

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- PE lead assistant created weekly videos throughout lockdown so all children could access PE remotely.</li> <li>- PE lead challenged the whole school to complete the Real PE at home personal best challenges. Children were recognised and rewarded for beating their scores.</li> <li>- Kixx provided multi sports videos for teachers to upload onto the Seesaw online learning platform. Children recorded themselves participating and shared this with their teachers.</li> <li>- Active engagement with Astrea Active partnership. The PE lead has attended termly PE conferences and met with a representative to support with Ofsted preparation.</li> <li>- Established links with Barnsley FC.</li> <li>- Running sporting after school clubs.</li> <li>- Participating in inter and intra competitions following the government guidelines.</li> <li>- PE lead provided staff with a bank of PE planning resources to increase confidence and quality of lessons.</li> <li>- PE lead accessed regular CPD throughout the year via FA Premier League Primary PE Stars.</li> <li>- Nominated children for sports awards and staff for their contributions to school sport. These nominees were then invited to the Astrea Active awards ceremony.</li> </ul>	<p><b>To ensure all PE provision is effective and relevant:</b></p> <ul style="list-style-type: none"> <li>- Monitoring of all staff to follow the Real PE planning scheme.</li> <li>- Additional support/training for KS2 staff in regards to the use of the Real PE planning tool.</li> <li>- PE lead to work alongside other PE leads within the academy, who are effectively using Real PE within their schools.</li> <li>- Monitoring of all staff to use the PE curriculum map to ensure coverage across the year.</li> <li>- Monitoring of staff to use the PE progression map to ensure new learning is built upon prior knowledge.</li> </ul> <p><b>To improve the provision of PE throughout school:</b></p> <ul style="list-style-type: none"> <li>- All staff given an audit of PE skills to highlight their strength and weaknesses.</li> <li>- Use external agencies to deliver a variety of specialist PE sessions in school.</li> <li>- Provide children with an opportunity to participate in sports they haven't experienced before e.g. taekwondo, fencing, archery etc.</li> </ul> <p><b>To meet the relevant requirements for School Games Mark:</b></p> <ul style="list-style-type: none"> <li>- Attend Astrea Academy and the Dearne and District school competitions/festivals throughout the year.</li> <li>- All children participate in the minimum of 2 hours of PE per week.</li> <li>- Provide opportunities for children to access additional active engagement outside PE lessons and break times e.g. daily mile, brain break, walk/cycle</li> </ul>

	<p>to school etc.</p> <p><b>To increase and sustain participation in sport and physical activity:</b></p> <ul style="list-style-type: none"> <li>- Provide a variety of extracurricular sporting afterschool clubs.</li> <li>- Local clubs deliver free tater sessions within school to provide pathways to participation.</li> </ul>
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO

<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 transfer to the pool when school swimming restarts.</p> <p><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></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><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 2021.</p> <p>Please see note above.</p>	80%
<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>	75%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	25%
<p>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?</p>	Yes/ <b>No</b>

## 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: 2020/21		Total fund allocated: £19,699.99	Date Updated: July 2021	
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				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:
School to provide effective provision for children to become active outside of the timetabled PE curriculum e.g. play times, active lessons, daily mile, break breaks, fit in 15 etc.  Educate children in the value and benefits of a healthy active lifestyle.	Replenish sporting equipment. Buy necessary equipment for after school sports clubs. Restock playground equipment to ensure children remain active at break and lunch times.  Maintenance repairs to trim trails, MUGA, bike shed, playground markings etc.  Playground leader training given to selected UKS2 children.  Buy equipment and resources for teachers to deliver active phonics, maths interventions.  Teachers and Barnsley FC to deliver PSHE lessons with a focus on the	£350  Equipment  Playground maintenance repairs.  Playground leader training.  Active maths and phonics interventions equipment.  Barnsley FC coach.	Effective learners know the importance of leading an active and healthy lifestyle.  All teachers are providing an opportunity throughout the day for children to be active during curriculum time e.g. fit in 15, daily mile, active maths and phonics interventions, brain breaks etc.  Each year group has their own box of playground equipment to use at playtimes and other active opportunities throughout the day.  Playground leaders helped with the delivery and score keeping of	Whole school to partake in daily fit in 15.  Audit playground equipment e.g. skipping ropes, bats and balls etc.  Drop into classes to check that all year groups are participating in additional activities.  Discussion with pupils in each cohort to check they are regularly participating. Do they know what fit in 15 means?  Heat maps for each year group to identify area where more activity can take place.

	benefits of leading a healthy lifestyle.  PE lead shared bank of ideas and resources with staff via email and shared drive e.g. super movers, go noodle etc.		sports day.  Positive attitudes to mental health and well-being.  Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors.	
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**Key indicator 2:** The profile of Physical Education, School Sport and Physical Activity (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:
<p>Improve planning and assessment throughout school to provide consistent, effective teaching.</p> <p>Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>Use PE and sport to develop the whole person including thinking, social and personal skills.</p> <p>Use PE teaching to aid fine and gross motor skill development.</p> <p>Use sporting role models to engage and raise achievement.</p>	<p>Staff use the Real PE planning tool to deliver high quality, progressive lessons. All the resources are interlinked and support each other to provide the most comprehensive programme for supporting both physical literacy and whole child development. The flexibility of the programmes also means that they can include, challenge and support all children and young people regardless of their age and stage of development.</p> <p>Totally Runnable provided a bank of resources e.g. posters of young sporting role models to display around school, podcasts, and an</p>	<p>£245</p> <p>Real PE Scheme</p> <p>Stickers, certificates and medals.</p> <p>Engrave names onto shields and trophies.</p> <p>Sports kits for competitions.</p> <p>Kit for sports leaders.</p>	<p>PE lead provided all staff with logins to the online Real PE scheme. Paper packs for each year group is also available in classrooms.</p> <p>PE progression map was created to ensure learning is built upon.</p> <p>PE curriculum map was created to ensure full coverage of a variety of sports and physical activities.</p> <p>Personal development (physical skills, thinking skills, social skills and personal skills).</p>	<p>To deliver the sports leader programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.</p> <p>Raise the profile of sports leaders by getting Y5 children to apply for the role.</p> <p>Current ambassadors to also develop future sports leaders in preparation for the following year.</p>



Ensure PE, physical activity and school sport has a high profile and is celebrated across the life of the school.	<p>assembly powerpoint. This was shared with teachers to share with their class. The young sporting role models are children from Astrea Academy schools and other local areas so they are really relatable to the children at The Hill.</p> <p>Children recognised for their social and cognitive development, improved physical fitness and creative abilities in PE lessons through good to be gold and star of the week awards.</p>	<p>Children were nominated for sports awards and staff for their contributions to school sport. These nominees were then invited to the Astrea Active awards ceremony.</p> <p>Continued progression of all pupils during curriculum PE lessons.</p> <p>Children's fitness levels are assessed at the end of the year through a benchmarking run. As the children move up through school the number of laps should increase and their length of time running.</p>	<p>Playground leaders to deliver their own clubs to other children during break and lunch times.</p> <p>Monitoring of all staff to follow the Real PE planning scheme.</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:
Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	<p>Active engagement with Astrea Active partnership. The PE lead has attended termly PE conferences and met with a representative to support with Ofsted preparation.</p> <p>Established links with Barnsley FC. Teachers have worked with specialist</p>	<p>£1000</p> <p>PE lead release time.</p> <p>Specialist sports coaches.</p>	<p>NQT support – subject lead modelled high quality lesson, shadowed NQT's in their lessons and supported with planning.</p> <p>Staff delivered sporting after school clubs.</p>	<p>Additional support/training for KS2 staff in regards to the use of the Real PE planning tool.</p> <p>PE lead to work alongside other PE leads within the academy, who are effectively using Real PE within their</p>



Improve subject knowledge of teachers in order to improve the quality of PE in school through organised CPD opportunities.	<p>coaches to improve their own subject knowledge through joint teaching.</p> <p>PE lead provided staff with an additional bank of PE planning resources to increase confidence and quality of lessons.</p> <p>PE lead accessed regular CPD throughout the year via FA Premier League Primary PE Stars.</p> <p>Staff completed a PE skills audit provided by the PE lead to highlight their strengths and weaknesses.</p> <p>PE lead shared opportunities for teachers to participate in online CPD courses.</p>	CPD courses.	<p>Confidence has increased among staff and is evidenced through a forum.</p> <p>All staff used PE knowledge organisers for enhancing subject knowledge.</p> <p>PE lead used staff PE skills audit to provide resources and CPD to help with their development in that particular area of weakness.</p> <p>Questionnaires/interviews inform us that pupils enjoy their PE lessons.</p>	<p>school.</p> <p>The sharing of best practice with other schools in the Astrea Trust.</p> <p>Further 1:1 lesson observations to monitor staff effectiveness and confidence.</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>Additional achievements:</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Improve motivation of children across all curriculum areas through a wide variety of sports and exercise as an engagement tool.</p>	<p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p> <p>Purchase equipment to help with the delivery of new sports and physical activity in school e.g. ultimate frisbee, golf, lacrosse, tchoukball and orienteering.</p>	<p>£150 Equipment</p>	<p>Children have enjoyed experiencing new sports and activities. Particularly those who are less confident in PE, as all children are new to the sport so they start at a similar ability level.</p> <p>Children have learnt new rules to play the games and skills to perform competently.</p>	<p>To increase and sustain participation in sport and physical activity. Provide a variety of extracurricular sporting afterschool clubs.</p> <p>Local clubs deliver free tater sessions within school to provide pathways to participation.</p>

Providing additional links to Community Sports Clubs.	Sharing local sporting clubs information with parents and children through class dojo, flyers, posters on PE noticeboard, school website e		Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership.  There is an increase in numbers of children participating in after school clubs. This is evidenced in a comparison of data from previous years to the current year.	Use external agencies to deliver a variety of specialist PE sessions in school.  Provide children with an opportunity to participate in sports they haven't experienced before e.g. taekwondo, fencing, archery etc.
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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:
Children to compete in a wide range of sports, both in and out of the local cluster.  Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.	Engage with partnership coordinators. Attend competitions run by Astrea Active / local schools.  Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.  PE lead to plan and deliver intra	£357.53  Equipment for sports competitions.  Awards for competitions.  Transport to events	100% of KS1 Children had the chance to represent their school/class/year group/ house in a festival or competition.  100% of KS2 Children had had the chance to represent their school/class/year group/house in a festival or competition.  Fixture results to be published in	Continue to liaise with local schools and Astrea trust schools to organise competitive events throughout the year.  Continue to plan and host intra competitions and festivals.  Provide competitive opportunities for after school

	competitions and festivals across the school.	Cover costs	<p>newsletters, on website and social media.</p> <p>Examples of competitions and festivals children participated in:</p> <ul style="list-style-type: none"> <li>- Whole school Olymic day</li> <li>- KS2 sports day</li> <li>- EYFS/KS1 sports day</li> <li>- Whole school sponsored run</li> <li>- Lunch time skipathons</li> <li>- Y2 football festival</li> <li>- Y4 and Y5 rounders tournament</li> <li>- Beat the streets</li> </ul>	<p>clubs.</p> <p>Target SEN, less active and least confident children.</p> <p>PE coordinator analyse data from registers to create specific intervention clubs for target children.</p> <p>Set up BIO clubs (by invitation only) to target sedentary children.</p>
Funding received: £19,699.99				
Total spent: £2102.53				
Carrying forward into 2021/22: £17,596.47				

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rebecca Browning
Date:	13.07.21
Governor:	
Date:	