

Evidencing the impact of Primary PE & Sport Premium

Website reporting tool
2024 - 2025



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 2025** 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: |
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| 1. Long term plan is in place and well-established to support the PE curriculum across the next 3 years | 1, 4 | <ol style="list-style-type: none">1. The whole school curriculum has been reviewed and key areas identified2. We are looking to ensure that there is progression through the key stages and this is proving successful3. The medium-term plans for each group are reviewed and learning walks take place4. The plan can be adapted as required, depending on the cohort, the weather and resources or external coaches5. We are compiling pupil voice to feed into the curriculum to enable it to be developed to meet the pupils needs6. The activities are altered as a result of pupil voice and linked to the cohort of pupils we have in the year groups – activities are differentiated to meet need and for inclusion |
| 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">1. Resources are added to regularly and are kept centrally2. There has been significant investment in resources to provide new opportunities and to support engagement and inclusion3. Some class groups are working together which shares expertise |

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| | | <ul style="list-style-type: none"> 4. Most groups within school have benefitted from input from external coaches 5. CPD is offered when available 6. Our HLTA Laura Romans has completed training with the LTA which secured us some additional funding 7. Laura Sutcliffe attended some sensory sport training with SENSE 1. Resources can be shared across both sites with individual needs being considered |
| 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 | 4, 5 | <ul style="list-style-type: none"> 2. We have attended all Sports Games events in the local area for the SSP. We are building links with the Scarborough SGO to secure invitations to a wider range of local events 3. Some of these events have resulted in external coaches delivering sessions in school 4. We were invited to Primary and Secondary Panathlon events held at the 6th form 1. 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 |
| 4. Increased opportunities for pupils to attend sports partnerships events/ competitive events in the local area | 4, 5 | <ul style="list-style-type: none"> 2. Continue to prioritise local events and allocate classes linked to personality types 3. Book transport to support attendance 4. Consider other events organised by different organisations – Scarborough 6th Form 5. Links are being made with the mainstream primary SGO to support attendance at more events |
| 5. Opportunities for external coaches to come in to school to deliver specific sessions | 4, 2, | <ul style="list-style-type: none"> 1. We had a visit from Neil Wheeler to deliver cricket sessions, we have had Scarborough Boccia at Lady Edith's site 2. We are working with Jake Tennis to secure more funding for future sessions 3. We are hoping to continue to work with Scarborough Athletic, but this is limited due to issues around their pitch |

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| | | <ul style="list-style-type: none"> 4. We are building links with Bramcote Athletics Club and a group has attended a session at the running track 5. Complete any training linked to sports which will release funding for training 6. We are continuing to work closely with the YST, Laura Sutcliffe has joined the advocacy network and we are becoming a Beacon Well School. |
| 6. Laura Sutcliffe is continuing to develop links with Scarborough 6 th form to enable sports leaders to come in to school to support the PE provision | 4, 2, 3 | <ul style="list-style-type: none"> 1. Sports leaders led a range of sessions in different areas across the school and we are planning to build on this moving forward 2. Attend any Panathlon events hosted by Scarborough 6th form |
| 7. MATP embedded across the school with a whole school challenge day and quality mark application | 1, 3, 4 | <ul style="list-style-type: none"> 1. Develop sports champions within each class to support MATP across school 2. The challenge day was a great success and we will plan another one for the next academic year, with possibly an additional one in the Autumn term – venue to be considered 3. We will ensure that there are MATP challenge weeks across the year 4. We have achieved our MATP Gold Quality mark which is a great achievement for everyone in school |
| 8. Swimming sessions are well established for year 6 and Early Years | 2, 1 | <ul style="list-style-type: none"> 1. We have enjoyed weekly swimming sessions throughout the year – small gap in Spring term when the pool was unavailable 2. We have prioritised the year 6 swimmers and the swimmers have naturally split into 2 groups. We have a small group of competent swimmers and a group that is using the songs to build water confidence 3. We have started to use the hydro pool again for identified pupils and we have seen an improvement in water confidence and relaxation |

| Meeting national curriculum requirements for swimming and water safety 2021/22 (Impacted by Covid) | Please complete all of the below: |
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| <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 children may swim in another year please report on their attainment on leaving primary school.</p> | 0% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 0% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 0% |
| <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> | 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: 2024/25 | | Total fund allocated: 16,000 | | Date Updated: July 2025 | | % of total allocation: | |
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| Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | 10% (£1,525) | |
| School focus with clarity on intended impact on pupils: | | Actions to achieve: | | Funding allocated: | Evidence and impact: | | Sustainability and suggested next steps: |
| <ul style="list-style-type: none">• 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• Medium term planning follows the same format in all classes to ensure that there is progression across the term | | <ul style="list-style-type: none">• The LTP will be updated as required after feedback from teachers to see what has been successful for the learners• 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 | | 10% (£1,525) | Evidence: <ul style="list-style-type: none">• Observations• Learning walks• Evidence for learning• Teacher feedback Impact: <ul style="list-style-type: none">• Increased participation• Pupil motivation• Transferring skills & building on previous knowledge | | <ul style="list-style-type: none">• 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• We need to check that the sports continue to be appropriate and accessible for all pupils |

| Key indicator 2: 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% (£4,142) |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> • Increase pupils' engagement in physical activity through outdoor play • Ensure pupils are participating in timetabled PE sessions during the week • Develop the curriculum to introduce new and different sports to provide challenge and variety | <ul style="list-style-type: none"> • Maintain and update outdoor provision & equipment • Ensure LTP is up to date and accessible for all staff to support planning • Ensure equipment is appropriate and inclusive, in order for everyone to be able to participate | 25% (£4,142) | Evidence: <ul style="list-style-type: none"> • Observations • Evidence for Learning Impact: <ul style="list-style-type: none"> • Assessment levels achieved • Increase pupil participation in physical activities | <ul style="list-style-type: none"> • The outdoor equipment will need to be looked after and replaced as required • PE will become a key part of the pupils' week • There are timetabled sessions and there is also an outdoor learning offer outside of focused times |
| Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | | | | 20% (£3,317) |

| | | | <ul style="list-style-type: none"> Improved achievement levels for some pupils Improved engagement as there are new opportunities | |
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| Key indicator 5: Increased participation in competitive sport | | | | 20% (£3,151) |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> SSP events are prioritised and possible events are highlighted at the beginning of the year through consultation with the SSP lead Other events are considered as they are offered throughout the school year Opportunities for external coaches to come in to do specific training supports links with other organisations and can lead to competitions | <ul style="list-style-type: none"> Communication between school and the SSP is consistent and regular Transport and lunches are booked to ensure attendance Opportunities are recognised and taken where appropriate Any additional training is completed by the PE lead to support opportunities for the whole school. | 20% (£3,251) | <p>Evidence:</p> <ul style="list-style-type: none"> Our school has a higher profile at SSP events as we are regular competitors Team work and team spirit is developing across the school Evidence for learning School sports mark accreditation Laura S attended the MATP trainer training to be able to teach others about MATP <p>Impact:</p> <ul style="list-style-type: none"> Increased participation More opportunities are being offered as we are showing interest | <ul style="list-style-type: none"> Are there opportunities for inter-school sports with the local special school? Football fixtures/ boccia/ rounders? Possible MATP come and try events for the local primary schools with SEND hubs |

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| | | | <ul style="list-style-type: none">• A wider range of pupils are participating• We will revisit MATP on EHCP's in the new academic year with staff | |
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