

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

For Academic Year 2022/2023

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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

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 2023.**

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 2022. 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 22/22	£O
Total amount allocated for 2020/21	£ 18,480
How much (if any) do you intend to carry over from this total fund into 2021/22?	£O
Total amount allocated for 2022/23	£ 18,420
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 18,660

Swimming Data

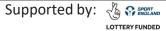
Please report on your Swimming Data below.

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?	













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:		
Key indicator 1: The engagement of a primary school pupils undertake at le	•		icers guidelines recommend that	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:
variety of after school clubs are available to suit all ages and abilities and that these link to future competitions and sporting events as well as interests.	PE lead to liaise Sports Coach on clubs offered and with Team Activ, Astrea Active, Dance teachers, football coaches and other professionals to provide an enriched programme of opportunities. PE Lead to track participation in clubs.	£1000		
the national curriculum before the end of key stage 2.	Ensuring the opportunity is there for KS2 children to start their swimming education, as well as ensuring that those who haven't met the requirements have the opportunity too.			











Provide Bikeability sessions for pupils	Bikeability sessions booked for Y5		
1	pupils from February.	Free	
improve safety knowledge.	,		
miprovo saret, mierrieuge.			
Working towards at least 30 minutes	PE Lead assessment of scholars'	Part of the 20%	
of physical activity for all scholars	l activity levels throughout the school	to Astrea Trust	
through further engagement in the	i day using the Active School Planner	shown in KP2	
School Games Mark Outcomes.	Heatmap tool.	Shown in KP2	
	PE Lead accessing high quality training		
	and signposting in a range of initiatives		
	to promote and facilitate physical		
	activity throughout the school day.		
Tatally Downskia Davidso attitudas	DE land banked Cilver Dankers to		
Totally Runnable – Develop attitudes		£5000	
and improve self- esteem particularly			
UKS2 girls and boys	Collaborative Review Days (2		
	days to cover all 9 classes,		
	and to include an hour		
	meeting with PE lead as part		
	of the information gathering		
	process)		
	Written Gender Sport Gap		
	Report		
	 2 x Strategy Meetings 		
	 Staff Training Workshop 		
	• 4 x Pupil workshops (Y5 Girls		
	and Sport Workshop, Y5		
	Boys' Fairness Workshop, Y6		
	Girls and Sport Workshop		
	and Y6 Boys' Fairness		
	Workshop)		
	6 week Girl on the Run		
	Course for Y5 girls		













	Ciulo and Chart Blades	I		
	Girls and Sport Pledge		<u> </u>	5
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
Intent	Implementation		Impact	
	The programme of work covers 10	Estimate-		
	key areas which will result in	£3600		
Primary Academies. It is a	improvements in all 5 PE and Sport			
commitment to our scholars that	Premium KPIs. See each KPI for a			
they will benefit from high standards	breakdown of the work.			
of PE, School Sport, and Physical	Cabaal assesses angaing 1.1			
Activity (PESSPA) at all levels of their school experience in order to thrive	School accesses ongoing 1-1 support for the Programme where			
and lead active, healthy, physically	needed.			
literate lives.	needed.			
nterate nves.				
A transparent and accurate account				
of spending on this document will	School accesses Trust support on			
enable parents and governors to see	evaluating effective PE and Sport			
progress against the KPIs and	Premium spending and preparation			
challenge where necessary.	of related documents.			
Scholars experience a consistent and				
rounded approach to PESSPA that is	School accesses Trust support on			
measured against a national	working towards the standards			
standard such as the School Games	needed to achieve School Games			
Mark.	Mark Status of silver or above			
	including submitting the			
	application.			
Communication to staff, parents,				
governors, scholars, and prospective	School promotes PE and sport			
scholars that PESSPA is very much a	through visibility of their PE and			
part of Astrea school life.	Sport Premium reporting on their			











	website and School Games Mark Award in school.	
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.	Nominate scholars and staff for Astrea Promise Physical Literacy Awards and attend the Astrea Promise Physical Literacy Awards Evening on 6 th July.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport		port	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:
	PE lead to research and implement CPD for all staff. PE lead to source more resources to support PE lessons – PE plans/practical resources/examples of good PE. REAL PE Package for Gymnastics.	£500		
Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils – Dance coach, Rugby Coach.	Through the ambassador scheme and connecting with clubs and agencies within the local area to offer a greater variety of physical activities.	£1000		













High-quality PE lessons, pedagogy, and curriculum so that all scholars make progress in physical literacy including skill acquisition, game play and PE theory. Key indicator 4: Broader experience of	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. 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. Curriculum and PE assessment development.			Percentage of total allocation:
ince indicator 4. Brodder experience of	in a range or sports and activities one	irea to an papils		Tereentage of total anocation.
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:
Visits to international/professional sports fixtures to raise sports profile and engage children Created by: Physical Physical Partnerships	PE lead to arrange a visit to a sporting event if possibleWatch a football match/ice hockey/British Cycling and any other events in the local area.	£2000		

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.

Working towards all scholars accessing at least one extracurricular 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.

Part of the 20% to Astrea Trust shown in KP2

Scholars have the opportunity to excel in sport.

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.

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.







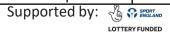




Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions 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:
Intra and Inter school competitions to introduce children to the competitive side of sports and the etiquette which comes with it.	throughout year. Participation in School Games events. -Widen opportunities across the	£3000 For trophies, kit, whole school PE uniform and equipment.		
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.	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.	Part of the 20% to Astrea Trust shown in KP2		
	Access to Tri-Golf Participation			











Targeted group of Scholars have a	Tournament including		
positive competition experience.	organisation of equipment,		
	transport, certificates, volunteers,		
	and venue.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J.Town
Date:	12.12.21
Governor:	
Date:	









