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Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£19,370
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,230
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,230

Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</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 2022.</p> <p>Please see note above</p>	57%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]</p> <p>Please see note above</p>	98.7%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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 the future.

Academic Year: 2020/21		Total fund allocated:£19,360		Date Updated: 20/07/22	
<p>Key indicator 1: The engagement of all 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</p>					Percentage of total allocation: 10%
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>Children who have been selected as Sports Leaders will continue to engage children in positive activities at lunchtimes and break times throughout the week.</p>		<p>Children are continuously upskilled on 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 staff to deliver training</p>		<p>£500 (10 x £50 release time for ATs to train leaders and support)</p>	
<p>Increase physical activity of children in KS1, EYFS and Nursery when choosing during lesson time and when it is play and break times.</p>		<p>The PE lead, SLT and EYFS to identify different equipment to be purchased to help and try to increase children's physical activity levels.</p>		<p>£600</p>	
				<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
				<p>As a result of confident and knowledgeable delivery from Play Leaders all pupils</p>	
				<p>All year 5 and 6 children will have the opportunity to apply, be interviewed and to be trained for the role as a playleader ' I Love going down to the KS1 playground and leading different activities. The children love it and the dinner ladies always hello me'</p>	
				<p>Agility courses and gross and fine motor skill equipment. Children have increase confidence in setting up and taking part in the agility courses that are set out in the EYFS areas. They are used on a daily basis.</p>	
				<p>Audit will be conducted to see if any more will need to be purchased. Pupil voice will be recorded to see the impact of the agility courses / Gross and fine motor skills activities</p>	

Safety inspection of all PE equipment	To ensure that outside / Gymnastics equipment is safe and ready to use. Continental Sport.	£300	This allows for safe practice within PE.	
Further development of outdoor play equipment to increase levels of physical activity at playtimes	Training/guidance for children and staff on how to best use the equipment	£500	Increase fundamental movement games form KS1/ EYFS children.	Increased motor confidence, improving on handwriting and pen holding skills.
-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.	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.	£0	Children have access to high quality PE, This has improved the children's knowledge and understand in several different sports and activities.	Continue to support class teachers and try and upskill them so they can gain more confidence when delivering PE to their class. Potentially source out some training courses or CPD events for the class teachers.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
11%

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:
Throughout the academic year staff will be updating the school community by using different social media tools such as the school website, class dojo and twitter.	PE teacher to monitor the social media outlets such as twitter and maintain they are constantly being updated. Staff will take an ipad to capture photos and evidence of the children when they are attending sporting events or tournaments. Staff will	£2000	We have created are our own hashtag on twitter #BraeburnPE - check it out. This showcases everything PESSPA that we have been doing. Photos and videos of children who have been showing good practice in PE lessons or break	PE teacher and staff members will continue to take evidence of children attending events/tournaments and showing good practice in PE and sport. This evidence will then be uploaded to social media outlets so the school community can view it.

<p>Throughout the academic year we took part in the healthy eating campaign called EatThemToDefetThem</p>	<p>then follow up by leading feedback in whole school assemblies</p> <p>Help improve healthy eating and promote healthy snacks and wellbeing</p>	<p>£200</p>	<p>times will be uploaded to the social media outlets.</p> <p>#EatThemToDefeatThem We joined to challenge and set up stations within the hall at dinnertime to allow children to try and taste the vegetables.</p>	<p>This was a huge success, parents got involved with sending healthy snack and packed lunches. There was a reward chart sent out to parents to encourage healthy eating at home.</p>
<p>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>£0</p>	<p>The children who have been chosen for the weekly sports award are then given a certificate to take home with them.</p>	<p>The PE lead will continue to identify children on a weekly basis who are showing good sporting practice or attitude. These children will then be award the sports award for the week in the Friday assembly.</p> <p>- will monitor which children have won the award and also identify children who have not. They can then monitor the children who have not won an award and see how they are progressing in sport throughout school.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

13%

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>To ensure that staff are up to date on the latest PE guidance, via North Yorkshire sport, Ebor academy. Also, Lifeguard training to be completed.</p>	<p>Attendance of regular PE lead meeting across the trust and region.</p>	<p>£1000</p>	<p>PE teacher attends these meetings and feeds back to staff via CPD and workshops.</p>	
<p>A PE specialist has recently been employed by the academy trust to liaise with the PE lead at the school and support all the teaching staff to help improve their confidence, knowledge and skills when delivering a PE lesson.</p>	<p>The PE lead at the school will meet with the academy trust PE specialist on a regular basis to discuss and outline the main needs of PE for the school</p>	<p>£0</p>	<p>The PE lead and Ebor Trust Specialist met 3 times throughout the year. The main discussion points were based on how the PE premium is being spent by the school, the importance of upskilling staff and creating a PE assessment criteria</p>	<p>The PE lead will continue to meet with the academy trust PE specialist on a regular basis and discuss how to improve certain areas of PE provision within the school#</p>
<p>PE lead to identify CPD opportunities for staff to be upskilled and trained in to help improve their confidence, knowledge and understanding from external sources</p>	<p>The PE lead to do research on what activities staff would like to be upskilled in and source best practices from other schools and contacts.</p>	<p>£0</p>	<p>1 staff member has undertaken the LTA (Lawn Tennis Association) Online CPD course. PE Teacher to take part in the Risk assessment Course.</p>	<p>The PE lead will do a follow up staff meeting to receive feedback on how the delivery has been going and if any additional support is needed.</p>
<p>PE lead to develop a teacher coaching programme to offer bespoke CPD for each individual class teacher (Friday mornings) resulting in increased skills and confidence levels.</p>	<p>Audit staff skills and expertise through survey completed by teaching staff Use this to plan bespoke CPD (both internal and external opportunities)</p>	<p>£1500 to cover teachers during this time</p>	<p>The plans have been completed by the PE lead and sent out to staff at the beginning of the year</p>	<p>A document will be produced by the PE lead that contains information on staff members on what they have been trained in, what they are not</p>

	<p>The staff members will then attend these courses therefore improving their knowledge and understanding of the sport.</p> <p>- The PE lead has designed a 3 week teacher coaching programme to offer each teacher bespoke CPD to improve skills, knowledge and confidence.</p>			<p>confident in delivering and what they are confident delivering. From this information the PE lead can identify what subjects each teacher needs to be upskilled in.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 58%</p>
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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>All children can experience a wide variety of activities at lunchtime and break time. Also during PE lessons.</p>	<p>Purchase of Playtime equipment</p> <ul style="list-style-type: none"> - Frisbee - Agility equipment - Hockey Sticks - Netball Pots - Balls - Bats <p>During the course of the year the</p>	<p>£3000</p> <p>£500</p>	<p>During a PE lesson the children</p>	<p>An 'Alternative Activities' topic has been delivered this year where children try different activities 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 that have not been delivered before. The Kurling, Archery and Boccia sets have been used for this.</p>

<p>Ensure children have access to relevant and high quality equipment for all aspects of the PE curriculum</p>	<p>PE coach will conduct an audit of the sports equipment that the school uses for PE lessons and events/competitions E 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.</p>		<p>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.</p>	<p>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</p>
<p>Taking children to sporting events in the local community.</p>	<p>Cost of additional adult hours, fuel for minibuses</p>	<p>£200</p>	<p>This year we participated in the Brownlee Brothers Foundation Medal Challenge. Children had to think of their own active challenge such as joining a new sports club in the community or learn to do a new activity e.g a handstand.</p> <p>Flamingo land stadium football fixture</p>	
<p>Pro Ride came into school to deliver a balance bike session.</p>	<p>Promote physical activity and wellbeing for EYFS/KS1 children. Bike safety and gross motor skills</p>	<p>£500</p>	<p>Fantastic uptake of children from EYFS/ KS1 children, all children participated and huge amounts of enjoyment. Looking into buying balance bike for the next academic year. Fundamental movement skills acquired and retained.</p>	
<p>Development of OAA curriculum</p>	<p>Resources purchased for outdoor learning curriculum and time for lead to plan with teachers.</p> <p>Cover for lead to attend training for Forest schools</p>	<p>£4,000</p> <p>£3,000</p>	<p>All children have accessed OAA in small groups as part of carousel of activities.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 8%
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:
Purchase of Scarborough School Sport Partnership competition entry to provide all pupils with as much opportunity to compete in a range of events.	Attend meetings with YSSN and buy into the relevant package.	£1300	Children have taken part in a wide range of extra curricular fixtures and events such as tennis, tri- golf, athletics, cricket	Increased participation and enjoyment. Each child got to experience a sporting fixture from year 3-6. 'Miss Collier, I had so much fun at the tennis event. I can't wait to ask for tennis equipment for my birthday' Year 3 child.
During the academic year the PE coach and class teacher will deliver PE lessons that allow all children in KS1 and KS2 to compete in level 1 competitions (intra school)	PE coach and class teacher to liaise with each other and ensure that competitive matches/games are involved within some PE lessons.	£0	children in KS1 and KS2 have had the opportunity to compete in intra school competitions in a variety of sports such as football, tag rugby and sportshall athletics. These intra school competitions will help improve the skills and knowledge of the children in those specific sports	For next year the PE Coach and class teacher will continue to involve competitive matches/games within their PE lessons so that all children across KS1 and KS2 have the opportunity to compete in a level 1 event.
During the academic year children across KS1 and KS2 will may have the opportunity to compete against other schools within the competitions calendar	The PE coach will identify events and competitions in which we can target and try and engage our children in	£200	Children are accessing things in the local area such at East coast football, Scarborough netball team, scarborough rugby club, golf course.	

Provide the children with external coaching from a variety of different sports and activities to improve their sporting ability	The PE Coach will create a list of external companies that have been identified to potentially come in and deliver to the school. Contact information for these companies will be available for other school PE leads to access.	£		
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Signed off by	
Head Teacher:	T Jolly
Date:	31/07/22
Subject Leader:	R. Collier
Date:	31/07/22
Governor:	C Wilson
Date:	31/07/22