

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Reviewed Action Plan- July 2023

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. 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	34%
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	34%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%
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?	<i>In order to respond to low % of pupils achieving threshold, additional swimming lessons will be provided for identified pupils.</i>

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.)			Success would be: 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.		PE Leadership Time.	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		Active Fusion Gold Package £6,900 (Linked to KPI 3	
					Sustainability and suggested next steps:
					Positive role models have provided extended curriculum opportunities, e.g. Sponsored Athlete, Aspirations Fortnight-Cricket Coach event. <i>To continue to build further opportunities for 2023/24.</i>
					Active playtime programme introduced to provide and promote a range of activities for pupils during lunch and playtimes, e.g. Movement Monday and Football Friday. <i>To develop systems to monitor impact of active playtimes and collect pupil voice.</i>
					Tool used and highlighted the need to continue to provide a variety of physical activities

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	<p>throughout the school day. Active Fusion Gold Package includes in-school support for PE subject leader.</p> <p>Work with Active Fusion to develop extended school provision and lunchtime active clubs- purchase ‘bolt-ons’ Fusion Leaders, e.g. Balance Bikes, Dance.</p>	<p>spending) Active Fusion Bolt Ons – £1,500</p> <p>Active Fusion Gold Package £6,900 (Linked to KPI 3 spending)</p> <p>PE resources/ equipment- £1,500</p>	<p>Heat Maps to show minimum of 30 minutes physical activity daily across all classes</p> <p>Success would be measured by the number of pupils attending clubs.</p> <p>Success would be Fusion Leaders able to organise activities for other pupils with minimal support from adults.</p>	<p>according to interests throughout the year. Popular activities include: Football Club. PE Lead and support staff member accessed training/conference events. <i>PE Action Plan to be updated to reflect training.</i></p> <p>Active Challenge introduced by Sports Council. <i>To develop interschool competition with Active Challenges.</i></p> <p>45 minutes of active lunchtime provision available and daily active challenges available. <i>To develop monitoring systems to track pupil engagement. To collect pupil voice to inform further active opportunities through Class Conference. Purchase Bike Sheds and storage to make equipment more accessible on daily basis.</i></p> <p>School spreadsheet demonstrates wider uptake of all groups of pupils in sporting activities and extended school provision.</p> <p>Sports Council have taken the lead on establishing the Active Challenge and organised other</p>
<p>To develop the children’s sports leadership skills and use pupils as role models across the school.</p>	<p>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.</p> <p>Purchase further resources to support delivery of PE and sporting clubs and physical activity.</p>	<p>Staffing Forest School Club- 2 staff x 30 weeks =£500</p>	<p>Success would be in tracking an increase in the numbers of children accessing outdoor learning and regular physical activity.</p>	
<p>Develop the use of outdoor learning to promote regular physical activity.</p>	<p>Deliver Forest Schools targeted sessions for identified pupils, including Forest School Afterschool Club</p>			

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 Training Session for staff- free Sensory Circuit 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.	sporting events, e.g. Sponsored Athlete Event. All children have accessed outdoor learning as part of the Enrichment Programme. This includes Forest School, Commando Joes. <i>Complete and respond to Pupil Voice relating to outdoor learning. Further development of progressive outdoor curriculum mapping.</i> Daily physical interventions delivered leading to all pupils in EYFSP achieved ELG for Gross Motor. <i>To continue through further CPD for new EYFS staff.</i> Timetables and personal timetables adapted to include sensory circuits. See case study of impact. <i>Further support from external agencies with Sensory Circuits and staff CPD.</i>
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 learning.	Sensory Circuits Training delivered to key staff within school- to be provided by BOSS. SENCO to coordinate programme of Sensory Circuits for identified pupils.		Staff will have developed an understanding how different kinds of physical activity can positively impact on emotional regulation and wellbeing. Identified pupils will be regulated and engaged.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole 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:
<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 scholars that PESSPA is very much a part of Astrea school life.</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 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</p>	<p>£1,759</p> <p>Grant allocation to Astrea Central to fund trust wide initiatives.</p> <p>(Funding split across KP1 2 & 5)</p>	<p>Success would be: Meeting the targets for the 10 KPIs Progress towards KPIs shared with stakeholders.</p> <p>Minuted discussions with SLT and Governors regarding Sports Premium spending and impact.</p> <p>Success would be: PESSPA promoted frequently through weekly newsletter, MCAS and through Social Media and termly assembly.</p>	<p>School has participated in all Trust wide PE activities and events, including CPD.</p> <p>Notice boards, social media and newsletters communicate sporting activities to wider school community and continue to raise profile.</p> <p><i>To continue ongoing work and new PE Lead to take on this role with support of established leads within school.</i></p> <p>Sports Premium presentation made to Governors and Governors review Sports Premium Report.</p> <p>Maintained the Gold Gamesmark.</p> <p><i>To maintain Gold Gamesmark and use the audit tool to develop further opportunities which will feed into the school PE Action Plan.</i></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>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 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>	<p>Sports Council Board in hall showcases aspects of PE and physical activity.</p> <p>An active Sports Council led by PE Lead. Timetabled bi-weekly. Sports Council Impact statement.</p> <p><i>To further develop the roles of Sports Council linked to PE Action Plan.</i></p> <p>6 individual pupils and Sports Council finalists for Astrea Promise Sports Awards.</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:
				52%
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:
To support the development of PE teaching across school by pairing up	Plan of support using Active Fusion coach- Gold Package	Coaching Gold	Success would be shown in monitoring PE lessons.	Two staff members attended Active Fusion Conference (PE

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<p>Your school focus should be clear what you want the pupils to know</p> <p>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>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>All pupils take part in activities focused on improving mental health</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>Children's Mental Health Week- February 23.</p>	<p>Extra Curricular clubs provided through Active Fusion 'bolt ons' and other local sporting/commu nity clubs. (Links to KP1 spending)</p>	<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>Success would be: All children will have accessed activities that focus on improving</p>	<p>Increase in clubs offered to all pupils in comparison to previous school year. All clubs well attended, with waiting lists.</p> <p>Positive take up for pupils, including those with SEN and/or Pupil Premium.</p> <p>Promotion of community sport networks, e.g. Local Cricket Club provided free taster sessions for all classes from FS2→Y6.</p> <p>Sports Council Board- in hall. Central display.</p> <p><i>Further develop wider opportunities next year with Doncaster Rovers Premier League Stars programme and other community group links.</i></p>

through physical activity. Including mindfulness and yoga. All children involved in a wide range of in school and out of school sports and activities,	Mental Health Week- May 23 School clubs planned to offer experiences not within the PE curriculum e.g. balance bikes and archery.		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.	
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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>£1,759</p> <p>Grant allocation to Astrea Central to fund trust wide initiatives.</p> <p>(Funding split across KP1 2 & 5)</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>Pupils engaged in intra-school and inter school activities: Cross Country Tri Golf Astrea KS1 & KS2 Olympics</p> <p>All children spoke positively about the experience and keen to share with others.</p>

Signed off by	
Head Teacher:	Claire Blagden
Date:	6 th July 2022
Subject Leader:	Hannah Middlebrook
Date:	18 th July 2023 REVIEW

Created by:



Supported by:



Governor:	Holly Chapman
Date:	Updated July 2023