



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:
<ol style="list-style-type: none"> 1. Profile of PE in the school has continued to be raised with PE celebrated and enjoyed across the school. 2. 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) 3. Opportunities to participate in inter school competition have been increased both within PE lessons and within extracurricular activities (Rock Challenge, dance events, cross country/running events) 	<ul style="list-style-type: none"> - Use of IT to enable staff to work alongside each other to improve the delivery of high quality PE provision. - -

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?	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47%
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: 2018/19	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:
<p>Daily fitness/sporting activity for all pupils that encourages them to engage in further physical activities as well as improve the physical and mental health of our school community.</p> <p>Development of lunchtime 'fitness' curriculum.</p>	<p>Implement extended fitness activities as part of the lunchtime curriculum offer.</p> <p>Early morning fitness as part of entrance routine to school – starting the day in a positive way.</p> <p>Increased use of yoga as a way of supporting pupil mental health – daily use mid afternoon/end of day.</p> <p>Lunchtime staff training – range of sporting activities to be offered.</p>	<p>£1000 for equipment and £1000 additional training for lunchtime staff.</p>	<p>Daily fitness sessions are incorporated across the school these include the use of just dance, running, mindfulness activities such as yoga and outdoor gym equipment.</p> <p>As well as continuing with Scooter club at lunchtime, we have also introduced a fun fitness session and the use of our outdoor gym equipment.</p> <p>After school fitness clubs have continued to be fully subscribed throughout the year and more options have been provided e.g. cricket, netball as well as fun fitness.</p> <p>PE resources were reviewed and new equipment purchased to ensure pupils have the correct equipment to complete PE sessions.</p> <p>As a result of these actions:</p>	<p>Use of SGO to identify needs and to support teachers in implementing this.</p> <p>Train pupils to be lunchtime leaders of games and activities.</p> <p>Continue to explore a variety of physical activities for daily integration into the school timetable.</p> <p>Develop and implement Commando Joe curriculum to encourage outdoor physical activity.</p>

			<ul style="list-style-type: none"> - 76% of pupils state that they enjoy these daily fitness sessions and that they feel it has positively impacted on their learning e.g. concentrate more on the session after completing the physical activity. - 83% of pupils talk positively about the lunchtime curriculum and the after school club provision as they enjoy having a range of different activities to participate in. Positive comments include enjoying having a range of activities to do during the lunch, it stops lunches from being boring, and enjoying trying sports they wouldn't normally do. 	
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>Monthly sport and PE celebration assemblies to allow pupils to share and celebrate their activities outside of school.</p> <p>Development of PE display in school – capturing success from across the school. All pupils will know it is valued by all staff members.</p>	<p>Timetabling and organizing of PE assemblies – staff to lead with their own sporting achievements and then pupils to share. Swimming certificates/badges to be invested in as a way of recognizing swimming achievements. % per year group to be recorded and displayed to support competition within school.</p> <p>Creative and well being team to capture PE success across the school and put into a display – this is to be updated each half term. Effort and participation to be celebrated.</p>	<p>£3000 (badges, certificates and display materials)</p>	<p>Assemblies have been used to raise awareness of pupils and staff sporting achievements e.g. cheerleading competitions, Taekwondo gradings, medals achieved during Gosport Mile. Pupils report that they enjoy hearing about new sporting opportunities and sharing their successes with others.</p> <p>Physical activities have been evident in displays across the school e.g. Rock Challenge, the use of outdoor gym area, PE sessions etc.</p> <p>As a result of these actions:</p> <ul style="list-style-type: none"> - Children report that they feel proud seeing their achievements on display and sharing these with their friends. - Some children stated that they have joined new clubs following another child's celebration. 	<p>Continue to develop swimming provision to ensure all pupils have opportunities every year to engage in PE.</p> <p>Investigate additional provisions for those pupils in year 6 who are strong swimmers through the Junior Lifeguard Academy. https://www.sta.co.uk/junior-lifeguard-academy/</p> <p>Continue to develop community/parent extra curricular activities.</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:
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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 to have additional PE training from highly skilled PE teachers (previous PLTs). All pupils will experience the highest quality of PE lessons each week.</p> <p>All teachers to have INSET delivered by sports ambassador at local junior school – this will ensure all teachers including NQT and RQT feel confident to deliver the broad PE curriculum.</p>	<p>Release PE teachers to train/coach and support other teachers on a structured timetable. NQT and RQTs to be Autumn term.</p> <p>Behaviour lead to support teachers in managing behaviour and setting high expectations in PE lessons (this is within non class based time),</p> <p>Organize INSET on broad PE curriculum.</p>	£5000	<p>NQTs and RQTs were supported by previous PLTs during autumn term as part of their NQT and RQT package. This support included gymnastics, netball and dance. Observations showed improvements in both expectations and in standards of PE lessons.</p> <p>Dance teacher/ PE teachers from local secondary schools supported teachers in delivering dance curriculum.</p> <p>RQT has undertaken swimming qualification, enabling further capacity in the teaching of swimming.</p> <p>PE lead released to share expertise with colleagues in the teaching of tennis.</p> <p>Introduction ofPE units to support teachers in the delivery of</p> <p>As a result of these actions:</p> <ul style="list-style-type: none"> - Staff reported that they felt more confident delivering PE sessions. - Observations of NQT and RQT in the spring and summer term highlighted 	<p>Survey staff and identify their priority training needs e.g. OAA, dance.</p> <p>Work alongside SGO to complete needs analysis on next steps in training for staff and support that they can offer on extracurricular activities, facilities etc.</p> <p>Continue to engage additional adults and children in swimming qualifications. This to be extended to include Water safety award for those pupils that are already confident swimmers</p> <p>Use of IT e.g. ipads/tablets for both staff and pupils to video lessons for self and peer evaluation (pupils) and professional staff development.</p>

			<p>that they were able to deliver safe, engaging and appropriately planned PE lessons with the necessary resources.</p> <ul style="list-style-type: none"> - The new equipment has enabled all pupils to have appropriate resources to access the sessions e.g. differentiated tennis balls. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Explore and implement alternative sporting activities (e.g. fencing, extreme Frisbee) to ensure all pupils have the opportunity to 'find' a sport that they enjoy.	<p>Meet with coaching teams/sports companies in local area to discuss taster sessions and explore costs for our community.</p> <p>Explore possibility of subsidizing sports activities outside of school.</p>	£5000	<p>This year pupils have had the opportunity to take part in additional :</p> <ul style="list-style-type: none"> - Street dance - Netball - Cricket - Quidditch <p>Through pupil conferencing, pupils have expressed that they have thoroughly enjoyed these alternative sport provisions and would like this to continue next year.</p>	<p>Continue to develop range of sport and games being offered</p> <ul style="list-style-type: none"> - School Field Gun Crew - Commando Joe's <p>Ensure these activities include a mixture of team and individual sports.</p>

Key indicator 5: Increased participation in competitive 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:
Increase opportunities for in school and cross school competitive activities, providing opportunities for	Liaise and organize intra schools competitive opportunities –	N/A	Netball coach has been training a year 5 and 4 team in preparation for competitions in the autumn	Rowner Junior School to take part in the Inter school junior school competition (June 2020)

<p>ALL pupils to be included in competition.</p>	<p>consider option of working across MAT if successful in conversion.</p>		<p>term.</p> <p>Children in year 4 have taken part in a in-school Quidditch World Cup.</p> <p>Sports day was amended to reflect aspects of competitiveness.</p> <p>A third of the school took part in Rock Challenge the school in the South Coast competition, culminating in the school becoming the Winners of the Southern Heats.</p> <p>18% of pupils attended recent Junior park run events/ Gosport Mile that had been promoted by a member of our school team.</p> <p>Years 4, 5 and 6 took part in cross school dance events with our local secondary school.</p> <p>As a result of these actions: 68% of pupils stated that they enjoyed the competitive element to the sports activities this year. 72% stated that competing against themselves brought them a feeling of pride and satisfaction as they could then see their own improvements and build on these.</p>	<p>Continue to engage in other school / community events by developing 'teams' in other sports to represent the school.</p> <p>Use results from teacher survey to train staff to give them confidence when leading sporting activities.</p> <p>Work alongside the SGO to increase school and cross school competitive activities.</p>
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