



# Evidencing Impact of Primary PE & Sport Premium

Website Reporting  
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Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport 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](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. We recommend regularly updating the table and publishing it on your website 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:
<ul style="list-style-type: none"> <li>Swimming throughout entire 4-11 age range</li> <li>T/A's leading clubs and extra-curricular opportunities</li> <li>Participation in extra-curricular opportunities &gt;50% 2019-20</li> <li>Gold Sportsmark Award</li> <li>Wide range of teams/gender/ages and individuals taking part in competitive sport and festival days</li> <li>External Sports Coaches Utilised</li> </ul>	<ul style="list-style-type: none"> <li>Wider range of non-competitive opportunities required to engage the inactive</li> <li>Development of outdoor learning to address increasing SEMH needs</li> <li>Develop greater focus on swimming linking achievement and progress to the ASA awards scheme</li> </ul>

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?	TBC
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	TBC
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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: 2020/21		Total fund allocated: £16000 approx	Date Updated: September 2021	
<b>Key indicator 1:</b> 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: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE timetable ensures 2 hours of Physical Education lessons per week  Extra-curricular, intra and inter school competitive sports opportunities provide for the needs of every child  Extend swimming across the school  Embed 'active playgrounds' into every school day  Develop ride/scoot to school initiative to promote physical activity	<ul style="list-style-type: none"> <li>• Planning a broad and balanced curriculum</li> <li>• Ensure enough equipment for curriculum needs due to growth in school numbers</li> <li>• Plan opportunities for school sport that cater for the interests of every child</li> <li>• Develop more links with local schools to create an inter schools partnership</li> <li>• Plan a unit of swimming that caters for all. Purchase of relevant swimming resources linked to the ASA swim programme</li> <li>• Regularly check on progress of Active Schools with MSA's and T.A's. Purchase additional resources where necessary</li> <li>• Link building of new cycle store in summer term with extra-curricular opportunities</li> </ul>	£8000	<ul style="list-style-type: none"> <li>• Survey the number of children engaged in 'active playgrounds'</li> <li>• Questionnaire on PE and School Sport for pupils</li> <li>• Record children attending clubs and competitions</li> <li>• Currently 3 children 5% (ride/scoot to school – aim for 20 (33%))</li> </ul>	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
More children want to take part in extra-curricular clubs and competitive teams, increasing health, fitness, self-esteem and aspirations	<ul style="list-style-type: none"> <li>• Offer a wider range of activities every week</li> <li>• Booking of local village hall for PE and after school clubs to increase numbers of children able to take part</li> <li>• Enter more girls only, B teams and Yr3/4 teams in competitions where possible</li> <li>• TE to constantly improve and update noticeboards with information and pictures</li> </ul>	£1000	<ul style="list-style-type: none"> <li>• Data on competition attendance analyzed for different target groups</li> <li>• After school clubs participation monitored</li> <li>• Noticeboard constantly updated with information and photos celebration participation and achievement. Weekly newsletter constantly updates parents and celebrates success</li> <li>• Broader curricular due to addition of dance with larger PE Space. Gymnastics opportunities also extended</li> </ul>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Progress and achievement of pupils will increase with the up skilling of staff on all the areas of Physical Education. Greater focus on Dance, Gymnastics and swimming this year</p> <p>Ensure all areas of the National Curriculum are being utilized to provide a broad and balanced curriculum to ensure the needs and interests of all pupils are being catered for.</p> <p>Develop staff confidence in taking children to sports fixtures and supervising more after school sports clubs, refereeing, knowledge of rules of skills required.</p> <p>Team teaching with PE specialist including observation and feedback</p>	<ul style="list-style-type: none"> <li>• Staff receive training input via PE Specialist and external coaches through modelled lessons, suggested resources and lesson plan ideas, training sessions, discussions with PE coordinator and suggested CPD opportunities</li> <li>• Implement curriculum map &amp; programmes of study to ensure progression. Constantly update and change programme to fulfill NC requirements and provide a broad curriculum</li> </ul>	£1000	<ul style="list-style-type: none"> <li>• Training days and modelled lessons by a wide variety of coaches and teachers including dance, swimming, gymnastics, O.A.A and invasions games</li> <li>• Teachers delivering national curriculum with confidence</li> <li>• Confidence extending to staff taking a wider range of extra-curricular clubs and attending sporting fixtures/events</li> </ul>	

<b>Key indicator 4: Broader experience of a range of outdoor learning and activities</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to developing a wide range of outdoor learning opportunities both on and off site including forest school opportunities and greater links with local small schools</p> <p>Focus on those who do not regularly take up opportunities to work outdoors including gardening, orienteering and building skills</p> <p>Develop greater links with communities to provide key outdoor learning activities and team building exercises</p>	<ul style="list-style-type: none"> <li>• Refresh outdoor learning environments including outdoor classrooms</li> <li>• Improve forest schools teaching and activities</li> <li>• Develop staff skills to provide team building activities to support the school vision</li> <li>• Contact local professionals and outdoor education centers to provide outdoor learning opportunities</li> </ul>	£6000	<ul style="list-style-type: none"> <li>• Outdoor learning activities evidenced through observations and pupil voice</li> <li>• Pupils can articulate team building activities and behavior for learning improves across the school</li> <li>• Larger volume of equipment purchased where needed – particularly to support differentiation and increase in roll.</li> <li>• Healthy schools evidence shows a greater awareness of mental health activities</li> </ul>	
				Percentage of total allocation:
				%
<b>Key indicator 5: Increased participation in competitive sport</b>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to increase additional competitive sport outside the partnership fixtures to develop closer links with local schools</p> <p>Host as many fixtures on school site as possible to boost the profile of school sport</p> <p>Continue to engage more girls/Yr 3 &amp;</p>	<ul style="list-style-type: none"> <li>• Enter as many Scarborough Sports Partnership fixtures as possible</li> <li>• Friendly inter school fixtures for a wider range of children</li> <li>• Continue to promote more female staff role models to inspire girls to take part in competitive sport</li> </ul>	£500	<ul style="list-style-type: none"> <li>• School partnership fixtures continue to be well supported in a wide range of different activities.</li> <li>• Fixtures organized and hosted outside of fixtures matrix to increase participation further</li> <li>• Female staff leading after school clubs and</li> </ul>	

<p>4 in school teams</p> <p>Build more time into PE lessons for competitive intra school opportunities.</p>	<ul style="list-style-type: none"> <li>• Seek more 'change4life' opportunities via North Yorkshire Sport</li> </ul>		<p>supporting teams at competitive events</p> <ul style="list-style-type: none"> <li>• Attended North Yorkshire events promoting participation and enjoyment including those for Yr3/4, girls and the less active</li> <li>• Girls only teams entered for the first time in partnership events</li> </ul>	
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