Continue to promote healthy competition through the opportunities of taking part in school competitions and any Hampshire school games sport events/festivals arranged.</p> <p>Events across the year e.g. Indian dancing, Dance Live (both already arranged date wise so far).</p> <p>Continued use of sensory circuits to support pupils (SEMH). Possibly purchased a couple of strikeball/rebound ball equipment as well as 360ball to ensure teamwork, leadership, hitting, throwing and target skills, resilience and aiming high.</p> <p>To try and gain at least silver for the School Games Award this academic year.</p> <p>PDL/well-being and Commando Joe curriculum continued for all children to increase well-being / mental health.</p> | | <p>'outstanding' for PDL/well-being and Commando Joes curriculum.</p> | <p>have dates added to the calendar and cover organised sooner in the term to allow for a greater participation in the events.</p> <p>Pupils engaged in many opportunities including cheerleading, Hampshire School Games sport events, Winchester Festival and Water sports. This was very successful in engaging pupils in sports who often don't compete or participate in after school clubs. Participating in this in the following year will develop relationships with other schools and clubs in the local area.</p> <p>Indian dancing was successful in teaching pupils about different cultures of dance and creating enjoyment in performing a dance which is often a sport pupils are more hesitant in. This would be a great opportunity to arrange again, even in other cultures too.</p> <p>There is a continued focus on mental health in our PDL/wellbeing and Commando Joe curriculum, as well as work completed in the Hive which provides pupils with a greater understanding of their mental health and how best to support</p> |
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| | | | | it. To work closely with the PDL lead in the following year to continue this development and provide pupils with opportunities to discuss this topic. PDL received an outstanding grade in the Ofsted inspection. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 15% |
| 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 continue to feel confident in the delivery of PE sessions | <p>Audit of staff on their individualised and collective needs in Autumn term 1.</p> <p>PE lead to attend different workshops to improve knowledge of the subject.</p> <p>Secondary colleagues to continue to come in to provide high quality coaching during 1 hour of outdoor P.E time. (see key indicator 1) - Claire organising.</p> <p>Secondary colleagues to train/coach/upskill teachers.(see</p> | <p>Secondary staff 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> | <p>Lesson observations completed to create action plans for PE provision and teaching development. Continue to observe the teaching of PE to support skills progressions and subject knowledge.</p> <p>PE PDM session provided teachers with opportunities to voice concerns and discuss any uncertainty around the teaching of PE. A working document of warm ups was created after this meeting for teachers to add to. Next steps are to create clear lesson plans for sports 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> | <p>increase the confidence of teaching PE.</p> <p>Secondary schools contacted for the continued link between the primary and secondary phase. Instead of outdoor teaching time, to be used during PDM training time to provide teachers with training in the subject.</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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 continue to work with SGO (Aaron Rogers) and other providers (Premier Education and ActiveMe360) to continue to develop our offer of sporting activities</p> <ul style="list-style-type: none"> - Field Gun (with Crofton Anne Dale School) - Performing arts / Dance Live - Other sports festivals and matches - Primary phase football team <p>Continued increase number of pupils taking up after school and lunch time clubs linked with sporting activities.</p> | <p>Liaise with Premier Education on the wider offer of sports that they can offer both within lessons as well as after school throughout the year (already mapped out with PE leader and Associate Headteacher).</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 (year 4 missed</p> | <p>Premier education: 14x£300:£4200 (autumn) 13x£300: £3900 (spring) 13x£300@ £3900 (summer) £12,000</p> <p>Swimming costs Staffing, pool hire.</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 (e.g. TT Kids table tennis, Rise Gym, La Crosse, Hickey Heroes, basketball, cricket and fencing).</p> <p>Increased offer in after school clubs and greater knowledge of what parents and children want.</p> | <p>We disconnected from Premier education but we hired a full time PE coach from Premier to teach PE across the school. This has created consistency in teaching and further supported our PE development as a school.</p> <p>New equipment for the following year has been bought to meet the needs of our new proposed PE overview and to widen access to a range of sports to all pupils to meet the needs of our school and provide an equal opportunity to</p> |

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| <p>Higher percentage of children will be able to achieve the national curriculum requirements for swimming and water safety</p> | <p>out last year due to a shortage of staffing at Brune Park so they need priority).</p> <p>Premier Sports (Stuart Kingsley) setting up a parent and child Google Form.questionnaire in order to research what parents/carers and children want after school club wise in order to increase numbers. RIS is now joining up with Premier Sports with possible joint after school clubs?</p> | <p>Costings TBC</p> | | <p>Premier Education.</p> <p>Year 4, 5 and 6 engaged in swimming lessons this year. To book swimming lessons earlier in the year for the Spring/Summer term so that pupils have more opportunities to swim as cancellations and bank holidays disrupted learning. Year 4 are a focus for this in the following year.</p> <p>Fun fitness club, Football clubs, Field Gun and Forest school clubs had high engagement across the year and will continue in 2023-24. To send a questionnaire to parents for the following year to research what sports they would like to engage in after school.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 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 continue to have the opportunity to play inter and intra school events. | <p>Work alongside the SGO (Aaron Rogers) in accessing competitive opportunities across the GFM, as well as with other schools in Gosport. Also look into School Games events too.</p> <p>Coaches and secondary colleagues continued 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, Crofton Anne Dale - Field Fun and ActiveMe360 - free PE / sports funding for Autumn 1) to access other competitive opportunities.</p> | <p>Petrol / travel costs</p> <p>Staff times</p> <p>Midas training - 3 staff members trained.</p> | <p>Evidence will include:</p> <p>Increasing numbers of pupils to take part in festivals and tournaments.</p> | <p>SGO review meeting has provided useful feedback on the year and what could be done better in the next academic year to support the attendance of events. New sports have been included in the following year as well as a greater engagement with clubs in the local area to get younger pupils more engaged with a wider range of sports. Next steps would be to have dates added to the calendar and cover organised sooner in the term to allow for a greater participation in the events.</p> <p>Pupils engaged in many opportunities including cheerleading, Hampshire School Games sport events, Winchester Festival and Water sports. This was very successful in engaging pupils in sports who often don't compete or participate in after</p> |

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| | | | | school clubs. Participating in this in the following year will develop relationships with other schools and clubs in the local area. |
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| Signed off by | |
| Head Teacher: | Mrs Kerry Sharpe |
| Date: | July 2023 |
| Subject Leader: | Miss Rebecca Pollitt |
| Date: | July 2023 |
| Governor: | N/A |
| Date: | N/A |