

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/2020	£0
Total amount allocated for 2020/2021	£19,020
How much (if any) do you intend to carry over from this total fund into 2021/22?	£17,361
Total amount allocated for 2021/22	£19,699
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£15659.69

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	80%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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?	Yes/No

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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: 2021/22		Total fund allocated: £19,699		Date Updated: 27.6.22	
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:
					%
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?:
Implement new ideas to promote and achieve 30 minutes physical activity per day across all classes. Active Playtimes, Active Breaks.		Purchase further playground equipment to develop physical activity opportunities. Reds in the community and PE lead to train playground leaders to actively engage children at break and lunch.		Playground equipment replenishment as and when needed £2721.13 £905 Playground markings £1385 outside providers Equipment for	Heat Maps to show minimum of 30 minutes physical activity daily across all classes. Playground equipment supports active playtimes and children demonstrate wider variety of knowledge of games through adult support. Playground leaders were trained in Autumn term by Reds in the Community and is continuing the training with PE lead. Playground leaders have followed the timetable for Spring and Summer term and have delivered high quality playground games at break times. Children have learnt multiple games and poor behaviour and injuries have reduced.
After school clubs – Ensure a wide variety of after school clubs are available		PE lead to liaise with Enrichment lead on clubs offered and Astrea Active,		Staff members and coaches deliver after school clubs every term:	Next steps to evidence: Further develop use of playground equipment to support active playtimes. Further evidence through pupil voice. Current playground leaders will train up new playground leaders. Old playground markers to be hydro blasted ready for new markings to be painted. Use club data to evidence increased offer and participation.

to suit all ages and abilities and that these link to future competitions and sporting events as well as interests.	dance teachers, football coach, and other outside professionals to provide an enriched programme of opportunities. PE Lead to track participation in clubs.	clubs £1021.98	<p>KS2 weekly football club autumn and spring terms.</p> <p>KS1 dance club autumn term 2.</p> <p>KS2 basketball club autumn term 2.</p> <p>KS1 ball skills club autumn term 2.</p> <p>KS2 dance club spring term 1.</p> <p>KS1 multi-sports club spring term 1.</p> <p>KS2 fencing club spring term 2.</p> <p>KS1 archery club spring term 2.</p> <p>KS2 boxercise club summer term 1.</p> <p>KS2 tri-golf club summer term 1.</p> <p>KS1 girls football club summer term 1.</p> <p>KS2 lacrosse club summer term 2.</p> <p>KS1 cricket club summer term 2.</p> <p>Pupil voice – school councillors asked children across schools at the start of the year what after school clubs they would like to participate in. Some clubs were selected from their choices.</p>	<p>Increase in number of different sport and physical activity clubs offered. Increased participation levels in clubs, including % of different groups eg. Boy/girls, PP/NPP.</p> <p>Target children with low fitness levels/low self-esteem and evidence increased fitness/self-esteem through data and pupil voice. Continue to embed into day to day practise and curriculum offer.</p> <p>Further evidence through pupil evaluation sheets.</p>
PE Leaders to further develop “The Challenge Run” across the academy, tracking impact and target children.	PE Leaders to develop and track across the academy. Introduce into ‘personal challenge’ termly – chn try and beat previous distances. Give certificates and celebrate within school. Personal challenge champions? Teachers and PE Lead perform ‘Challenge Run’ to provide personal challenge opportunity for children and identify those who compete to represent school in next tier of competition. Create markings on playground to support challenge run. Participate in Astrea Active run challenge involving ‘3 tiers’ of competition.	<p>Certificates and medals £23.90</p> <p>£3500</p>	<p>In-school challenge run completed 8th Nov 21 and children were selected to represent The Hill in a Dearne Hub run. Dearne Hub challenge run cancelled due to COVID-1.</p>	

To raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2.	Fund swimming sessions for children who missed the opportunity due to Covid19.		Year 6 children that had incomplete lessons during 2019/2020. Lessons booked from Summer term 1 onwards.	Data received from the leisure centre and percentage of swimmers have increased.
Working towards at least 30 minutes of physical activity for all scholars through further engagement in the School Games Mark Outcomes.	<p>PE Lead assessment of scholars' activity levels throughout the school day using the Active School Planner Heatmap tool.</p> <p>PE Lead accessing high quality training and signposting in a range of initiatives to promote and facilitate physical activity throughout the school day.</p>		<p>Times of inactivity identified; least active scholars identified. Initiative in place to increase activity levels for target groups of scholars e.g. Beat the Streets competition and WOW competition completed. We achieved 2nd place in the Dearne Schools Beat the Streets Competition.</p> <p>Walking to school participation levels increased during the WOW competition.</p>	Signed up to the WOW yearly subscription for the next academic year. Classes will receive an interactive tracker to log how children get to school. All children who walk, scooter, ride park and stride to school at least once per week will receive a badge every month. Competitions against classes will be held weekly.

Key indicator 2: The profile of 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:
Playground leader roles further developed and linked to School Council.	<p>PE lead to co-ordinate with Reds in the Community coach to further develop Sport Leader role and monitor impact.</p> <p>SCOs to feedback through School Council and implement ideas/improvements across school.</p>	£542.82 equipment and hoodies	<p>Play leaders equipment and hoodies purchased. Contact made with Reds in the Community. Training delivered in Autumn term and will continue weekly sessions with PE lead.</p> <p>Playground leaders have followed the timetable for Spring and Summer term and have delivered high quality playground games at break times. Children have learnt</p>	<p>Y5 playground leaders support training of next Y5 children when they move to Y6.</p> <p>Pupil voice to demonstrate improved knowledge and leadership skills.</p> <p>School council minutes and feedback demonstrate implementation of new ideas and improvements across school.</p>

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Weekly celebration assembly to raise profile of sport and celebrate achievements and attitudes towards sport and exercise in and out of school.	PE lead to organise an assembly at the end of each term to celebrate pupils' achievements in competitions.		multiple games and poor behaviour and injuries have reduced. Play leaders have delivered warm ups across the school within their PE lessons. Playground leaders have supported with the delivery of sports days their duties included: modelling activities, scoring and setting up.	
Raising the profile of women's sport and closing the gender sports gap.	Providing children with an experience to go to watch a sporting event. Signed up to the Totally Runnable girls and sport pledge in Autumn term. Girls lunch time running club. Girls football club.	£270 tickets	Sporting achievements to be celebrated across school – children encouraged to bring sporting awards into school to share. Children selected for Astrea Active Awards across Trust. Assemblies based around sporting events – Common Wealth Games etc. UEFA Woman's Euro 2022 tickets purchased. 10x tickets Sweden vs Switzerland 10x tickets France vs Belgium 10x tickets Iceland vs France Wider messages sent to girls and boys, and staff around gender and stereotypes change, to normalise physical activity for everyone regardless of gender. PE lead assistant attended online training Spring term. PE lead assistant attended Youth Sport Trust Shooting Stars training Spring.	Continue to promote sport and celebrate achievements. Gather termly qualitative data to show sport participation levels outside of school. PE lead to deliver assemblies and send resources for staff to deliver in class.

<p>Athlete visit to deliver inspirational talk and a fitness circuit.</p> <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>Athlete visit booked for summer term.</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>Girls running club was delivered in Autumn term.</p> <p>Girls football club was delivered in Summer term.</p> <p>Girls football competition was attended.</p> <p>Ex-pupil and current Dearne Academy female pupil completed work experience here. She currently plays football for South Yorkshire girls and she supported PE lessons and led football sessions at break times.</p> <p>All children participated in a fitness circuit delivered by the athlete and KS2 children listened to inspirational assembly.</p> <p>Meeting the targets for the 10 KPIs.</p> <p>High quality impact statement based on a well-planned PESSPA offer with real intent and measurable progress.</p>	
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Scholars experience a consistent and rounded approach to PESSPA that is measured against a national standard such as the School Games Mark.	School accesses Trust support on working towards the standards needed to achieve School Games Mark Status of bronze or above including submitting the application.		Met requirement for bronze school games mark and submitted school application Jun 22.	
Communication to staff, parents, governors, scholars, and prospective scholars that PESSPA is very much a part of Astrea school life.	School promotes PE and sport through visibility of their PE and Sport Premium reporting on their website and School Games Mark Award in school.		Impact report signed by head teacher and shared with external parties where relevant.	
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 7 th July.		High quality nominations from school staff, high attendance by staff, scholars and parents, high attendance by Trust central team.	

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:
PE Lead to support Staff CPD to build on the relevant skills, knowledge and understanding to teach high quality PE lessons.	PE lead to research and implement CPD for all staff. PE lead to source more resources to support PE lessons – plans/practical resources/examples of good PE.	Staff training £600 Real PE subscription £495	PE Lead sent out staff skills audit to identify staff strengths and weaknesses. PE lead created staff surveys to highlight staffs wants and needs. PE lead created a folder on shared, which includes additional PE resources, knowledge	PE lead has a PE degree and specialised in Primary PE during PGCE year. PE lead attends regular training delivered by Real PE, Astrea Active and Youth Sports Trust. Continue to develop staff and share good practice. Learning walks to better

<p>Whole school delivery of Real PE, Dance and Gym and EYFS Real Foundations.</p> <p>Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils. E.g. Reds in the Community.</p> <p>High-quality PE lessons, pedagogy, and curriculum so that all scholars make progress in physical literacy including skill acquisition, game play and PE theory.</p>	<p>CPD delivered by Real PE specialist on 8th April 2022.</p> <p>Reds in the community worked with teachers throughout the duration of Autumn term to deliver high quality PE lessons.</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>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.</p>	<p>£166</p>	<p>organiser, skills development document and curriculum coverage map.</p> <p>Purchased upgrade for Real PE package. It now includes Real Gym, Real Dance and Real Foundations. Purchased gym equipment e.g. mats, bars, beams, pommel horse etc.</p> <p>Purchased multiple portable speakers for dance unit.</p> <p>Knowledge of skills improved - feedback form from inset day to evidence this.</p> <p>Staff confidence improved and able to deliver high quality PE lessons. Feedback forms from staff were very positive.</p> <p>Attendance of the PE lead at 1/3 conferences due to staff absences. However, PE lead has been given allocated time out of class to do a follow up meeting via Teams with a member from Astrea Active.</p> <p>PE lead attended appraisal meetings throughout the year and is on track for meeting specific targets.</p>	<p>teaching and learning in PE.</p> <p>Real PE full package purchased until January 2023.</p> <p>PE lead to source other coaches for the next academic year. PE lead to keep in contact with Reds in the Community and timetable next years dates in the academic calendar.</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>Introduce a new wider range of sports and physical activities (such as dance, yoga, fencing, boxing) to encourage more pupils to take up sport and physical activities.</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>KS1 dance club autumn term 2. KS2 basketball club autumn term 2. KS1 ball skills club autumn term 2. KS2 dance club spring term 1. KS1 multi-sports club spring term 1. KS2 fencing club spring term 2. KS1 archery club spring term 2. KS2 boxercise club summer term 1. KS2 tri-golf club summer term 1. KS2 lacrosse club summer term 2. KS1 cricket club summer term 2.</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>Equipment £3809.84</p>	<p>Clubs have continued throughout the year. Children now know fencing skills and can compete against one another. Children can now perform a dance routine. Children can now successfully hit a target using a bow and arrow. Children's fitness levels have improved from session 1-6 in boxercise. Children's hand eye coordination have improved in tri-golf and have competed against each other. Children have learnt lacrosse skills and have played as a team. Data shows there is an increase in after school club attendance.</p> <p>Visit to Dearne Academy to</p>	<p>Evidence of new range of sports and physical activities and participation levels, including specific groups eg. Boys/girls, PP/NPP, SEND. Continue to develop and evaluate sport and physical activity levels to ensure improved participation levels of all groups of children.</p>

<p>Visits to international/professional sports fixtures to raise sports profile and engage children.</p> <p>Scholars have the opportunity to excel in sport.</p>	<p>PE lead to arrange a visit to a sporting event if possible. -Watch a football match/ice hockey/British Cycling</p> <p>Identify at least one Ambassador to do an assembly, taster sessions and attend events.</p>	<p>participate in a tri-golf tournament in spring term.</p> <p>Visit to Houghton Main Cricket Club to participate in a cricket competition in summer term. Visit to the English Institute of Sport in summer term to use the athletic facilities.</p> <p>UEFA Woman's Euro 2022 tickets purchased. 10x tickets Sweeden vs Swizerland 10x tickets France vs Belgium 10x tickets Iceland vs France</p> <p>Ambassador letter has been sent to Luke Ogden from TSS Sports. Luke has delivered taster sessions with the children and also delivered multiple after school activity clubs. Y5 children have also attended a cricket competition delivered by Luke at Houghton Main Cricket Club.</p>	<p>Continue to provide opportunities like this to give experiences that children would not otherwise have.</p> <p>Create a display board for the ambassador and their club/sport.</p>
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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:

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<p>Intra and Inter school competitions to introduce children to the competitive side of sports and the etiquette which comes with it.</p> <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>6 Intra school sport events throughout year.</p> <p>Participation in School Games events.</p> <p>Widen opportunities across the Dearne Hub (once per half term)</p> <p>Continue to use venues such as EIS to broaden children's outlook on sport and physical activity.</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, Tri-Golf, Cricket 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>£220 travel</p>	<p>Intra whole school penalty shoot-out fund raiser Sept 21.</p> <p>Intra Beat the Streets competition Oct 21.</p> <p>Intra school challenge run completed Nov 21 and children selected for next tier of competition within the Dearne.</p> <p>Inter Dearne School Cross Country competition cancelled due to Covid-19.</p> <p>Intra school Santa Dash completed Dec 21.</p> <p>Inter school Basketball competition cancelled due to Covid-19.</p> <p>Inter school tri-golf tournament completed Mar 22.</p> <p>Inter school cricket competition completed May 22.</p> <p>Intra walk to school week challenge completed May 22.</p> <p>Inter girls football tournament completed May 22.</p> <p>Intra school sports days completed Jun 22.</p> <p>Inter school Olympic days completed Jun 22.</p> <p>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>Evidence of number of intra and inter school competitions.</p> <p>School Games Mark of Bronze or above.</p> <p>Continue to track number of competitions offered and criteria for School Games Mark in order to build provision and what is offered.</p>
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Signed off by	
Head Teacher:	E.Cadman
Date:	27.06.22
Subject Leader:	B.Browning
Date:	27.6.22
Governor:	<i>T. J. Baker</i>
Date:	28/7/22