

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) 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.

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.

Schools are required to [publish details](#) 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](#).



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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 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:
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.	HS and MG (PE Lead) to attend training and develop a planner/diary of training to be held throughout the year for support staff. Teaching staff to be part of an ongoing round robin of team teach and delivery monitored by MG.	Part of funding allocated in KPI 3		

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<p>Improve use of Kobocca and ensure that pupils are engaged with ongoing competitions online to further improve activity and competitiveness in school.</p> <p>Develop breaktimes to allow for a competitive playground with organised leagues of competitive sports vs playground games and choose your own physical activity organised by playground leaders.</p>	<p>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.</p> <p>System to be developed to ensure fair use of playgrounds by all and for dinnertime to be a smooth transition between classes. Pupils to sign up and decide upon own teams at the start of the academic year so football league can be developed.</p>	<p>HS to referee in competitive playground as part of £5000 allocation.</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>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.</p> <p>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.</p>	<p>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.</p> <p>School accesses ongoing 1-1 support for the Programme where needed.</p> <p>School accesses Trust support on evaluating effective PE and Sport Premium spending and preparation of related documents.</p>	<p>£ 3650</p>	<p>Success would be: Meeting the targets for the 10 KPIs</p> <p>Success would be: High quality impact statement based on a well-planned PESSPA offer with real intent and measurable progress</p>	

<p>Scholars experience a consistent and rounded approach to PESSPA that is measured against a national standard such as the School Games Mark.</p> <p>Communication to staff, parents, governors, scholars, and prospective scholars that PESSPA is very much a part of Astrea school life.</p> <p>Recognition and celebration of sporting achievements at Trust level to further raise the profile of PESSPA as an important part of Astrea life and something Astrea scholars can excel at.</p> <p>Totally runnable programme led through school. Pupils to engage with closing the gender gap and boy's fairness workshops. Staff to further work on closing the gap and developing excitement around sport for all.</p>	<p>School accesses Trust support on working towards the standards needed to achieve School Games Mark Status of silver or above including submitting the application.</p> <p>School promotes PE and sport through visibility of their PE and Sport Premium reporting on their website and School Games Mark Award in school.</p> <p>Nominate scholars and staff for Astrea Promise Physical Literacy Awards and attend the Astrea Promise Physical Literacy Awards Evening on 6th July.</p> <p>Timetable meetings, workshops and children's grouping to benefit the most going forward.</p>	£3,400 approx	<p>Success would be: School achieves silver or higher, submits application independently</p> <p>Success would be: Impact report signed by governors and shared with external parties where relevant</p> <p>Success would be: High quality nominations from school staff, high attendance by staff, scholars and parents, high attendance by Trust central team</p>	
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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:
High-quality PE lessons and pedagogy so that all scholars make progress in physical literacy including skill acquisition, game play and PE theory.	<p>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.</p> <p>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.</p>	<p>Part of £3650 allocated in KPI 2.</p> <p>£2,290</p> <p>£5,000</p>	<p>Success would be: Attendance of the PE lead at the conferences, observed difference in the quality of teaching in PE throughout the school.</p>	
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.	<p>PE lead to liaise with Real PE on organising training day for new PE curriculum.</p> <p>MG and HS to attend any further support training in person or online to make full use of the program.</p> <p>All staff expected to be teaching from the same curriculum during LW's</p>			
Use of the sports coach as an ongoing	Ongoing timetable planned before			

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.	the start of the year. MG to monitor and HS to report back with any feedback/ areas of need for staff that can be built into the CPD calendar.			
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:
<p>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.</p> <p>Scholars have the opportunity to excel in sport.</p>	<p>Working towards all scholars accessing at least one extra-curricular 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.</p> <p>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</p>	Part of the £5000 allocated in KPI 3	<p>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.</p> <p>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.</p>	

	<p>sporting careers.</p> <p>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.</p>			
<p>Improve use of Kobocca and ensure that pupils are engaged with ongoing competitions online to further improve activity and competitiveness in school.</p>	<p>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.</p>			
<p>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.</p>	<p>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.</p>	£1300		
<p>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.</p>	<p>Pupil voice to be used to choose activities. HS to agree to timetable of clubs which is to be reviewed half termly.</p>	£1310		

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:
<p>All scholars experience competition, in a positive and empowering environment, with the best of the best battling it out for Astrea Promise trophies and trust-wide glory.</p> <p>Targeted group of Scholars have a positive competition experience.</p> <p>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.</p>	<p>Access to 3 Trust elite pathway competitions which build from intra-school 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.</p> <p>Access to Tri-Golf Participation Tournament including organisation of equipment, transport, certificates, volunteers, and venue.</p> <p>Access to local competitions including organisation of equipment, transport, certificates, volunteers, and venue.</p>	<p>Part of the £3450 allocation from KPI 2.</p> <p>£1000</p>	<p>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.</p> <p>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.</p>	

<p>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.</p> <p>Improve use of Kobocca and ensure that pupils are engaged with ongoing competitions online to further improve activity and competitiveness in school.</p> <p>HS to run lunchtime clubs to boost achievement and talent during competitions. Pupils will have practiced for longer and in greater depth than before ensuring more positive results in competition.</p>	<p>Organise dates and content of each competition with HS and book into the diary ready for September.</p> <p>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.</p> <p>Amend HS timetable to allow for clubs and work on ongoing registers to allow for them to be made the most use of.</p>	£500 equipment		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	