

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit 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 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 **31st July 2020** at the latest.

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 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
Continuation of updating and replacing sports equipment Teachers and support staff better equipped to provide games and activities at lunchtime and after school Further increase in the number of competitions Garton School attends as part of the Driffield Sports Partnership. New PE equipment such as tennis balls, sports day equipment and coloured bibs have given staff better resources to teach lessons. Behaviour at lunchtime and after school has improved as children are more engaged with their activities.	Introduce new ways to inspire children to take part in sports inside and outside school. Greater celebration of sporting achievements by children, teachers and parents. Inspire children by introducing them to a sporting hero Introduce a new planning and assessment scheme. Progress to be better measured and planning to be consistent throughout the school.

Meeting national curriculum requirements for swimming and water safety.	
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.	87.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87.5%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No

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: 2019/20		Total fund allocated: £16,910	Date Updated: 17/07/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:
To continue to improve levels of participation in extra-curricular physical activity.	Swimming - Hire of Drifffield pool (school swimming gala) - Additional swimming lessons for year 5/6 pupils - Hire of specialist swim coaches to provide CPD - Transport to swimming pool To provide a wider range of Sporting After School Activities to encourage a greater pupil uptake.	£1980	Unfortunately, our pupils were unable to access swimming lessons during the academic year 2019/20 due to COVID-19. However, as a school we pride ourselves in offering our children the opportunity to take part in swimming lessons throughout KS2, this assists pupils to become confident swimmers by the end of Year 6.	Continue to provide swimming lessons for identified year groups and children within KS2 who are unable to swim 25 metres. During the Spring and Summer terms children will be encouraged to run a daily mile again. During the Autumn term fitness will be a priority.

	To increase the resources for the lunchtime sporting activities. To organise and deliver a cross country club to all children. To give opportunities for after school clubs free of charge to parents to allow all children to participate. To reintroduce sports leaders to help during lunch and playtimes. Pupils receive specialist coaching each week, covering a variety of sports and games	£6430	Children have enjoyed having a daily run which has provided an energetic and healthy start to the day. Children's energy and enthusiasm has increased when staying after school and taking part in sporting activities. New sports equipment, activities and games has increased enthusiasm for sport and games. Lunchtime clubs have continued and improved. This has helped with behaviour and increased physical activity. Sports leader have enjoyed the responsibility of leadership roles. The younger children look up to them and respond positively to the sports clubs.	Children have been signposted to a local clubs to continue with their regular physical activity. Pupil questionnaire will continue to 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. New sports leaders to be selected and clubs to recommence and new sports and games to be introduced along with any new equipment needed.
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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:
				%
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:
To continue to organise and schedule opportunities to allow competitions to take place in the future.	Continued membership to Drifffield Sports Partnership. Children have the opportunity to compete against other schools throughout the year in a range of sporting events.	£500	Children are improving skills and confidence across a range of sports and many children are trying out new sports for the first time	Promote after school competitions and celebrate achievements of those who take part.
	Time tabled competitions across the school year including: football, netball, cross country and rugby tournaments, Biathlon events, potted sports, sports day and swimming gala.	£640	An increase of competitions has continued to take place in 2019/20 involving all pupils across the school. Y5/6 pupils have been continuing 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.
	Updated equipment for competitions and PE lessons	£1044		
Increase presence in school newsletter and local press	Sporting achievements to be included in the fortnightly school newsletter and on the sports board to show case sporting achievements.	£200	Children have been encouraged to take part in after school tournaments after hearing about the achievements of their peers	Continue to ensure all sporting achievements are included in the school's newsletter and celebrated in assembly.

Encouraging staff to take part in sports and physical activity to provide positive role models	Staff take part in events such as race for life, sponsored walk, run a mile a day, cross country club.		Pupils hear about the achievements of the staff, which proves invaluable for raising the profile of sport amongst pupils.	Continue to encourage the staff to share sporting achievements with the children.
To enhance physical development through other areas of the curriculum.	PE leader has been attending a variety of courses focused on including PE and physical activity within the curriculum. Staff have planned active sessions to support this.	See Below	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. Further PE CPD for PE Co-Ordinator and NQT

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Raise knowledge and confidence amongst staff	External coaches to provide CPD and team teaching opportunities to allow staff to gain knowledge and confidence	£2000	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.	Gather feedback from staff regarding areas of PE in which they would like to develop.
	Release the PE Co-Ordinator for 0.1 FTE for CPD, staff training and to attend tournaments	£4116	The PE co-ordinator is able to attend courses and feedback to staff, which increases knowledge and confidence. The chance to enrol children at tournaments throughout the school year has had a big impact on the confidence and improved skills of the children	The PE co-ordinator will continue to grow and improve as a subject leader and keep up to date with events and CPD opportunities. Staff training will be carried out where necessary.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Additional achievements:	To run a daily mile during the Spring term To provide a wider range of Sporting After School Activities to encourage a greater pupil uptake. To increase the resources for the lunchtime sporting activities. To organise and deliver a cross country club to all children. To give opportunities for after school clubs free of charge to parents to allow all children to participate.		Children have enjoyed having a daily run which has provided an energetic and healthy start to the day. Children's energy and enthusiasm has increased when staying after school and taking part in sporting activities. New sports equipment, activities and games has increased enthusiasm for sport and games. Lunchtime clubs have continued and improved. This has helped with behaviour and increased physical activity.	In the Spring and Summer terms children will be encouraged to run a daily mile again. During the Autumn term fitness will be a priority. Children have been encouraged to join local clubs to continue with their regular physical activity. Pupil questionnaire will continue to 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 reintroduce sports leaders to help during lunch and playtimes.		Sports leader have enjoyed the responsibility of leadership roles. The younger children look up to them and respond positively to the sports clubs.	New sports leaders to be selected and clubs to recommence and new sports and games to be introduced along with any new equipment needed.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Increase the number of school competitions children can take part in.	After School Competitions against other schools, time tabled competitions across the school year including: football, netball, cross country and rugby tournaments, Biathlon events, potted sports, sports day and swimming gala.	As 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.	To continue to organise and schedule opportunities to allow competitions to take place in the future.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	