

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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 2019:	Areas for further improvement and baseline evidence of need:
<p>A specialist sports teacher engages children in inter-school coast area competitions such as gymnastics, cross country running and athletics. Some pupils have represented Filey Infants in Gymnastics and Quadkids competitions. In July 2019 our year two children came 4th in the Quadkids final held in York.</p> <p>A specialist teacher works with staff to upskill (Nursery- Year 2). Staff feel more confident in delivering PE. Because we include our Nursery children we are able to build confidence from a young age and start seeing the benefits of being physically active.</p> <p>A specialist teacher delivers CPD and team teaches with staff on a weekly basis. Pupils have been offered a broad curriculum and there are many extracurricular activities available to them.</p> <p>Introduction of swimming lessons for Year 1 and Year 2. Last year all year two children were awarded a water safety badge for knowing basic water safety skills.</p> <p>Play leaders introduced to encourage and support physical and active break times.</p>	<p>After a review of last year's curriculum we would like to trial an informative assessment system that will help support staff and pupils while tracking the progression of skills in the subject. Due to Covid-19 this hasn't been implemented consistently so is a target for the next academic year.</p> <p>To continue the use of the sports specialist teachers to upskill new members of staff that have joined our school in 2020-21. Provision for these new staff (CPD and team teaching).</p> <p>Current PE lead to work alongside New PE lead for a transitional period in the Autumn term.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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, Swimming is not compulsory for KS1 so it is an additional activity to normal expectations.

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: 2019/20		Total fund allocated: £17330	Date Updated: 10.07.2020	
Key indicator 1: The engagement of <u>all</u> 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?:	Sustainability and suggested next steps:
To provide pupils with accessible equipment across the school to support engagement of physical exercise during playtimes. Our pupils love to be outdoors but are often not very active when outside. We want to make our outdoor spaces more exciting and provide pupils with options of physical activities they can do to enable them to engage more in regular physical activity. We want our playgrounds to be used to support physical development. Active playtimes and 'Daily Mile' running activities have been used for all children.	Timetable for each class to take part in the 'Daily Mile' running activities. Subject Lead to monitor and further resource active playtime small group activities e.g. space hoppers, balance boards, hula hoops, various jumping and skipping activities. Order new equipment.	£359.93	Pupils are engaged in active playtimes. They enjoy using the equipment with their friends and like to keep active. Behaviour at playtimes is good and children are able to have fun whilst staying active. The new equipment outside immediately created higher levels of engagement and excitement from the pupils.	Due to Covid-19, this was put on hold. When it is safe to use and share equipment again, it will continue. Ensure all resources are put away each day to ensure pupils get full use of them for years to come.

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:
To provide pupils with a swimming/water skills award system as they progress up the school from when they start to when they leave the school. This award system will be suited to all abilities and each award is differentiated into targets suitable to all.	<p>Purchase swimming award badges and checklist of skills.</p> <p>Share with all swimming staff to ensure that everyone knows which skills are required for each award.</p>	£65	Due to covid-19 the awards will restart in September 2020.	<p>Ensure all staff are aware of how the award system will Work.</p> <p>Swimming teacher to monitor progress and mark off when children have achieved each award.</p> <p>Celebrations to be shared at school during collective worship time.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>External Specialist Coaches will work alongside teachers to deliver programmes.</p> <p>This will give our teaching staff a better knowledge and ideas to put into their future PE lessons thus enhancing the quality of teaching for pupils. September 2019 - we have three new members of teaching staff that will benefit from the specialist coaches expertise.</p> <p>Sports include: Bicycling, Golf, Yoga, Football, Climbing and Cricket.</p>	<p>Arrange times for specialists to come into school and identify teachers for specialists to work with. Internal sports teacher (TE) to book in times and liaise with subject lead.</p>	£400	<p>Children have enjoyed a range of different activities.</p> <p>Staff have been upskilled which will help with future PE and sporting activities. Due to the school closure, every planned coach could not attend. This is something we will look at again in the next academic year.</p>	<p>Teachers to share their planning with other staff members to make the programme sustainable.</p> <p>Deliver sessions independently to build confidence.</p> <p>Subject leader to observe teaching in next school year to check impact and quality.</p> <p>Ensure new staff have access to support and resources.</p>
<p>Employment of specialist sports teacher to deliver and work alongside teachers and support staff in teaching PE. In doing this, pupils receive high quality PE and staff feel more confident to deliver high quality PE. September 2019 - we have three new members of teaching staff that will benefit from the specialist sports teacher expertise.</p>	<p>Discuss program of delivery with Sports teacher and set expectations.</p> <p>Book Sports Teacher for relevant times and dates.</p> <p>ST to Deliver lessons across the school. Working alongside staff to up-skill class teachers. Staff CPD. Extra-curricular clubs introduced. ST to trial assessment of subject.</p>	£9992.	<p>Our children received high quality PE lessons and extra-curricular clubs.</p> <p>New staff feel confident in delivering PE lessons. Subject lead has monitored this.</p>	<p>Due to Covid-19, the new staff have not received a full year of support. We also have a new teacher joining us in September 2020 so this support from our specialist sports teacher will continue.</p>
Ebor Academy Trust contribution to PE curriculum and development coordinator				

to upskill staff and provide the best outcomes for pupils.	Subject leader to liaise and arrange a Visit to school to work with PE coordinator. Filey Infants to attend any training/Moderation hosted by Ebor.	£2000	Subject specialist has visited several times and delivers the Ebor curriculum champion programme. He has supported with the implementation of an assessment scheme and progression of skills objectives from EYFS to year two.	Ebor specialist to work with new school PE lead to maintain current expectations. Current subject lead to use knowledge gained to continue with supporting leading the subject to a high standard during transitional period.
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:
We will continue to provide Swimming lessons for all KS1 pupils. Being a coastal school with a large number of pupils unable to access swimming locally, children need to develop water confidence and competence in early swimming skills. With swimming not being recognised on the KS1 curriculum, we see this as offering a broader range of activities.	Arrange times and dates to visit, Book slots. Arrange travel. Inform teachers and parents of information. Share new swimming awards with staff and pupils. Look at content and delivery. Invite governor to visit swimming lessons to see changes made.	£1540	The first groups of Year 2 children who were able to attend swimming built upon their skills learned in Year 1. We hope that in future years this continues. Due to Covid-19 not all groups were able to attend.	All children will restart swimming lesson again when it is safe to do so. Children will build upon skills in their previous lessons whilst gaining water confidence.
We want to provide dance provision opportunities to allow our pupils to have a wider range of cultural experiences, to broaden the children's experiences.	The Mighty Zulu Nation have been booked for African dance workshops with all children throughout the day.	£650	All children enjoyed a performance and an hour workshop per class/year group. At the end of the day the children showed their new skills to the rest of the school. Since this date the children have continued to use these new dance techniques at playtimes.	Teachers will use this experience to plan exciting dance activities.

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 would continue to Increase participation rates in inter/ intra school events and competitions for our children to experience competitive sporting events.	Buy into membership of the Scarborough district primary school sports association. Increase the range of extracurricular opportunities and promote	£50	Unfortunately not all pupils could attend each competition this year due to covid-19. However from the children who did attend some of the events we achieved a gold and a silver award.	Continue with the membership next year and increase participation.

Signed off by	
Head Teacher:	A. Clark
Date:	10.07.2020
Subject Leader:	A. Jackson
Date:	10.07.2020