

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

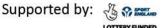
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

Created by:















Details with regard to funding Please complete the table below.

Total amount carried over from 2020/21	£ 5, 596
Total amount allocated for 2021/22	£ 18,250
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,250
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,250

Swimming Data

Please report on your Swimming Data below.

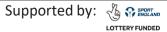
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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/No















Action Plan and Budget Tracking

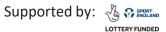
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that			Percentage of total allocation:	
primary school pupils undertake at le	ast 30 minutes of physical activity a d	ay in school		%
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:
Working towards at least 30 minutes of physical activity for all scholars through further engagement in the School Games Mark Outcomes.	PE Lead assessment of scholars' activity levels throughout the school day using the Active School Planner Heatmap tool. PE Lead accessing high quality training and signposting in a range of initiatives to promote and facilitate physical activity throughout the school day.	Part of funding accounted for in KPI 2.	Success would be: Times of inactivity identified; least active scholars identified. Initiative in place to increase activity levels for target groups of scholars.	
Use of sports Premium for HS (Sports Coach) to team teach with teaching staff to fully embed the new curriculum. Staff will be able to make further opportunities to promote activity at break and dinner time.		Part of funding allocated in KPI 3		













competitions online to further improve activity and competitiveness in school.	far greater than previously done. Use yearly planner to plan in competitions and events throughout the school year. System to be developed to ensure fair	HS to referee in		
leagues of competitive sports vs playground games and choose your own physical activity organised by playground leaders.	dinnertime to be a smooth transition between classes. Pupils to sign up and	competitive playground as part of £5000 allocation.		
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool 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:
The Astrea Promise Physical Literacy Strategy is a project across all Astrea Primary Academies. It is a commitment to our scholars that they will benefit from high standards of PE, School Sport, and Physical Activity (PESSPA) at all levels of their school experience in order to thrive and lead active, healthy, physically literate lives.	The programme of work covers 10 key areas which will result in improvements in all 5 PE and Sport Premium KPIs. See each KPI for a breakdown of the work. School accesses ongoing 1-1 support for the Programme where needed.	£ 3650	Success would be: Meeting the targets for the 10 KPIs	
A transparent and accurate account of spending on this document will enable parents and governors to see progress against the KPIs and challenge where necessary.	School accesses Trust support on evaluating effective PE and Sport Premium spending and preparation of related documents.		Success would be: High quality impact statement based on a well-planned PESSPA offer with real intent and measurable progress	













Scholars experience a consistent and School accesses Trust support on Success would berounded approach to PESSPA that is working towards the standards School achieves silver or higher. measured against a national standard needed to achieve School Games Mark submits application independently Status of silver or above including such as the School Games Mark submitting the application. Communication to staff, parents. School promotes PE and sport through Success would be: Impact report signed by governors governors, scholars, and prospective visibility of their PE and Sport Premium scholars that PESSPA is very much a part reporting on their website and School and shared with external parties of Astrea school life. Games Mark Award in school. where relevant Recognition and celebration of sporting Nominate scholars and staff for Astrea Success would be: achievements at Trust level to further High quality nominations from Promise Physical Literacy Awards and raise the profile of PESSPA as an attend the Astrea Promise Physical school staff, high attendance by important part of Astrea life and Literacy Awards Evening on 6th July. staff, scholars and parents, high something Astrea scholars can excel at. attendance by Trust central team Totally runnable programme led Timetable meetings, workshops and £3,400 approx through school. Pupils to engage with children's grouping to benefit the most closing the gender gap and boy's going forward. fairness workshops. Staff to further work on closing the gap and developing excitement around sport for all.









Key indicator 3: Increased confidence,	, knowledge, and skills of all staff in	teaching PE and s	port	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:
High-quality PE lessons and pedagogy so that all scholars make progress in physical literacy including skill acquisition, game play and PE theory.	Subject lead to attend 3 Astrea Promise PE conferences for continuing professional development in the role including take aways to disseminate to the whole school. Creation of a strong network between Hub schools and all primary schools across the Trust. Trust support for PE lead to carry out their role. Assessment against subject lead role and the programme's 10 KPIs to be included in PE Lead's appraisal.	Part of £3650 allocated in KPI 2.	Success would be: Attendance of the PE lead at the conferences, observed difference in the quality of teaching in PE throughout the school.	
New Real PE curriculum to be taken on board by the school. HS to deliver further training on curriculum as ongoing support throughout the year. All staff will build in confidence and be able to access easier to deliver curriculum with clear progression and expectations. Pedagogy an ongoing development with HS.	PE lead to liaise with Real PE on organising training day for new PE curriculum. MG and HS to attend any further support training in person or online to make full use of the program. All staff expected to be teaching from the same curriculum during LW's	£2,290		
Use of the sports coach as an ongoing	Ongoing timetable planned before	£5,000		









development of pedagogy in PE, helping to cement and reinforce the foundations of the REAL PE curriculum and enabling all PE lessons to be impactful and purposeful with a high amount of activity and understanding. Key indicator 4: Broader experience of	feedback/ areas of need for staff that can be built into the CPD calendar.	red 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:
All scholars have the confidence and opportunity to access extra-curricular physical activities improving the probability that sport and physical activity will be a part of their life in the future.	Working towards all scholars accessing at least one extracurricular club, at least one personal challenge and at least one off-site competitive experience. Club and competition data collection and analysis to provide baseline figures to assess the effectiveness of current provision and identify gaps. Trust support on closing the gaps to meet the target.	Part of the £5000 allocated in KPI 3	Success would be: Full analysis of data to show an increase in attendance compared to 2021/22 baseline or last full data set from pre covid.	
Scholars have the opportunity to excel in sport.	Facilitation of links with School Games competitions and experiences, high level competition within the Trust, Ambassador Programme resources and support to make links with clubs and sporting professionals from a range of		Success would be: Ongoing relationship with at least one ambassador including assemblies, display board and taster sessions, and an increase in the number of scholars involved in clubs outside school.	













	sporting careers. Identify at least one Ambassador to do an assembly, taster sessions and attend events. Create a display board for the ambassador and their club/sport.	
Improve use of Kobocca and ensure that pupils are engaged with ongoing competitions online to further improve activity and competitiveness in school.		
Sports week enrichment weeks to further expose pupils to new sports. Local clubs to lead taster sessions in a bid to open up new elite pathways for those pupils who engage with sports. New equipment purchased to allow for further clubs and activities to be available throughout the school year.	Sports week to be booked in and external providers to be contacted early to ensure availability and participation. Choose clubs based upon pupil voice questionnaire at the start of the year.	£1300
HS to run afterschool clubs to offer a variety of different sports to pupils at a reduced rate. After school clubs to be developed around pupil interest and to further bolster the range of sports and activities on offer.	Pupil voice to be used to choose activities. HS to agree to timetable of clubs which is to be reviewed half termly.	£1310













Key indicator 5: Increased participation in competitive sport		tion 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:
All scholars experience competition, in a positive and empowering environment, with the best of the best battling it out for Astrea Promise trophies and trustwide glory.	Access to 3 Trust elite pathway competitions which build from intraschool to inter-school and finally inter-hub to create an Astrea Champion. Sports to include Cross Country, Netball and Olympics themed multi-skills. Includes organisation of equipment, transport, certificates, medals and trophies, volunteers, and venues.	Part of the £3450 allocation from KPI 2.	Success would be: 100% positive responses from Pupil Voice taken after the tournament, children interested in going to another competition or getting involved with a club.	
Targeted group of Scholars have a positive competition experience.	Access to Tri-Golf Participation Tournament including organisation of equipment, transport, certificates, volunteers, and venue.		Success would be: 100% positive responses from Pupil Voice taken after the tournament, children interested in going to another competition or getting involved with a club.	
Create local intra-hub competitions with schools within an easily transportable distance. More pupils will be able to engage with high quality competitions with other pupils from in and out of the trust allowing for more pupils to be identified for elite pathways.	Access to local competitions including organisation of equipment, transport, certificates, volunteers, and venue.	£1000		













Develop half termly intra-school multi- sport/ taster session festivals and competitions to further enhance the offer available to pupils and allow for pupils to develop and nurture their sense of competition and drive. Signpost elite pathways for these pupils and pass on information to families to build further links with local clubs and support our own pupils.	competition with HS and book into the diary ready for September.	£500 equipment	
Improve use of Kobocca and ensure that pupils are engaged with ongoing competitions online to further improve activity and competitiveness in school.	Share log in details with HS and engage far greater than previously done. Use yearly planner to plan in competitions and events throughout the school year.		
achievement and talent during	Amend HS timetable to allow for clubs and work on ongoing registers to allow for them to be made the most use of.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











