

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

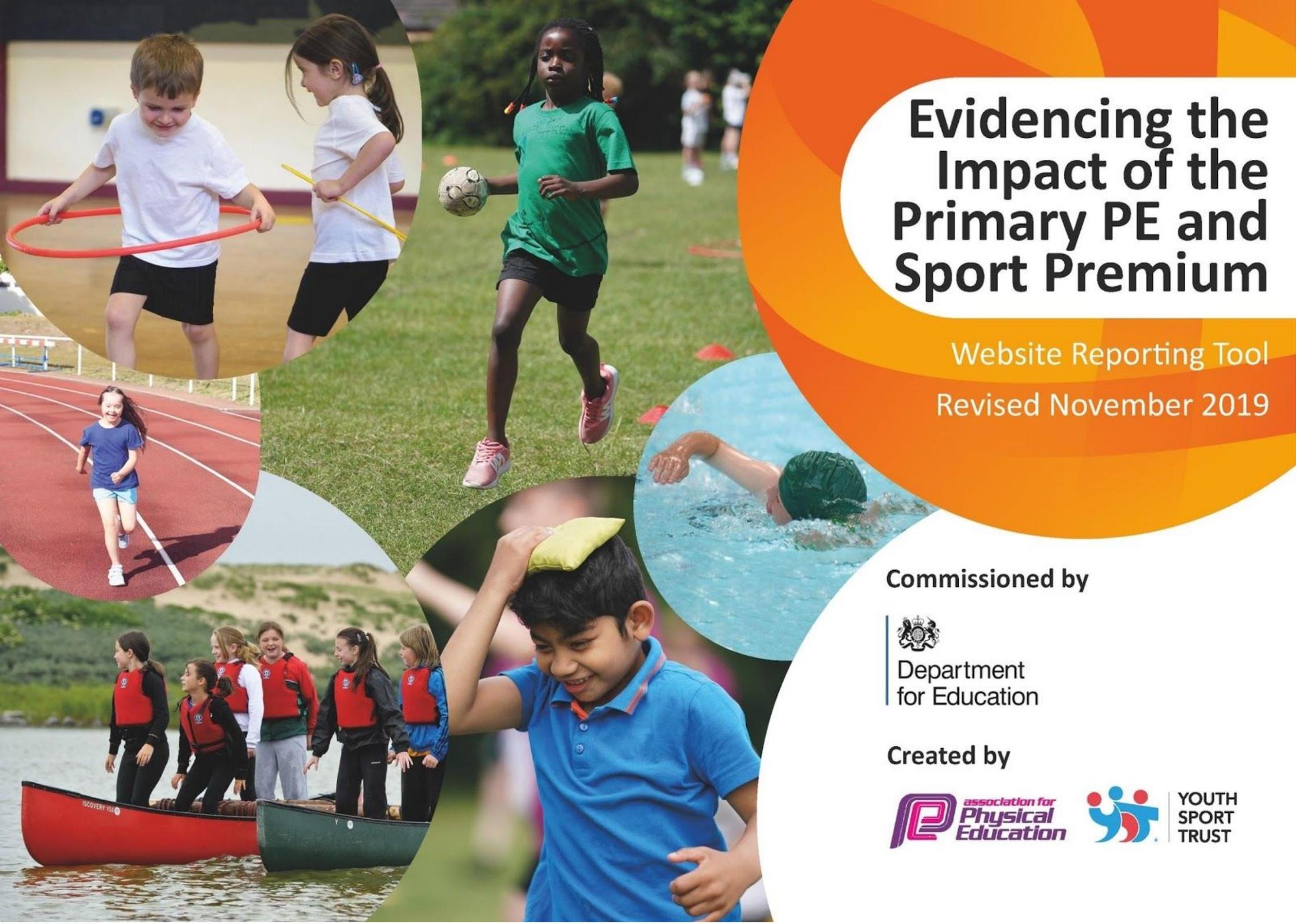


Department
for Education

Created by



YOUTH
SPORT
TRUST





Created by:  Association for Physical Education  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  Active Partnerships  UK COACHING  UK Active More people. More active. More often.

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:
<ul style="list-style-type: none"> ● The school applied for and have been through the process of obtaining the AFPE quality mark which was recognised externally, as being a pass and we are now on the AFPE roll of honour. ● Free swimming lessons have been offered to all pupils from Years 1-Year6 both in school time and extracurricular. ● All teaching staff (QTS) have benefitted from a minimum of half a term's CPD in PE which has been met with positive feedback. This was delivered through team teaching. ● A hugely popular incentive called 'Parents In PE' was introduced in Spring and was met with really positive feedback; which saw parents taking part in PE lessons during the school day. ● Pupils have benefitted from several trips to inspire, such as; watching European football at Old Trafford and being ball boy/girl at Scarborough FC. ● All pupils have been provided with a free PE kit in a bid to raise standards and make pupils feel proud to be part of a team. ● The school has an in-house level three gymnastics coach who has delivered gymnastics throughout the year bith in curriculum time and extracurricular too, and taken pupils to competative events. ● A swimming programme has been put in place to support swimming from Years 1-Year6. Swimming attainment has now significantly improved (more than doubled) ● The school now has a full time sports coach and swimming coach. ● In Autumn term, over 200 pupils benefitted from extra curricular sporting opportunities; some competative and some non-competitive. This has stayed consistent throughout the academic year. ● A rich and broad curriculum has been introduced across school and starting to be embedded now. ● An assessment system has been put in place for swimming and PE to support planning and delivery. ● We have started to establish links within the local area, to provide more outdoor learning. One staff member has attended training for and qualified in beach school delivery, and we have made links with a local surf school. 	<ul style="list-style-type: none"> ● To ensure that systems that have been put in place, in this academic year, are carried on and reviewed next year; to support teaching and learning. For example: swimming and core PE assessments, along with the rich curriculum offering. ● To start our beach and surf school initiatives. ● Continue to offer CPD to staff to ensure that high quality PE is being delivered. ● To use our outdoor space to its full potential. We recognise the benefits of learning outdoors and as such would like our pupils to experience beach and surf schools to provide memorable events. ● Now that we have obtained it, we would like to continue to be good ambassadors of the AFPE award. ● Carry on providing parental engagement activities. ● Continue delivering a rich curriculum. ● Get our new purpose built cook school facility up and running to work collaboratively with the PE department.

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.	Currently sitting at 95% (Spring 2019) as opposed to 54% last year. We have 100% predicted. Due to Covid19, we are currently not able to swim.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
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?	Yes/ 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

Academic Year: 2019/20		Total fund allocated: £19,410		Date Updated: June 2020	
Key indicator 1: The engagement of all 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?:
<p>Point 1- To embed an active approach to the school week and children’s daily life. Achieved through: Create active break and lunchtimes.</p> <ul style="list-style-type: none"> Encourage active travel Make lessons more physically active where possible 		<p>Point 1- Break times were reviewed and lunchtimes restructured to allow more room for tailored activities. We signed up to a number of events, such as Sustrans active travel to school and Race For life. Team teach was carried out with various teachers to show how lessons can become more active.</p>		£NA- linked to the use of PE specialist in KPI3	<p>Point 1- Behaviour improved over break and lunchtimes as pupils were more engaged in active activities. Teachers commented on how they felt learning had been retained by pupils through learning in a more active way. As a result of this, the year 6 teachers now deliver more active maths sessions on a weekly basis with strong links to PE as well. Attainment in maths has risen by 20% in in Year 6 alone.</p>
					Sustainability and suggested next steps:
					<ul style="list-style-type: none"> Carry on promoting an active approach to daily life. Not just PE, active travel, being active at home and where possible around school. Keep showing staff creative ways to keep pupils active throughout the school day and the research behind it as to why.
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:
					2%

<p>Point 1- As a school deemed requires improvement at its previous inspection, we want to use PESS (PE and School Sport) as a tool to drive whole school improvement.</p>	<p>Point 1-We decided to be ambitious and go for the AFPE quality mark, to show our commitment to raising standards in PE as a tool to contribute to whole school improvement. The process began in January 2020, we then had an external verifier visit school in March 2020 and by 20/3/20 we had to submit our final report with evidence.</p>	<p>£250</p>	<p>Point 1-Pupils had the opportunity to speak to the external verifier and spoke very highly about the impact PE and sport has had on them in school. One pupil commented “We feel that teachers care about us this year and having things like a PE kit makes us feel part of a team” <i>The award was also met with lots of positive press to help contribute to morale amongst parents and staff.</i></p>	<p>Display our plaque in reception and celebrate the achievement in assembly. In 20/21 we want to build on this award and continue to be good ambassadors to our subject. We think it would be a good idea to try and obtain the healthy schools rating as a next step.</p>
<p>Point 2- To improve links with parents and the local community.</p>	<p>Point 2-A half termly newsletter was formed to publish all the highlights that have happened in PE and Sport that term. It had all the latest updates, photos, inspiration and opportunities on offer. This reached over 400 parents each half term.</p>	<p>NA but relevant to our report</p>	<p>Point 2-Pupils have enjoyed sharing their successes on the newsletter, commenting on their achievements and seeing pictures. It has made pupils feel positive about PE and sport at Braeburn.</p>	<p>Point 2- Obtain some feedback from pupils and parents on the layout and see whether they think it would be a good idea to continue in 20/21.</p>
<p>Point 3- Research shows that children are influenced by the habits of their parents, in particular mums. With this in mind, we would like to offer sessions for parents in school, to engage the local community, with the view of inspiring the children in school to become more physically active and see PE in a positive light.</p>	<p>Point 3- An incentive called “Parents in PE ” was created in the Spring term. This was a free incentive (supplemented by the PE specialist salary) for parents to come into school and take part in a free weekly workout in our PE hall. It happened every Tuesday morning 9-10am.</p>	<p>£25 plus the use of the PE specialist</p>	<p>Point 3- A small group of parents attended weekly sessions in the hall, with our PESS (PE and SPort) specialist. Parents have spoken very highly about the programme. A couple of comments have been around the impact it has had on their own children. One parent said “I really struggled to get my child to school and he was often late, now he knows mum is coming to school, I cannot get him here quick enough. Another parent commented that her daughter was really excited and inspired that Mum was in school taking part in PE sessions. This also attracted lots of positive press.</p>	<p>Point 3- Due to the success of the programme, we think it would be a good idea to obtain feedback from parents and look to run similar ideas throughout the next academic year if viable. Due to the COVID19 pandemic, this programme was put on hold.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	78%
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>Point 1- We intend on upskilling the whole teaching staff at Braeburn and equipping them to be able to deliver HQPE for years to come.</p> <ul style="list-style-type: none"> • We also intend to have a sports coach and swimming coach in place who is equipped to deliver HQPE (not funded by the sports premium). • By having both of the above, we expect to see PESSPA's profile raised significantly and Braeburn pupils having many years of HQ opportunity. 	<p>Point 1- In September, we employed an experienced PE specialist to drive the CPD forward and put systems in place for the whole school. This included; the creation of a broad and progressive curriculum, assessment tools, planning and delivery support, with team teaching opportunities for the whole staff.</p> <p>The PE specialist also worked alongside a newly appointed sports coach and swimming coach to share planning and delivery on a weekly basis, with the long term aim of the sports coach being able to sustain the investment the following year. The team met every week to plan and review.</p> <p>The PESS specialist has continuously worked alongside the school's sports coach. Various systems were put in place, to look at managing the subject and ideas going forward. As a result of this, a shared Google Drive was created which supports all staff, assessment was looked at and ideas for planning and delivery shared. Strong links have been formed and systems put in place to support the coach.</p> <p>CPD was delivered by the specialist at a staff training day, themed around orienteering and active learning.</p> <p>Every afternoon, the PE specialist worked with class teachers across the school. This was timetabled and tailored to each teacher's needs.</p>	<p>Point 1- £15,640</p>	<p>Point 1- In Autumn 1, the PE specialist worked alongside two Year 1 teachers and two Year 2 teachers, as well as the sports coach observing. Ideas for cross curricular learning were shared and during the team-teach sessions, teachers looked at how core subjects could link with PE; their English unit of "The Lonely Beast" to support attainment. Teachers commented on how this team teach unit helped with pupils writing in class and links they made. They felt confident to deliver similar ideas in future sessions. It was also noted by teachers that pupils' writing had improved by making links to what they had done in PE.</p> <p>In Autumn 2, Year 6 teachers were upskilled and showed ideas on how to deliver core subjects with a more active approach. Teachers commented on how they felt learning had been retained by pupils through learning in this way. As a result of this, the year 6 teachers now deliver more active maths sessions on a weekly basis with strong links to PE. Attainment in maths has risen by 20% in maths in Year 6 alone.</p> <p>Four LKS2 teachers benefitted from team teaching in Spring 1. Teachers were shown various ways to deliver PE indoors to not only develop pupils physically but also socially. One teacher commented " I was too nervous to deliver PE before these sessions due to a lack of training, but also behaviour of my class was a concern. I now feel much more confident and have been taking my class out to do more activities as a result of this" Pupils now benefit from having a more active school week.</p> <p>In Spring 2, two Year 5 teachers benefitted from team teaching which was sadly cut short, due to the Covid19 pandemic.</p> <p>The specialist also took the school through</p>	<p>Point 1- Our aim from this is to ensure that staff feel supported and follow the CPD through. We understand that in education, staff come and go, but with Braeburn being such a large school, we want to ensure that staff feel confident in the delivery of PE after taking part in a team teach programme.</p> <p>Staff have been timetabled to teach independently after their team teach programme.</p>
--	---	--------------------------------	--	--

<p>Point 2- To be able to use our local environment more, to allow pupils to not only develop physically but also socially. To do this, we intend on equipping staff with the skills to carry out the delivery of beach schools.</p> <p>Point 3- To have a full time swim coach that can deliver a broad, high quality swimming programme that is inline with the National Curriculum and beyond.</p>	<p>Point 2- In March 2020, one staff member attended beach school training at East Barmby to qualify as a level three beach school instructor. Links have been formed with the local surf school, and bookings are set to take place in Summer.</p> <p>Point 3- A full time swim coach has been employed (not through PESS funding). As part of her role, she attended the Primary School teacher swimming course, held by North Yorkshire Sport. We have also subscribed to Swim England to become members, supporting our school with planning and guidance.</p>	<p>Point 2-£220 plus the cost of surf school bookings TBC</p> <p>Point 3-£250 for swim course Point 3-£36 for the membership to Swim England</p>	<p>the process of obtaining the AFPE quality mark.</p> <p>Point 2- Due to the Covid19 pandemic, this has been put on hold for now.</p> <p>Point 3- Our swimming coach now has a bank of planning and assessment ideas. Swimming attainment has risen significantly and nearly doubled from last year with pupils feeling much more confident around water. We have also implemented swimming in KS1 and provided all pupils with their own caps to inspire them to get in the pool. KS1 pupils are very enthusiastic towards swimming, as is the rest of the school; pupils now enjoy their swimming afternoons. As a result of the above, targeted groups have now started. We have the first Braeburn swim squad, which swims on a Thursday lunchtime “The Braeburn Barracudas” We have also identified three Year 6 swimmers who are on the cusp of meeting NC standards. They have been invited for bespoke 3:1 swimming on a lunchtime too. Unfortunately this intervention has been halted by the Covid19 pandemic.</p>	<p>Point 2- A really exciting for Braeburn as we look to embark on a rich curriculum. Once schools start to recover from the impact Covid19 has had on them, we will timetable beach schools into the school week and start to get pupils down on the beach, learning.</p> <p>Point 3- We need to ensure that swimming is tracked and we know where pupils are at across all year groups now, so that by the time they leave in Year 6, every pupils is an able swimmer. This is a must, having our own pool. Our goal is to get KS1 swimming so that when pupils are in KS2, they can be pushed further and become even more confident in the water. We would also like to offer swimming to Nursery and parents of nursery children as ‘splash sessions’ to build community engagements and a way of transitioning our early starters into school.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>4%</p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and t consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Additional achievements:</p> <p><i>Point 1</i>- We want to encourage more active travel to school and in a bid to support this, provide pupils with bikeability training so that they feel confident and safe when riding a bike.</p>	<p>Point 1-All Year 6 pupils have been enrolled on the bikeability programme, taking place in Summer term.</p>	<p>Point 1- £700</p>	<p>Point 1-Due to the Covid19 pandemic, this has been put on hold.</p>	<p>Point 1- We will provide this offer as soon as it is deemed safe to do so.</p>

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:
We want to provide a range of competitive opportunities for pupils to experience if they wish to do so.	Point 1- We signed up to the Scarborough sports partnership and received a calendar of events. We selected the events that we believe would benefit the pupils the most holistically. From September onwards, pupils from Years 1-6 experienced a range of competitions in our cluster and as part of the school games.	£250	Point 1- It is clear that pupils are confident and proud to represent Braeburn Primary Academy at events. They understand what it takes to be a good team player and have built values such as honesty, resilience and respect. We have attended over 20 competitions with over 100 pupils so far taking part.	Point 1- Carry on our involvement in the Scarborough partnership and select events relevant to our school. We will also look to hold for in-house events too, making use of our superb facility .

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Gareth Jones
Date:	June 2020
Governor:	
Date:	