

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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 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](#) 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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

PE and Sport at Braeburn Primary Academy is starting to evolve; ***it is our mission to keep growing the subject even further, to have a wider, positive impact on the school, as well as outcomes and lifestyle choices for our pupils, who are at the heart of every decision we make.*** We want to provide as many opportunities for our pupils as possible so that they leave Braeburn Primary physically literate and have a life-long desire to be active and keep healthy.

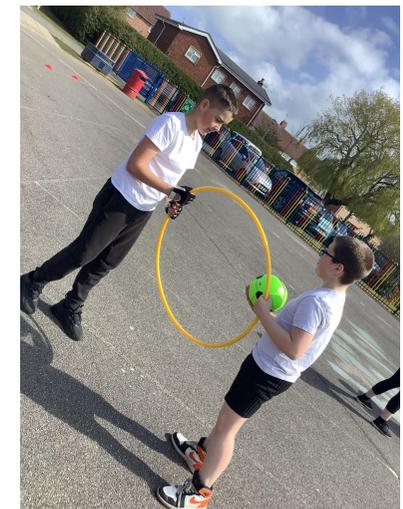
PE is offered to pupils in Early Years Foundation Stage (EYFS), right through to Year 6. We offer multiple extra-curricular clubs throughout the year, targeting the whole school in a range of activities. As well as having a full time PE teacher and swimming instructor, we also seek and welcome PE provision from external providers within the local community, such as Scarborough Rugby Club and Local Community Cricket organisers. With so much participation and willingness for playing sport, we also enter as many competitions as possible, allowing children to take their sporting passions to the next level and develop those social and personal skills which we value.

Swimming is one of the few subjects which could one day save your life. We value it to the extent that we have our own swimming pool on-site. All of our pupils swim from Year 1, right through to Year 6. We are now starting to see a good percentage of pupils leave us in Year 6 water confident, and meeting the National Curriculum requirements.

We like to think that our staff have a passion for teaching PE and regular CPD opportunities are readily available and offered to them. We have a specialist PE teacher and PE team who deliver PE and promote the benefits to pupils on a daily basis. Having full time this allows the pupils to benefit from specialist lessons and also for them to share good practice with staff, building relationships over the years. We have found that this also gives more pupils the chance to train for and enter competitions, which they ask for. In addition to our full time coaches, we have a passionate subject leader and school leadership team who know and value the impact that this great subject can play.

Being a coastal school, this is our next step; to try and build more links and develop beach and surf schools as well as other outdoor learning opportunities in our amazing school grounds. We are currently having a cook school installed which we hope to link with our subject and build upon our passion for healthy lifestyles. The future is very bright for PE and Sport at Braeburn Primary Academy.

“A healthy and active child is more like to become a healthy and active adult”



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

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. SWIMMING POOL CLOSED SINCE MARCH 2020 ● The school now has a full time sports coach and swimming coach. ● Pe has been developed in ways to work alongside the whole school objectives such as improving the oracy of all pupils throughout a wider curriculum. ● In Autumn term, pupils benefitted from extra curricular sporting opportunities during COVID restrictions. Braeburn managed to maintain this offer to children throughout school. ● A rich and broad curriculum has been introduced across schools and is starting to be embedded now. With the use of the PE umbrella to assist in delivery of lesson objectives. ● 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. There is a designated member of staff within school who has a fixed OAA timetable that is delivered to the children on a weekly basis. ● Through remote learning there has been a daily offer of PA for all pupils via online learning platforms such as google classroom and class dojo. This had high engagement. ● Healthy selfie was a success during lockdown and children were motivated by seeing what their teammates had been doing at home. ● An emphasis on physical wellbeing was regarded with high significance in the 	<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. ● Barriers to participation in PE will be a focus for the school this year. We would like to see what we can put in place to combat inactivity and target physical activity for pupils with SEN. ● PE lead to work alongside Ebor specialist to effectively deploy sports. ● To start our OAA 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. ● To reintroduce after school provision delivered by staff. ● Get our new purpose built cook school facility up and running to work collaboratively with the PE department.

autumn term, where there was a fixed timetable of activities such as yoga and daily mile to aid social and emotional well being.

- summer term 2021 an MSA CPD programme was delivered to upskill staff members in increasing active play and physical activity levels on a lunch time.
- Play leaders scheme has been established with the children throughout school, their roles have seen an increase in physical activity and assist with MSA delivery. Play leaders have been given a hoodie to allow them to feel a sense of ownership in the role and make them recognised throughout school.
- Teaching staff have benefitted from a CPD programme ran by the specialist PE teacher. to upskill and improve confidence delivered through team teaching.
- an introduction of the incentive called 'Parents In PE' was introduced in Summer. This is to engage parents in school life and raise the profile of the specialist PE teacher.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

NO

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £0			
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £0
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p>	<p>Unable to collect due to no swimming Covid-19</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Unable to collect due to no swimming Covid-19</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Unable to collect due to no swimming Covid-19</p>
<p>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?</p>	<p>No</p>

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: 23.07.21	
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				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:
1. To embed an active approach to the school week and children's daily life. Achieved through: Create active break and lunchtimes. <ul style="list-style-type: none"> Encourage active travel Make lessons more physically active where possible 	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.	6 x 1 hour sessions with MSA team for 6 weeks - 36 hours @ £11.70 =£421.00 PE specialist - 12 x 1 hour = £272.00	<ul style="list-style-type: none"> Increase confidence and behaviour of pupils at lunch time. 	On going Due to COVID 19
2. Leadership programme - We would like to introduce regular play leaders on a break and lunchtime at Braeburn. This will give pupils more opportunity to be active on a breaktime by providing them with a wide range of activities that they can take part in. This will cut down on levels of inactivity, help improve low level behaviour problems and also	Playleaders to be continuously upskilled on semi-structured games and activities by staff members to ensure the positive activities are engaging the children who are wanting to participate. This will be offered to all children at the school. Release time for PE and Sports Leader f to deliver training	After school sessions 6 x 1 hours sessions. = £130.80 PE specialist - 12 x 1 hour = £272.00 Play leaders scheme £99	<ul style="list-style-type: none"> They are taking responsibility for equipment and their peers' learning by delivering specific activities. increase in knowledge and given the opportunities to take part in physical activity. 	Due to COVID 10, this activity has been postponed. All year 5 and 6 children will have to opportunity to apply be interviewed and trained to be a play leader.

<p>raise pupils engagement in class. As Well as all of the above, this programme will also provide our pupils with some leadership roles and responsibilities.</p> <p>Children who have been selected as Play Leaders will continue to engage children in positive activities at lunchtimes and break times throughout the week.</p>				
<p>3. Further development of outdoor play equipment to increase levels of physical activity at playtimes</p>	<p>Look at what is needed to be developed and put in place a plan of what will be ordered.</p>	<p>£4000</p>	<p>- training delivered on how to use the play equipment on how to use the equipment, resulting in an improvement of behaviour on a lunch time.</p>	<p>Ongoing Due to COVID 19</p>
<p>4. Throughout the academic year, develop the variety of after school clubs of different sports and activities will be offered to all the children in KS1 and KS2.</p>	<p>Maintain and monitor which children have attended after school clubs by adding information to the sports extra curriculum database once the register has been taken.</p>	<p>N/A</p>	<p>Throughout the year school staff have offered a wide range of after school clubs, targeting all children such as running club, multiskills, dodgeball, table tennis, swimming</p>	<p>Identify which children have not attended or participated in a club. Source out and identify reasons why this is.</p> <p>Ongoing Due to COVID 19</p>

<p>5. The sports coach has designed a long term PE plan where different sports and activities are identified for staff to deliver during the academic year. This offers children access to two PE lessons a week, one to be delivered by the specialist sports coach and the other by the class teacher.</p>	<p>Class teachers were made aware of the long term PE plan at the beginning of the academic year. Class teachers were able to have their input into what sports and activities they felt confident in delivering and what sports they felt they may need some support in.</p>	<p>N/A</p>	<p>Children are able to access a fixed timetable of core PE with set lesson objectives and criteria. This in turn has improved pupils learning and widened their subject knowledge.</p>	<p>Reflect on the impact and delivery. Ensure there is teacher and pupil voice gained to inform next years long term plan.</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:

%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Throughout the academic year staff will be updating the school community by uploading content onto the school website, twitter and dojo.</p>	<p>PE teach to supply content for the social media such as twitter and maintain they are constantly being updated. By the whole teaching staff including outdoor and adventurous activities and after school clubs.</p> <p>Staff to be given an Ipad to capture photos and evidence of the children when they are attending sporting events or tournaments.</p>	<p>N/A</p>	<p>The school website and social media outlets are updated when new sporting events or tournaments have been attended by the children.</p> <p>Photos and videos of children who have been showing good practice in PE lessons or break times will be uploaded to the social media outlets</p> <p>This year we introduced a #healthy selfie campaign on twitter. This was to help identify what families did in their own time during the holidays. This can help identify what activities are available in the</p>	<p>Continue to develop the online presence and attending different sporting events.</p>

			<p>community and help raise the awareness of this. This was done during lockdown as a means of engaging with pupils and families to encourage healthy active lifestyles.</p> <p>Weekly/ monthly PE lessons and physical activity challenges were also sent out to pupils during lockdown to keep motivation high and allow pupil to showcase their abilities to their peers in school and at home.</p>	
<p>2. Every week in a Friday assembly a sports award is given to a child or children who have shown good sporting ability or attitude in a PE lesson, event or tournament.</p>	<p>The PE coach and staff will continue to identify children who show good sports practice or attitude in PE lessons, events or tournaments.</p>	<p>£50 6 x 1 hours sessions. = £130.80</p>	<p>The children who have been chosen for the weekly sports awards are then given a certificate to take home with them.</p>	<p>Raise awareness of sport and PE. continue with the Braeburn bulletin to raise profiles and keep parents involved in the running of sport and PE.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. We intend on upskilling the whole teaching staff at Braeburn and equipping them to be able to deliver high quality PE lessons 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>Audit staff skills and expertise through surveys completed by teaching staff. Use this to plan bespoke CPD (both internal and external opportunities)</p> <p>The staff members will then attend these courses therefore improving their knowledge and understanding of the sport.</p>		<p>Subject specialist has visited schools within the Ebor academy to help with staff CPD. observe good PE practice of the Ebor PE lead (Steven Geoff)</p> <p>RC to support the updating of the google drive for staff to use in their planning and preparation.</p> <p>'As subject lead, I feel it has really benefited me going to other school within the academy and having a look at good practice but also how assessment, CPD and competitions are ran in a range of settings. I am excited to get things back up and running within out school.'</p>	<p>Monitor the assessment systems in place and ask for staff opinions.</p>

Attendance of Ebor Academy CPD session with PE lead.		6 x 1 hours sessions. = £130.80		Attendance of sports leader meetings to continue with CPD.
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:
Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum Core PE equipment	During the course of the year the PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions PE coach/lead will identify which sports equipment needs purchasing in order to offer the children a varied and broad PE curriculum and create a prioritised list.	£4000	During a PE lesson the children now have access to equipment that they have not used before. This equipment is completely relevant to the PE session that is being conducted and will help improve the children's skills within that chosen sport.	The PE coach/lead will continue to monitor and update the PE itinerary and begin to identify what equipment needs to be purchased or replaced for the forthcoming academic year
2. Top up lessons to ensure all children in Year 6 have the opportunity to meet NC requirements for swimming Summer 2	All children in Year 6 to be assessed? against standard and those who didn't achieve in Year 5 to be taken again			To identify children earlier in school who need additional support. Contact local leisure centres to check availability for swimming lessons next academic year.

<p>3. The development of forest school this is offered to all children throughout school from EYFS to Year 6. Ensuring that there are cross curricular links in the scheme of work and children are encouraged to look after the school site and take responsibility.</p>	<p>audit to be carried out and obtain quotes from pupils and teachers. Also look into the further development of forest school.</p>	<p>£2000</p>	<p>children are given a wide range of lifelong skills and the opportunity to take part in wider curriculum based learning.</p> <p>There is a wide range of cross curricular learning such as science and maths</p>	<p>On going due to COVID 19</p>
<p>Increase existing sports kit for pupils, to enable them to feel part of a team and reduce barriers to learning.</p>	<p>The kit will be distributed by the PE teacher and provided for each key stage.</p>	<p>£300</p>	<p>children</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:
1. During the academic year children across KS2 will have the opportunity to compete against other schools within the competitions calendar	the PE coach and PE lead to try and identify which events to target when looking to qualify from the level 2 events on the Scarborough and Ryedale calendar.		These intra school competitions will help improve the skills and knowledge of the children in specific sports. All Events and competitions suspended due to COVID- 19 restrictions.	On going due to COVID 19

Signed off by:	
Head Teacher:	Richard Crabtree
Date:	
Subject Leader:	Rosie Collier
Date:	23.07.21
Governor:	
Date:	