

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised 25/6/22

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](#).



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount carried over from 2021/22  | £0      |
| Total amount allocated for 2022/23  | £17,590 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2025. | £17,590 |

## Swimming Data

Please report on your Swimming Data below.

|   |  |
|---|--|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><b>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</b> |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><b>N.B.</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.<br>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]?<br>Please see note above  |  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  |  |
| 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?   |  |

## 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: £17,590   |  | Date Updated: 22.06.22                                       |  |
| Key indicator 1: The engagement of all 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:  |
|   |  |   |  |  | £4,000 = 23%   |
| 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?  |
| Encourage role modelling of healthy and active lifestyle by all staff and the children they teach throughout the curriculum and daily timetable to ensure children begin to embed physical activity as a natural way of life. |  | Opportunities for scholars to work with a range of active role-models within school- Sports Coach, staff, visitors (Caged Steel; Street Dance etc.)   |  | PE Leadership Time.  | Success would be:<br>Times of inactivity identified; least active scholars identified. Initiatives in place to increase activity levels for target groups of scholars. |
| 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.   |  |  | Success would be aspects of Healthy Learning, Healthy Living linked to physical health and activity evidenced and achieved.  |
| To increase the amount of sporting activities across KS1 and 2 at lunchtimes and within extended school provision.  |  | PE Lead accessing high quality training and signposting in a range of initiatives to promote and facilitate physical activity throughout the school day. Active Fusion Gold Package includes in-school support for PE subject leader. |  |  | Heat Maps to show minimum of 30 minutes physical activity daily across all classes   |
|   |  |   |  | Active Fusion Gold Package £6,800 (Linked to KPI 3 spending) | Success would be measured by the number of pupils attending clubs.   |

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| To develop the children's sports leadership skills and use pupils as role models across the school.   | Work with Active Fusion to develop extended school provision and lunchtime active clubs- purchase 'bolt-ons' Fusion Leaders, e.g. Balance Bikes, Dance.  | Active Fusion Bolt Ons – £1,500                              | Success would be Fusion Leaders able to organise activities for other pupils with minimal support from adults.   |
|   | Active Fusion (Gold package) used in school- Fusion Leaders Training for thirty KS2 and twelve KS1 leaders. Sports Coach to deliver over two half days or one full day of coaching, including resources. | Active Fusion Gold Package £6,800 (Linked to KPI 3 spending) |  |
|   | Purchase further resources to support delivery of PE and sporting clubs and physical activity.   | PE resources/ equipment- £1,500                              |  |
| Develop the use of outdoor learning to promote regular physical activity.   | Deliver Forest Schools targeted sessions for identified pupils, including Forest School Afterschool Club   | Staffing Forest School Club- 2 staff x 30 weeks =£500        | Success would be in tracking an increase in the numbers of children accessing outdoor learning and regular physical activity.  |
| Develop the provision for physical development to increase engagement in physical activity within the EYFS.   | Daily Gross Motor activities planned within EYFS timetable and delivered, e.g. Pen Pals intervention, large scale construction and Physical Box in outdoor area.   | EYFS Resources- £250   | Success would be children will have developed core strength and coordination, gross and fine motor skills through engaging in regular physical activity within the EYFS setting. |
| Development of Sensory Circuits within individual pupil/small group daily timetables for identified SEN pupils to increase levels of physical activity and promote emotional regulation and engagement in | Sensory Circuits Training delivered to key staff within school- to be provided by BOSS.  | Training Session for staff- free                             |  |
|   | SENCO to coordinate programme of Sensory Circuits for identified pupils.   | Sensory Circuit Resources- £250                              | Staff will have developed an understanding how different kinds of physical activity can positively impact on emotional regulation  |

| learning.  |  |  | and wellbeing. Identified pupils will be regulated and engaged.  |  |
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| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  |  |  |  | Percentage of total allocation:<br>£2,759 =16% |
| 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>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>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</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>School accesses Trust support on sustaining the standards needed to maintain School Games Mark Status of Gold.</p> <p>School promotes PE and sport through visibility of their PE and Sport Premium reporting on their</p> | <p><b>£1,759</b></p> <p>Grant allocation to Astrea Central to fund trust wide initiatives.</p> <p>(Funding split across KP1 2 &amp; 5)</p> | <p>Success would be:<br/>Meeting the targets for the 10 KPIs<br/>Progress towards KPIs shared with stakeholders.</p> <p>Minuted discussions with SLT and Governors regarding Sports Premium spending and impact.</p> |  |



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| <p>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>Children speak positively about their involvement in school sports.</p> <p>Children are enthusiastic during PE sessions and clubs.</p> <p>Children recognise when they and others are achieving their best in sporting activities.</p> <p>School becomes more active.</p> | <p>website and School Games Mark Award in school.</p> <p>Initiatives within school to raise profile of PESSPA within school, e.g. Rewards; Castle Team sports kit; Annual Sports Week, display cabinet.</p> <p>Termly assembly to raise profile of sport and celebrate achievements and attitudes towards sport and exercise in and out of school.</p> <p>Nominate scholars and staff for Astrea Promise Physical Literacy Awards and attend the Astrea Promise Physical Literacy Awards Evening.</p> <p>Embed the Sports Council within school- identified role and child friendly action plan; calendar of events planned.</p> <p>Children share 'out of school' sporting achievements in weekly assembly and celebrated on Sports Display/Newsletter.</p> | £1000 | <p>Success would be: PESSPA promoted frequently through weekly newsletter, MCAS and through Social Media and termly assembly.</p> <p>Success would be having PE display evident in school to showcase a range of aspects of PE and physical activity.</p> <p>Success would be in the Sports Council identifying and acting upon next steps for the development of sports and PE in school.</p> <p>Success would be children being able to articulate their sporting achievements with pride and enthusiasm.</p> |  |
|--|--|-------|---|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport |                           |         |                             | Percentage of total allocation: |
|---|---------------------------|---------|-----------------------------|---------------------------------|
|   |                           |         |                             | 52%                             |
| Intent  | Implementation            |         | Impact                      |                                 |
| Your school focus should be clear   | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested    |

| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | achieve are linked to your intentions:  | allocated:  | pupils now know and what can they now do? What has changed?   | next steps: |
|--|---|---|---|-------------|
| <p>To support the development of PE teaching across school by pairing up coaches with class teachers.</p> <p>To ensure all classes have access to high quality PE lessons from confident teachers who have been trained.</p> | <p>Plan of support using Active Fusion coach- Gold Package includes: One full day of coaching per week (39 Weeks); In-school support for PE subject leader; Two FREE places at the Active Fusion Conference; Three in-school Twilight sessions for staff; three external CPD sessions run by the Active Fusion Team.</p> <p>Induct new PE lead into school.</p> <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>Purchase and implement Real PE scheme to support teachers with effective delivery of a PE curriculum across school.</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</p> | <p><b>Coaching Gold Package- £6,800</b></p> <p><b>Primary Scheme for Real PE = £2,300</b></p> | <p>Success would be shown in monitoring PE lessons.</p> <p>Success would be:<br/>High quality impact statement based on a well-planned PESSPA offer with real intent and measurable progress</p> <p>Success would be: sustaining the Gold award status.</p> <p>Success would be:<br/>Impact report signed by governors and shared with external parties where relevant.</p> <p>Success would be:<br/>High quality nominations from school staff, high attendance by staff, scholars and parents, high attendance by Trust central team</p> <p>Success would be: that staff feel empowered and confident in delivery of PE using the Real PE scheme.</p> |             |



|   | included in PE Lead's appraisal.  |   |   |  |
|---|---|---|---|--|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |   |   | 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.</p> <p>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> | <p>Extra Curricular clubs provided through Active Fusion 'bolt ons' and other local sporting/community clubs. (Links to KP1 spending)</p> | <p>Success would be:<br/>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:<br/>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> |  |

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| <p>All pupils take part in activities focused on improving mental health through physical activity. Including mindfulness and yoga.</p> <p>All children involved in a wide range of in school and out of school sports and activities,</p> | <p>Children's Mental Health Week-7<sup>th</sup> February 2022.</p> <p>Mental Health Week- 8<sup>th</sup> May 2022.</p> <p>School clubs planned to offer experiences not within the PE curriculum e.g. balance bikes and archery.</p> |  | <p>Success would be:</p> <p>All children will have accessed activities that focus on improving mental health through physical activity. Pupil voice demonstrates that children are able to articulate their understanding of the positive impact of physical activity on our mental health.</p> |  |
|--|--|--|---|--|

| Key indicator 5: Increased participation in competitive sport   |  |  |   | Percentage of total allocation:          |
|---|--|--|---|--|
|   |  |  |   | 10%                                      |
| 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>Increase pupil's enjoyment of competitive sport.</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><b>£1,759</b></p> <p>Grant allocation to Astrea Central to fund trust wide initiatives.</p> <p>(Funding split across KP1 2 &amp; 5)</p> | <p>Success would be:<br/>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:<br/>100% positive responses from Pupil Voice taken after the tournament, children interested in going to another competition or getting involved with a club.</p> |  |

|                 |                           |
|-----------------|---------------------------|
| Signed off by   |                           |
| Head Teacher:   | Claire Blagden            |
| Date:           | 6 <sup>th</sup> July 2022 |
| Subject Leader: | Tim Smith                 |
| Date:           | 6 <sup>th</sup> July 2022 |

Created by:



Supported by:



|           |                   |
|-----------|-------------------|
| Governor: | Pending signature |
| Date:     |                   |