



Evidencing the impact of Primary PE & sports premium

Website reporting tool  
2025 - 2026



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 2026** 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"> <li>1. The whole school curriculum has been reviewed and key areas identified. We are reaching the end of the cycle and we will need to reflect on the curriculum offer in the Autumn term next year and see what adaptations we want to make depending on pupil voice and clear preferences</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><br><ol style="list-style-type: none"> <li>1. 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</li> <li>2. We are constantly adapting the activities to meet the needs and interests of the cohort in school and we need to ensure that there is flexibility to support engagement and encourage the young people to participate</li> </ol> |
| 2. Laura Sutcliffe is continuing to build a bank of                                                     | 1, 4 | 1. Resources are added to regularly and are kept centrally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| resources to support the teaching staff in delivery of the sessions                                                                                                                            |      | <ol style="list-style-type: none"> <li>2. There has been significant investment in resources to provide new opportunities and to support engagement and inclusion</li> <li>3. Some class groups are working together which shares expertise</li> <li>4. Most groups within school have benefitted from input from external coaches</li> <li>5. CPD is offered when available</li> <li>6. We are working closely with the Youth Sport Trust which is enabling us to access resources from the club. These can then be used in school to support lessons and provide some CPD for less experienced staff</li> </ol><br><ol style="list-style-type: none"> <li>1. Laura Sutcliffe is also part of the Youth Sport Trust Advocacy Network which ensures that she has a good understanding of areas in the curriculum that we need to consider and develop in-line with government guidance</li> <li>2. Resources can be shared across both sites with individual needs being considered</li> </ol> |
| 3. Laura Sutcliffe has continued to develop links with other special schools in order to further develop inter-school relationships/ competitions. This is in-line with the sports partnership | 4, 5 | <ol style="list-style-type: none"> <li>1. We have attended all Sports Games events in the local area for the SSP.</li> <li>2. Laura Sutcliffe has attended the Youth Sport Trust regional meetings and this has built links with other primary and secondary schools in the area</li> <li>3. Some of these events have resulted in external coaches delivering sessions in school</li> <li>4. We were invited to Primary and Secondary Panathlon events held at the 6<sup>th</sup> form</li> <li>5. We have welcomed some of the sports leaders from the 6<sup>th</sup> form into school and this has enabled them to build their understanding of SEND sport but has also given us the opportunity to learn new things and develop new ideas with additional adults and a slightly different approach</li> </ol>                                                                                                                                                                              |



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|                                                                                                                  |       | <ol style="list-style-type: none"> <li>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</li> <li>2. We are looking at inviting some pupils from the local SEND hubs to attend an MATP come and try event</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4. Increased opportunities for pupils to attend sports partnerships events/ competitive events in the local area | 4, 5  | <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><br><ol style="list-style-type: none"> <li>1. We will look at engaging with Woodlands to see whether we could have some inter-school events for our older pupils</li> <li>2. We are looking at inviting some pupils from the local SEND hubs to attend an MATP come and try event</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                     |
| 5. Opportunities for external coaches to come in to school to deliver specific sessions                          | 4, 2, | <ol style="list-style-type: none"> <li>1. We are continuing to work with Jake Tennis to secure more funding for future sessions</li> <li>2. We are hoping to continue to work with Scarborough Athletic, but this is limited due to issues around their pitch, their community liaison officer has just joined our school governing body which will build on these links</li> <li>3. Complete any training linked to sports which will release funding for training</li> <li>4. We are continuing to work closely with the YST, Laura Sutcliffe has joined the advocacy network and we are becoming a Beacon Well School.</li> </ol><br><ol style="list-style-type: none"> <li>1. We have had sessions with Scarborough Boccia up at Lady Edith's and these have been a positive experience</li> <li>2. We have been approached by North Yorkshire Sport and Gavin Wood is providing sensory sports sessions for the next 6 months up at Lady Edith's – these sessions involve different</li> </ol> |

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|                                                                                                                                                                   |         | sports and are giving the pupils a range of experiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6. Laura Sutcliffe is continuing to develop links with Scarborough 6 <sup>th</sup> form to enable sports leaders to come in to school to support the PE provision | 4, 2, 3 | <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. We are hoping that some will support with our MATP challenge day</li> <li>3. Attend any Panathlon events hosted by Scarborough 6<sup>th</sup> form</li> </ol>                                                                                                                                                                                                                                            |
| 7. MATP embedded across the school with a whole school challenge day and quality mark application                                                                 | 1, 3, 4 | <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, we continue to look at options for an Autumn Term challenge day to support our MATP activities</li> <li>3. We will ensure that there are MATP challenge weeks across the year</li> <li>4. Our Gold Quality Mark will be up for renewal next year and we need to consider if we simply renew or whether we think about becoming a Centre of Excellence</li> </ol> |
| 8. Swimming sessions are well established for year 6 and a mix of pupils across the school                                                                        | 2, 1    | <ol style="list-style-type: none"> <li>1. We have enjoyed weekly swimming sessions throughout the summer term – this is due to limitations from the pool and availability for schools</li> <li>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</li> </ol>                                                                                                                                                                            |
| 9. We have seen an increase in pupils participating in the Dance sessions in school                                                                               |         | <ol style="list-style-type: none"> <li>1. The more able pupils attended the Eskdale Dance Festival and performed on the stage which enabled them to showcase their skills. They received lots of recognition for their efforts and they did brilliantly</li> <li>2. These pupils also completed their dance exams, the formal examiner visited school and the pupils completed their routines in exam conditions</li> <li>3. Sue the dance teacher has set up 3 sessions on a morning now at Barry's Lane which enables more children to</li> </ol>                                            |

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|                                                                                       |  | participate in their own way. We have formal, semi-formal and adapted groups and it's great to see the engagement and the participation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10. We have seen increased engagement in PE sessions from our more reluctant learners |  | <ol style="list-style-type: none"> <li>1. We have used pupil voice with good effect and we have introduced some slightly different sessions which have encouraged some of our more reluctant physical education learners to take part. They have been set challenges around school and have worked hard to complete them without recognising that the tasks involved orienteering and required the pupils to move around the site, work together and try new activities</li> <li>2. The sessions at Lady Edith's with Gavin Wood from North Yorkshire Sport have offered new experiences and activities to our older pupils and they have chosen to engage through their curiosity and fear of missing out on what everyone else is doing</li> </ol> |

| Meeting national curriculum requirements for swimming and water safety 2021/22<br>(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><b>N.B.</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 <b>over and above</b> 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:<br>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% (£1,500)                                                                                                                                                                                                                                                                                                                           |
| 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"><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% (£1,525)            | <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><li>We need to check that the sports continue to be appropriate and accessible for all pupils</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% (£4,092)                                                                                                                                                                                                                                                                                                                                                                                    |
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| 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> <li>• Pupils will begin to challenge themselves as they receive praise and recognition for their efforts</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> <li>• Praise will be given as we see pupils attempt new things and develop their independence when using the equipment</li> </ul> | 25% (£4,142)       | <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> <li>• There are timetabled sessions and there is also an outdoor learning offer outside of focused times</li> <li>• We are considering extra curricular lunchtime clubs when there is bad weather</li> </ul> |



| opportunity to try new sports – boccia, Panathlon, curling etc.                                                                                                                                                                                                                                                                                                                                                                    | events <ul style="list-style-type: none"> <li>• Ensure that activities are shared across different classes to widen pupil involvement</li> </ul>                                                                                                                                                                                                                          |                    | certificates <ul style="list-style-type: none"> <li>• Increased participation &amp; pupil motivation</li> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>• Improved achievement levels for some pupils</li> <li>• Improved engagement as there are new opportunities</li> </ul>                                                                                                                                                            |                                                                                                                                                                                                                                                                   |
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| <b>Key indicator 5: Increased participation in competitive sport</b>                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                           |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20% (£3,051)                                                                                                                                                                                                                                                      |
| 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)       | <b>Evidence:</b> <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> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>• Increased participation</li> <li>• More opportunities are being offered as we are</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> <li>• Possible MATP come and try events for the local primary schools with SEND hubs</li> </ul> |

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