

Evidencing the impact of  
Primary PE & Sport  
Premium  
2023 - 2024



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](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 by the end of the summer term or by **31 July 2024** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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](#).



## 5 Key Indicators for Review and Reflection

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

Key achievements to date:	KPIs	Areas for further improvement and baseline evidence of need:
1. Long term plan in place to support the PE curriculum across the next 3 years	1, 4	<ol style="list-style-type: none"> <li>1. The whole school curriculum has been reviewed and key areas identified</li> <li>2. We are looking to ensure that there is progression through the key stages and this is proving successful</li> <li>3. The medium-term plans for each group are reviewed and learning walks take place</li> <li>4. The plan can be adapted as required, depending on the cohort, the weather and resources or external coaches</li> <li>5. We are compiling pupil voice to feed into the curriculum to enable it to be developed to meet the pupils needs</li> </ol>
2. Laura Sutcliffe is continuing to build a bank of resources to support the teaching staff in delivery of the sessions	1, 4	<ol style="list-style-type: none"> <li>1. Resources are added to regularly and are kept centrally</li> <li>2. Some class groups are working together which shares expertise</li> <li>3. Some groups have benefitted from input from external coaches or sports leaders</li> <li>4. CPD is offered when available</li> <li>5. MATP training has taken place for all school staff</li> </ol>

<p>3. Laura Sutcliffe has continued to develop links with other special schools in order to further develop inter-school relationships/ competitions. This is inline with the sports partnership</p>	<p>4, 5</p>	<ol style="list-style-type: none"> <li>1. Sports Games events were limited this year due to Fran's maternity leave and no replacement being appointed.</li> <li>2. We were invited to some Panathlon events held at the 6<sup>th</sup> form and we attended a 10 pin bowling event at Olympia Leisure</li> <li>3. We will identify the events we are attending at the beginning of the year when the sports calendar is issued and add them to the school diary</li> </ol>
<p>4. Increased opportunities for pupils to attend sports partnerships events/ competitive events in the local area</p>	<p>4, 5</p>	<ol style="list-style-type: none"> <li>1. Continue to prioritise local events and allocate classes linked to personality types</li> <li>2. Book transport to support attendance</li> <li>3. Consider other events organised by different organisations – Scarborough 6<sup>th</sup> Form</li> </ol>
<p>5. Opportunities for external coaches to come in to school to deliver specific sessions</p>	<p>4, 2,</p>	<ol style="list-style-type: none"> <li>1. Continue to build links with YCC and Jake Tennis</li> <li>2. We are working with Jake Tennis to secure more funding for future sessions</li> <li>3. We are hoping to continue to work with Scarborough Athletic, we are hoping to have some sessions in place on the pitch in the next academic year</li> <li>4. Complete any training linked to sports which will release funding for training</li> <li>5. We are now working closely with the Youth Sports Trust and have been included as one of their research schools. This has given us some additional funding and we are doing some collaboration with Manchester University.</li> </ol>
<p>6. Laura Sutcliffe is developing links with Scarborough 6<sup>th</sup> form to enable sports leaders to come in to school to support the PE provision</p>	<p>4, 2, 3</p>	<ol style="list-style-type: none"> <li>1. Sports leaders led a range of sessions in different areas across the school and we are planning to build on this moving forward</li> <li>2. Attend any Panathlon events hosted by Scarborough 6<sup>th</sup> form</li> </ol>

<p>7. MATP embedded across the school with a whole school challenge day and quality mark application</p>	<p>1, 3, 4</p>	<ol style="list-style-type: none"> <li>1. Develop sports champions within each class to support MATP across school</li> <li>2. The challenge day was a great success and we will plan another one for the next academic year</li> <li>3. We will ensure that there are MATP challenge weeks across the year</li> <li>4. Laura S attended MATP trainer training which enables us to support other schools and develop links to put in come and try events or challenge days with other schools</li> <li>5. All the evidence has been submitted and we are working towards achieving a Gold Quality Mark award.</li> </ol>
<p>8. Swimming sessions are well established for year 6 and Early Years</p>	<p>2, 1</p>	<ol style="list-style-type: none"> <li>1. We have struggled with swimming this year due to issues with the pool</li> <li>2. When it has been running, we have prioritised the year 6 swimmers and some of our Early Years cohort but this hasn't been consistent.</li> </ol>

<b>Meeting national curriculum requirements for swimming and water safety 2021/22 (Impacted by Covid)</b>	<b>Please complete all of the below:</b>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	33%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	No

**Action Plan & Budget Tracking - linked to 5 KPIs Clarify Success criteria and evidence of impact you intend to measure for students today and in the future.**

Academic Year: 2021/22	Total fund allocated: 16,256	Date Updated: July 2023		% of total allocation:
<b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				10% (£1,625)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Whole school long term plan is in place to support teacher's planning. This ensures a range of sports are covered and there is progression and variety for all learners</li> <li>Medium term planning follows the same format in all classes to ensure that there is progression across the term</li> </ul>	<ul style="list-style-type: none"> <li>The LTP will be updated as required after feedback from teachers to see what has been successful for the learners</li> <li>MTP have an impact section at the bottom for teachers to feed back after the ½ term as PE coordinator I can access this information and discover any issues that have arisen</li> </ul>	10% (£1,625)	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Observations</li> <li>Learning walks</li> <li>Evidence for learning</li> <li>Teacher feedback</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Increased participation</li> <li>Pupil motivation</li> <li>Transferring skills &amp; building on previous knowledge</li> </ul>	<ul style="list-style-type: none"> <li>The LTP is a working document and may need input regularly to ensure that it's up to date and relevant for the learners – we may need to include wider differentiation in some areas</li> </ul>

<b>Key indicator 2:</b> Engagement of all pupils in regular physical activity – Chief Medical Officer guidelines & new EYFS Framework recommend that primary school children undertake at least 30 minutes of physical activity a day in school				25% (£4,064)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increase pupils' engagement in physical activity through outdoor play</li> <li>Ensure pupils are participating in timetabled PE sessions during the week</li> <li>Develop the curriculum to introduce new and different sports to provide challenge and variety</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and update outdoor provision &amp; equipment</li> <li>Ensure LTP is up to date and accessible for all staff to support planning</li> <li>Ensure equipment is appropriate and inclusive, in order for everyone to be able to participate</li> </ul>	25% (£4,064)	<b>Evidence:</b> <ul style="list-style-type: none"> <li>Observations</li> <li>Evidence for Learning</li> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>Assessment levels achieved</li> <li>Increase pupil participation in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>The outdoor equipment will need to be looked after and replaced as required</li> <li>PE will become a key part of the pupils' week</li> </ul>
<b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement				20% (£3,251)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>PE will be assessed in line with other subjects to compile data</li> <li>Pupils will develop their coordination and balance skills</li> </ul>	<ul style="list-style-type: none"> <li>Evidence for Learning workbooks and PLG's are up to date</li> <li>External coaches will be bought in to provide training</li> <li>MATP will be embedded within the school calendar and we will hold a challenge</li> </ul>	20% (£3,251)	<b>Evidence:</b> <ul style="list-style-type: none"> <li>Evidence of training delivered</li> <li>Data can be analysed to see any gaps</li> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>Assessment levels</li> </ul>	<ul style="list-style-type: none"> <li>Return to swimming for all Primary pupils using the school pupil with staff skills being developed and used</li> </ul>



	day		<ul style="list-style-type: none"> <li>achieved</li> <li>Pupils will be proud of their achievements and respond to the celebrations of their efforts</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				25% (£4,064)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>The new LTP includes a range of new sports and activities to introduce new things</li> <li>The SSP are holding a range of events and these provide the pupils with the opportunity to try new sports – boccia, Panathlon, curling etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that staff have the resources and equipment to support the new sports and activities</li> <li>Book transport and lunches to support attendance at these events</li> <li>Ensure that activities are shared across different classes to widen pupil involvement</li> </ul>	<p>15% (£2,438)</p> <p>10% (£1,625)</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Observations</li> <li>Evidence for learning</li> <li>Learning walks</li> <li>Teacher feedback</li> <li>Pupil response to events</li> <li>Medals/ trophies/ certificates</li> <li>Increased participation &amp; pupil motivation</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Improved achievement levels for some pupils</li> <li>Improved engagement as there are new opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Planning is revised &amp; reflects the cohort</li> <li>We can alter the sessions linked to pupil interest &amp; engagement</li> </ul>

Key indicator 5: Increased participation in competitive sport				20% (£3,251)
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• SSP events are prioritised and possible events are highlighted at the beginning of the year through consultation with the SSP lead</li> <li>• Other events are considered as they are offered throughout the school year</li> <li>• Opportunities for external coaches to come in to do specific training supports links with other organisations and can lead to competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Communication between school and the SSP is consistent and regular</li> <li>• Transport and lunches are booked to ensure attendance</li> <li>• Opportunities are recognised and taken where appropriate</li> <li>• Any additional training is completed by the PE lead to support opportunities for the whole school.</li> </ul>	20% (£3,251)	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Our school has a higher profile at SSP events as we are regular competitors</li> <li>• Team work and team spirit is developing across the school</li> <li>• Evidence for learning</li> <li>• School sports mark accreditation</li> <li>• Laura S attended the MATP trainer training to be able to teach others about MATP</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Increased participation</li> <li>• More opportunities are being offered as we are showing interest</li> <li>• A wider range of pupils are participating</li> <li>• First full PE staff meeting was completed and a further meeting booked in, to link MATP to EHCPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Are there opportunities for inter-school sports with the local special school? Football fixtures/ boccia/ rounders?</li> </ul>