



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

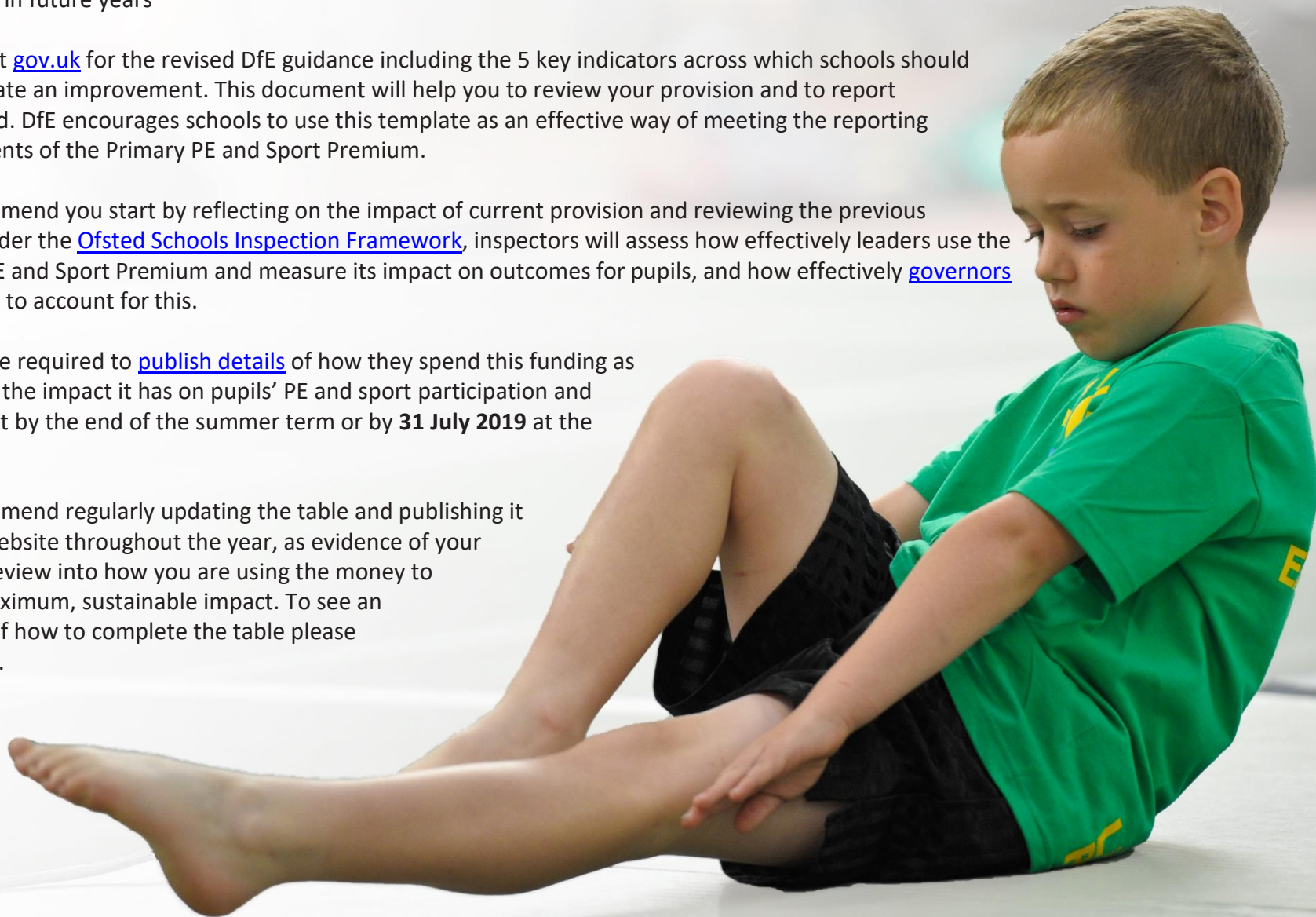
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
Increased variety of different sports and activities available to pupils. More competitive events for pupils to participate in. Sporting events and activities to be publicised in and around school including the use of the school newsletter and website. Increase to the number of competitions Garton School attends as part of the Driffield Sports Partnership. Purchased new PE equipment to improve quality of lessons and after school club opportunities. A variety of clubs have taken place and equipment purchased to increase enjoyment and alleviate any potential behaviour issues.	Continue to monitor pupils participation of regular physical activity across the school. Maintain opportunities for pupils to participate in 30 minutes of exercise per day at school. Questionnaire to keep up to date with success of clubs and to ascertain if new clubs/sports could be introduced. To increase the proportion of the least active pupils taking part in regular extra-curricular activities. Enhance training for members of staff (particularly newly appointed teaching staff)

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	79.0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79.0%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73.7%
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 Four Year 6 pupils attended an additional 10 weeks swimming.

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: £16,980	Date Updated: 12 th July 2019	
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:
				13.50%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To engage all pupils in regular physical activity (30 minutes per day)	To provide a wider range of Sporting After School Activities to encourage a greater pupil uptake.	£1808	Purchase of new sports equipment has increased enthusiasm for sport and games	Promote clubs in the local area to increase awareness of sporting opportunities.
	To increase the amount of lunchtime sporting activities.	£481.00	A large proportion of pupils have enjoyed taking part in lunchtime sporting activities. There has been an increase in lunchtime clubs and a playground equipment pack has been purchased. This has improved behaviour and increased physical activity during free time.	
	Have system in place to track young people's participation in physical activity.		CW uses registers for extra-curricular clubs and activities and uses this information to analyse whole school participation.	
				System for tracking participation

	Have opportunities that attract less-active young people to participate in physical activity.		Use of club questionnaires in September allows pupil voice to determine which clubs are run through the year. TP highlighted least active pupils from 2017/18 and placed a greater weighting on these pupils' responses when planning clubs for the year. Percentage participation of children identified as least active in KS2 at the start of the year.	Continue with use of questionnaires to inform extra-curricular clubs.
	Have targeted provision for least active pupils in school with a minimum take up of 10% from those identified at the start of the year taking part in extra-curricular activity for at least a term.		Spring and Summer terms – Chris Wood delivered training to midday supervisors and pupils on how to run and organise structured lunch time clubs. Children have opportunity to take part in 30 minutes of PA at lunch time.	Sports Crew to be set up and meet on a monthly basis (rather than just School Council) to help inform and direct extra-curricular clubs and build leadership skills.
	Provide all pupils with two hours of Physical activity per week.		Sports coaches to run extra-curricular after school clubs. Provides more opportunities for pupils to take part in PA. KS2 Netball/Football (Spring 2019) KS2 Netball/Football (Summer 2019)	Lunchtime staff to implement training to run clubs on lunchtimes to raise physical activity levels.
	Engage at least 35% of pupils in extra-curricular sport/physical activity per week.		Purchase of new equipment. This allows staff to deliver activities which are more	Organise playground equipment into a variety of boxes in collaboration with

			unusual and that may inspire less active pupils to participate. Maintenance and repair Jet washing of outdoor play equipment (Spring 2019) Painting of lines for Sports Day (Summer 2019) Inspection of playground equipment (Summer 2019)	sports crew – this will allow us to introduce 'Craze of the Week' in which particular boxes of equipment are rotated and used on different weeks to keep activities fresh, exciting and organised. Trial the use of Daily Mile within the school day.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the number of school competitions children can take part in.	Time tabled competitions across the school year including: football, netball, cross country and rugby tournaments, Biathlon events, potted sports, sports day and swimming gala.	£500.00	An increase of competitions has continued to take place in 2018/19 involving all pupils across the school. Y5/6 pupils have continued to take responsibility by helping to organise events, and the younger pupils have seen older pupils taking the lead and excelling in competition, this provides a role model for younger pupils.	To continue to organise and schedule opportunities to allow competitions to take place in the future.

Increase presence in school newsletter and local press	Sporting achievements to be included in the fortnightly school newsletter.	£0	Continue to ensure all sporting achievements are included in the school's newsletter.	PE leader to continue to provide information for newsletter. A PE section to be included in each newsletter. This will highlight in the pupils' and parents' eyes the importance placed on PE and that we are actively trying to improve our PE provision at all times.
Encouraging staff to take part in sports and physical activity to provide positive role models	Headteacher leads aerobics on Tuesday and Thursday morning for 15minutes before the school day commences. Staff take part in events such as race for life, sponsored walk, sports day.	£0	Pupils have seen physical activity being led from the head of the school which proves invaluable for raising the profile of sport amongst pupils. PE Coordinator has lead cross country sessions	
To use PE across the curriculum	PE leader has attended a variety of courses focused on PE and physical activity within the curriculum.	£4250	PE has been included more regularly across the school in Maths, English and science lessons.	PE leader will continue to pass on knowledge through staff meetings to allow increased confidence amongst staff. This will ensure that staff can use more physical activity in their lessons.
To raise the profile of PE and Sport across the school and community.	Driffield Sports Partnership Membership (East Riding)		Membership allows access to free training and CPD opportunities and a range of interschool competitions for	Continue to signpost members of staff to workshops and training courses

			pupils. Sports notice board promotes PA and competitive sport. School newsletter shares pupils achievements on a fortnightly basis, to help raise the profile of physical activity amongst the wider community.	Further develop staff knowledge through CPD, lesson observation and team teaching. Trial Daily Mile to observe effects on concentration levels within pupils. To continue to develop the noticeboard to raise awareness of pupils sporting achievements throughout the year. Newsletter fortnightly has been positive with parents being more informed on PE as a subject, what their children are learning and extra-curricular opportunities. Aim to increase presence in local paper.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase confidence, knowledge and skills of all staff in the teaching of PE and sport.	External coaches to provide CPD and team teaching opportunities to allow staff to gain knowledge and confidence	£8,581	Coaches have been employed during the full academic year to team teach with staff. Staff now feel that their ability to manage PE lessons has improved and staff are not as afraid to lead PE sessions.	Questionnaire staff to gather feedback about confidence in sport and games. Any areas for CPD to be identified
			Purchase of new sports equipment has increased enthusiasm for sport and games. Lunch and after school staff have increased confidence and awareness of new games.	
	Train midday supervisors to lead supervised physical activities at lunchtime.		Membership of SSP allows access to free training and CPD opportunities and a range of interschool competitions for pupils. Spring/Summer – Midday Supervisors provided with training to deliver structured lunch time clubs.	Continue to signpost members of staff to workshops and training courses Further develop staff knowledge through CPD, lesson observation and team teaching. Lunchtime staff to implement training to run

				clubs on lunchtimes to raise physical activity levels.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To broaden the experience of a range of sports and activities offered to all pupils.	To provide a wider range of Sporting After School Activities to encourage a greater pupil uptake.	£1360.00	Various experienced sports coaches were employed to lead After School Club sessions. These clubs have been well attended and enjoyed by pupils.	Children have been signposted to a local clubs to continue with their regular physical activity. Pupil questionnaire will be distributed to ascertain pupils views and preferences regarding After School sports clubs, following on from the findings of the questionnaire the PE Co-ordinator will organise further sporting activities targeted to pupils preferences.
	To increase the amount of lunchtime sporting activities.		There has been an increase in lunchtime clubs and a playground equipment pack purchased. This has improved behavior and increased physical activity. PE Coordinator takes cross country sessions to lead by example.	Encourage children and parents to celebrate achievements in sport during celebration worship by bringing in medals, trophies or by presenting new challenges and successes.

	Engage at least 10% of pupils in leading, managing and officiating in school physical activity. Develop student voice using questionnaires to allow clubs and activities to be planned. Utilise sport coaches to support school sport and physical activity delivery.		Y5/6 pupils spend a half term learning to organise and deliver a circuit training session in small groups. Y6 pupils also assist in setting up Potted Sports and Sports day. Pupils develop their confidence and leadership skills. Questionnaire is used at beginning of school year to allow TP to plan and organize school clubs throughout the year. As the children's choices are taken into account, we observe a large percentage engagement in extra-curricular sport. Transport to the swimming pool and additional lessons for Y5/6 pupils who cannot yet swim 25m. This allows pupils who do not have the opportunity to swim outside of school another opportunity to learn an important life skill.	To continue to provide pupils with lunchtime provision and to update sporting equipment when necessary. Questionnaire will allow PE Co-coordinator to arrange future sporting events and clubs based on the opinions of the students regarding their enjoyment of clubs and desire to attend new clubs. Continue to upgrade old equipment and add new equipment to maintain engagement. Children experience a wide range of different activities in non-competitive and competitive situations within PE lessons and extra-curricular sessions.
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	Have links with at least three local community and pathway sport/physical activity and leisure providers which allows signposting through posters and taster days.		Identified pupils were able to take part in Triathlon for the first time (Brownlee Triathlon Hull). This introduces pupils to a new sport. Sports coaches to run extra-curricular after school clubs. This allows pupils to experience a wider range of sports which are not necessarily on the curriculum. KS2 Netball/Football (Spring 2019) KS2 Netball/Football (Summer 2019) Purchase of new equipment. This allows staff to deliver activities which are more unusual and that may inspire less active pupils to participate. This could potentially inspire pupils to find a sport they can engage in during adulthood.	Y5/6 pupils have had the opportunity to plan, lead and organise sport. Signposting has allowed children to continue with a sport after they have been introduced to it at school through links with clubs such as Wolds Gymnastics, Drifffield Hockey Club. Sports Crew to be set up and meet on a monthly basis (rather than just School Council) to help inform and direct extra-curricular clubs and build leadership skills.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

To increase participation in competitive sport	Time tabled competitions across the school year including: football, netball, cross country and rugby tournaments, Biathlon events, potted sports, sports day and swimming gala. Provide opportunities for both girls and boys to take part in appropriate levels of competition	£500 – Drifffield Sports Partnership (already calculated above)	An increase of competitions has taken place throughout the year involving all pupils across the school. Y5/6 pupils have been able to take responsibility by helping to organise events, and the younger pupils have seen older pupils taking the lead and excelling in competition, this provides a role model for younger pupils. Membership with South Hunsley Sports Partnership allows pupils across KS2 to access inter-school competitions. Intra school sport is completed once per half term as part of PE lessons. It is also completed as enrichment. Participation in intra school sport allows competition for all where children learn about respect, fair play and how to deal with winning and losing.	To continue to organise and schedule opportunities to allow competitions to take place in the future. Hold annual house sports competition. Include alternative and disability sports such as boccia and goal ball. Every pupil to take part in at least one activity. All children in KS2 experience competition at Level 1 (intra-school) through regular house competition throughout the academic year. Match extra-curricular clubs as much as possible to the intra-school competition schedule.
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