

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised 25/6/22

# 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 **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.

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.

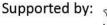
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.** 

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 <u>HERE</u>.

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### **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**

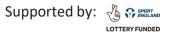
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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 evenif 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 atleast 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	













# **Action Plan and Budget Tracking**

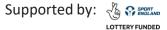
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £17,590	Date Updated:	22.06.22	
<b>Key indicator 1:</b> The engagement of primary school pupils undertake at lea			Officers guidelines recommend that	Percentage of total allocation: $£4,000 = 23\%$
Intent	Implementation		Impact	£ <del>1,000</del> – 2570
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:
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.)		Success would be: Times of inactivity identified; least active scholars identified. Initiatives in place to increase activity levels for target groups of scholars.	
	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  Success would be measured by the number of pupils attending clubs.	













	rand innemme active chips-	Active Fusion Bolt Ons –	Success would be Fusion Leaders able to organise activities for other pupils with minimal support from adults.	
To develop the children's sports leadership skills and use pupils as role models across the school.		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	Deliver Forest Schools targeted sessions for identified pupils, including Forest School Afterschool Club	staff x 30 weeks =£500	Success would be in tracking an increase in the numbers of children accessing outdoor learning and regular physical	
	Daily Gross Motor activities planned within EYFS timetable and	EYFS	activity.	
Develop the provision for physical development to increase engagement	delivered, e.g. Pen Pals intervention,	Resources-	Success would be children will	
in physical activity within the EYFS.	large scale construction and Physical	£250	have developed core strength and	
	Box in outdoor area.		coordination, gross and fine motor skills through engaging in regular	
	Sensory Circuits Training delivered	I — .	physical activity within the EYFS	
	to key staff within school- to be provided by BOSS.	Session for staff- free	setting.	
daily timetables for identified SEN	ŗ ·		Staff will have developed an	
		Sensory Circuit	understanding how different kinds	
activity and promote emotional	Sensory Circuits for identified	Resources-	of physical activity can positively	
regulation and engagement in	pupils.	2230	impact on emotional regulation	













learning.			and wellbeing. Identified pupils will be regulated and engaged.	
<b>Key indicator 2: The profile of PES</b>	SSPA being raised across the school	as a tool for wh	ole school improvement	Percentage of total allocation:
				£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:
Primary Academies. It is a	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.	Grant allocation to Astrea Central to fund trust wide	Success would be: Meeting the targets for the 10 KPIs Progress towards KPIs shared with stakeholders.	
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.	evaluating effective PE and Sport Premium spending and preparation of related documents.	ŕ	Minuted discussions with SLT and Governors regarding Sports Premium spending and impact.	
rounded approach to PESSPA that is	School accesses Trust support on sustaining the standards needed to maintain School Games Mark Status of Gold.			
Communication to staff, parents, governors, scholars, and prospective	School promotes PE and sport through visibility of their PE and Sport Premium reporting on their			













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

<b>Key indicator 3:</b> Increased confidence	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
				52%	
Intent	Implementation		Impac		
			t		
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:
To support the development of PE teaching across school by pairing up coaches with class teachers.  To ensure all classes have access to high quality PE lessons from confident teachers who have been trained.	includes: One full day of coaching	Раскаде- £6,800	Success would be shown in monitoring PE lessons.  Success would be: High quality impact statement based on a well-planned PESSPA offer with real intent and measurable progress  Success would be: sustaining the Gold award status.  Success would be: Impact report signed by governors and shared with external parties where relevant.  Success would be: High quality nominations from school staff, high attendance by staff, scholars and parents, high attendance by Trust central team	
Created by: Physical Active Active Partnerships	effective delivery of a PE curriculum across school.  Trust support for PE lead to carry out their role. Assessment against subject lead role and the programme's 10 KPIs to be Supported by:	for Real PE =	Success would be: that staff feel empowered and confident in delivery of PE using the Real PE scheme.	

	included in PE Lead's appraisal.			
Key indicator 4: Broader experience	of a range of sports and activities offer	ered to all pupils	<u> </u>	Percentage of total allocation:
Intent	Implementation		Impac t	
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 pportunity to access extra-curricular hysical activities improving the robability that sport and physical ctivity will be a part of their life in the future.  cholars have the opportunity to excel a sport.	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	through Active Fusion 'bolt ons' and other local sporting/commu nity clubs. (Links to KP1 spending)	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.  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.	

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













Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Implementation		Impac	10%
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:
Champion. Sports to include Cross Country, Netball and Olympics themed multi-skills. Includes organisation of equipment, transport, certificates, medals and trophies, volunteers, and venues.  Access to Tri-Golf Participation Tournament including organisation of equipment, transport,	to Astrea Central to fund trust wide initiatives. (Funding split across KP1 2 & 5)	tournament, children interested in going to another competition or getting involved with a club.  Success would be: 100% positive responses from Pupil Voice taken after the tournament, children interested in	
	Implementation  Make sure your actions to achieve are linked to your intentions:  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.  Access to Tri-Golf Participation Tournament including organisation	Implementation  Make sure your actions to achieve are linked to your intentions:  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.  Access to Tri-Golf Participation Tournament including organisation of equipment, transport, certificates, volunteers, and venue.	Impac  Make sure your actions to achieve are linked to your intentions:  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.  Access to Tri-Golf Participation Tournament including organisation of equipment, transport,  Tournament including organisation of equipment, transport,  Impac  Evidence of impact: what do pupils now know and what can they now do? What has changed?  Success would be: 100% positive responses from Pupil Voice taken after the tournament, children interested in getting involved with a club.  Success would be: 100% positive responses from Pupil Voice taken after the tournament, children interested in

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













Governor:	Pending signature
Date:	













