

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 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](#).



Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£21360
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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 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: 2022-23		Total fund allocated: £		Date Updated: July 2022	
<p>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</p>					Percentage of total allocation:
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:	
<p>To continue to provide opportunities to increase the amount of activity that each child in school engages with every day.</p> <p>Working towards at least 30 minutes of physical activity for all scholars through further engagement in the School Games Mark Outcomes</p>	<p>To train new Y6 School sports crew to run weekly physical challenges e.g Youth Sports Trust 60 secs challenges / sports hall athletics awards & lunchtimes to run intra comps. From Sept aim to have some on KS1 yards and upskill some Y4 children to help out on Y3 yards.</p> <p>PE Lead assessment of scholars' activity levels throughout the school day using the Active School Planner Heatmap tool.</p> <p>PE Lead accessing high quality training and signposting in a range of initiatives to promote and facilitate physical activity throughout the school day.</p>		<p>Sports leader training as part of Arches SSP Platinum package (see KPI 5)</p>	<p>Increase in activity levels. Lunchtime clubs offered to KS2. Sport leaders helped to run Commonwealth games PB challenges and activities using school games formats.</p>	

	I moves active blasts and daily personal challenges to be used.			
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:
Maintain a raised profile of PE/ school sport with staff and all pupils within school	Staff to continue to use “I -moves” active blasts in the classroom Extra PE sessions as reward for top DOJO points in each class	I- moves £697	Active breaks during lessons will relieve stress and improve concentration. Extra PE sessions have been a popular choice for weekly - DOJO winners. These have been aimed at a fun participation, maximum activity.	Continue to use imoves Active blasts and aim to embed in the curriculum. Discuss with SLT
Ensure parents are aware of sporting activities across the school.	Use of twitter and weekly newsletters to advertise events and results and celebrate success.		Twitter & parent app actively used weekly to report to parents. Fortnightly newsletter informs parents of PESSPA events.	
Use PESSPA to improve behaviour/attendance	Targeted interventions – & lunchtime club for behaviour. Use school sports crew to set up lunchtime activities. Use student voice to see which activities they want to run at lunchtime clubs Introduce active breakfast clubs to improve attendance			
Continue to offer a range of lunchtime & afterschool sport clubs &	Encourage more teaching & support staff to become involved.			

<p>provide exit routes/links to local clubs</p> <p>Look to have a termly PESSPA celebration assembly.</p> <p>Trip to a live sporting fixture.</p> <p>All KS2 children to visit an elite sports venue. Children to experienced world class facility including trying something new – high jump/Shot/Long jump pit with sand.”</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</p>	<p>To award PE star of the term in each class as well as celebrate any competitions/ children representing the school.</p> <p>Contact Sheff Utd & Wed and see if can take children to a game. Also look for other sports –possibly basketball</p> <p>KS2 sports day to be held at English Institute of sport Sheffield</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</p>	<p>Medals & certificates £300</p> <p>EIS Venue Hire £795</p> <p>Transport £2000</p> <p>£ 20% of overall grant allocation</p>		
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<p>progress against the KPIs and challenge where necessary.</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>of related documents.</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>			
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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:
Upskill teaching staff and T.A's with CPD during PE lessons. Upskill PE lead High-quality PE lessons, pedagogy, and curriculum so that all scholars make progress in physical literacy including skill acquisition, game play and PE theory.	<p>All teachers Y1-6 to work alongside PE specialist once a week to observe lesson. PE specialist to coach staff and provide immediate feedback allowing opportunities for team teaching.</p> <p>PE specialist to conduct learning walks and lesson observations of all staff.</p> <p>PE lead to attend</p> <ul style="list-style-type: none"> PE school sports partnership conference. CPD – sports specific coaching courses <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</p>	<p>£</p> <p>To cover PE specialist teaching and supply costs to attend conferences</p>	<p>All staff to ensure progression across the key stage by using I Moves in line with whole school curriculum mapping.</p> <p>Staff confidence to deliver lessons will increase. Children to receive a better PE experience which will improve attainment.</p>	<p>Continue to buy into Imoves. Learning walks and observations a big focus for next academic year.</p>

	<p>subject lead role and the programme's 10 KPIs to be included in PE Lead's appraisal.</p> <p>Curriculum and PE assessment development.</p>			
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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>Provision of new experiences for children both during PE lessons and during clubs</p> <p>Replenish /purchase equipment for curriculum and extra- curricular to allow children to experience new sports activities, personal challenge and opportunity to lead and officiate</p> <p>All scholars have the confidence and opportunity to access extra-</p>	<p>5 hours of Sheffield Eagles coaching per week for Y5 children during Autumn term in curriculum time.</p> <p>Gymnastics after school club</p> <p>Working towards all scholars accessing at least one extra-</p>	<p>Sheffield eagles coaching costs =£600</p> <p>£1200 tbc</p> <p>tbc</p>	<p>Provide CPD for Y5 staff and PE lead.</p> <p>All children in Y5 & 6 experienced Tag rugby during PE lesson.</p> <p>Enable high quality PE lessons as all children have access to equipment. Also more specialised equipment allow new skills to be developed.</p>	

<p>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>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 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>			
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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>Maintain and develop attendance at family, area and county competitions.</p> <p>Cluster Package –provide additional competitions for ks1 and Ks2</p> <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>Continue to buy into Arches school sports partnership (ASSP) to allow a variety of activities to be attended. Festivals and competitions including Partnership Games</p> <p>Continue to buy into Arches “Firth Park” cluster to (FPC) to allow more opportunities so that higher % children attend inter comps</p> <p>Enrichment PE days each term for all children to take part in intra competition.</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>Arches SSP Platinum package £2650 Partnership games T shirts = £100</p> <p>Arches SSP Cluster £450</p>	<p>Attendance at SSP events</p> <p>Competition database shows increase in numbers of children accessing competition through virtual and whole school comps.</p>	<ul style="list-style-type: none"> Continue to work closely with cluster schools to increase number of competition opportunities for children Continue to evaluate the offer of after school clubs available across the year.

Targeted group of Scholars have a positive competition experience	Access to Tri-Golf Participation Tournament including organisation of equipment, transport, certificates, volunteers, and venue.			
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Signed off by	
Head Teacher:	<i>C. Costello</i>
Date:	22/02/22
Subject Leader:	CD Alcock
Date:	21/07/22
Governor:	J. Williams
Date:	21/07/22