

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

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.

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.**

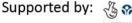
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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 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

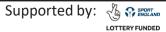
Please report on your Swimming Data below.

| 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? | 80% |
| 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 | 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? | <mark>Yes</mark> /No |













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.

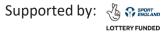
| Academic Year: 2021/22 | Total fund allocated: £19,699 | Date Updated: 27.6.22 | | |
|--|---|---|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical 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: |
| | 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 | active playtimes and children demonstrate wider variety of knowledge of games through adult support. | 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. |
| 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, | | | Use club data to evidence increased offer and participation. |















to suit all ages and abilities and that KS2 weekly football club autumn dance teachers, football coach, and clubs £1021.98 Increase in number of different these link to future competitions and other outside professionals to provide and spring terms. sport and physical activity clubs sporting events as well as interests. an enriched programme of offered. Increased participation KS1 dance club autumn term 2. opportunities. PE Lead to track levels in clubs, including % of KS2 basketball club autumn term 2. participation in clubs. KS1 ball skills club autumn term 2. different groups eg. Boy/girls. PP/NPP. KS2 dance club spring term 1. KS1 multi-sports club spring term 1. Target children with low fitness levels/low self-esteem and KS2 fencing club spring term 2. KS1 archery club spring term 2. evidence increased fitness/self-KS2 boxercise club summer term 1. esteem through data and pupil KS2 tri-golf club summer term 1. voice. Continue to embed into day KS1 girls football club summer term to day practise and curriculum offer. KS2 lacrosse club summer term 2. Further evidence through pupil KS1 cricket club summer term 2. evaluation sheets. 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. PE Leaders to develop and track across In-school challenge run completed PE Leaders to further develop "The Certificates and 8th Nov 21 and children were the academy. Introduce into 'personal Challenge Run" across the academy, medals £23.90 challenge' termly – chn try and beat selected to represent The Hill in a tracking impact and target children. previous distances. Give certificates Dearne Hub run. Dearne Hub and celebrate within school. Personal challenge run cancelled due to challenge champions? Teachers and PE COVID-1. 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. £3500













| 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. | | lessons during 2019/2020. Lessons | 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. | PE Lead assessment of scholars' activity levels throughout the school day using the Active School Planner Heatmap tool. PE Lead accessing high quality training and signposting in a range of initiatives to promote and facilitate physical activity throughout the school day. | | 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 2 nd place in the Dearne Schools Beat the Streets | 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 | A being raised across the school as a to | ool for whole sch | ool 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. | the Community coach to further | £542.82 equipment and hoodies | Training delivered in Autumn term and will continue weekly sessions with PE lead. Playground leaders have followed the timetable for Spring and Summer term and have delivered high quality playground games at | Y5 playground leaders support training of next Y5 children when they move to Y6. Pupil voice to demonstrate improved knowledge and leadership skills. School council minutes and feedback demonstrate implementation of new ideas and improvements across school. |













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. Sporting achievements to be Weekly celebration assembly to raise PE lead to organise an assembly at Continue to promote sport and celebrated across school – children celebrate achievements. the end of each term to celebrate profile of sport and celebrate encouraged to bring sporting pupils' achievements in competitions. achievements and attitudes towards Gather termly qualitative data to awards into school to share. sport and exercise in and out of school. show sport participation levels Children selected for Astrea Active outside of school. Awards across Trust. Assemblies based around sporting events – Common Wealth Games etc. Providing children with an experience UFFA Woman's Furo 2022 tickets £270 tickets PE lead to deliver assemblies and Raising the profile of women's sport to go to watch a sporting event. burchased. send resources for staff to deliver and closing the gender sports gap. 10x tickets Sweden vs Switzerland in class. Signed up to the Totally Runnable girls 10x tickets France vs Belgium and sport pledge in Autumn term. 10x tickets Iceland vs France Girls lunch time running club. Wider messages sent to girls and Girls football club. 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.













Girls running club was delivered in Autumn term. Girls football club was delivered in Summer term. Girls football competition was attended. 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. Athlete visit to deliver inspirational talk Athlete visit booked for summer term. All children participated in a and a fitness circuit. fitness circuit delivered by the athlete and KS2 children listened to inspirational assembly. The Astrea Promise Physical Literacy The programme of work covers 10 key Meeting the targets for the 10 KPIs. Strategy is a project across all Astrea lareas which will result in improvements Primary Academies. It is a commitment in all 5 PE and Sport Premium KPIs. See to our scholars that they will benefit each KPI for a breakdown of the work. from high standards of PE, School Sport, and Physical Activity (PESSPA) at all School accesses ongoing 1-1 support levels of their school experience in order for the Programme where needed. to thrive and lead active, healthy, physically literate lives. A transparent and accurate account of High quality impact statement School accesses Trust support on spending on this document will enable based on a well-planned PESSPA evaluating effective PE and Sport parents and governors to see progress Premium spending and preparation of offer with real intent and against the KPIs and challenge where related documents. measurable progress. necessary.











| 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. | l ' ' ' ' ' ' |
| 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 7th July. | High quality nominations from school staff, high attendance by staff, scholars and parents, high attendance by Trust central team. |

| ey indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | Percentage of total allocation: | | |
|---|---|---------------------------------|--|--|
| | | | | <mark>%</mark> |
| 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. | PD for all staff. PE lead to source more resources to support PE lessons – plans/practical resources/examples of good PE. | Real PE subscription | 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 |













organiser, skills development teaching and learning in PE. f166 document and curriculum coverage map. Real PE full package purchased until January 2023. CPD delivered by Real PE specialist Whole school delivery of Real PE, Purchased upgrade for Real PE on 8th April 2022. Dance and Gvm and EYFS Real package. It now includes Real Gym. Real Dance and Real Foundations Foundations. Purchased gym equipment e.g. mats, bars, beams, pommel horse Purchased multiple portable speakers for dance unit. Knowledge of skills improved feedback form from inset day to evidence this. Hire qualified sports coaches and PE specialists to work alongside teachers PE lead to source other coaches Reds in the community worked with Staff confidence improved and able for the next academic year. to enhance or extend current teachers throughout the duration of to deliver high quality PE lessons. opportunities offered to pupils, E.g. PE lead to keep in contact with Autumn term to deliver high quality Feedback forms from staff were Reds in the Community and Reds in the Community. PF lessons. timetable next years dates in the very positive. lacademic calendar. High-quality PE lessons, pedagogy, and Subject lead to attend 3 Astrea curriculum so that all scholars make Attendance of the PE lead at 1/3 Promise PE conferences for progress in physical literacy including skill conferences due to staff absences. continuing professional development acquisition, game play and PE theory. However, PE lead has been given in the role including take aways to allocated time out of class to do a disseminate to the whole school. follow up meeting via Teams with a Creation of a strong network between member from Astrea Active. Hub schools and all primary schools across the Trust. Trust support for PE lead to carry out their role. Assessment against PE lead attended appraisal meetings subject lead role and the throughout the year and is on track programme's 10 KPIs to be included for meeting specific targets. in PE Lead's appraisal.













| Key indicator 4: Broader experience o | of a range of sports and activities offe | ered to all pupil | S | 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: |
| 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. | INSZ DASKELDAN CIUD AUTUHIII TEHLI Z. | Equipment £3809.84 | 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. | 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. |
| 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. | 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. | | 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. Visit to Dearne Academy to | |

| Visits to international/professional sports fixtures to raise sports profile and engage children. Scholars have the opportunity to excel in sport. | PE lead to arrange a visit to a sporting event if possibleWatch a football match/ice hockey/British Cycling Identify at least one Ambassador to do an assembly, taster sessions and attend events. | | 10x tickets France vs Belgium 10x tickets Iceland vs France Ambassador letter has been sent to Luke Ogden from TSS Sports. Luke has delivered taster sessions with | Continue to provide opportunities like this to give experiences that children would not otherwise have. Create a display board for the ambassador and their club/sport. |
|---|---|--|--|--|
|---|---|--|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | <mark>%</mark> |
| 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 6 Intra school sport events Intra whole school penalty shoot-Evidence of number of intra and f220 travel introduce children to the competitive throughout year. out fund raiser Sept 21. linter school competitions. side of sports and the etiquette which Participation in School Games Intra Beat the Streets competition School Games Mark of Bronze comes with it. events. Oct 21. or above. Widen opportunities across the Intra school challenge run Continue to track number of Dearne Hub (once per half term) completed Nov 21 and children competitions offered and Continue to use venues such as EIS selected for next tier of competition criteria for School Games Mark in order to build provision and to broaden children's outlook on within the Dearne. Inter Dearne School Cross Country sport and physical activity. what is offered. competition cancelled due to Covid-19. All scholars experience competition, in a Access to 3 Trust elite pathway Intra school Santa Dash completed positive and empowering environment. competitions which build from intra-Dec 21. with the best of the best battling it out school to inter-school and finally Inter school Basketball competition for Astrea Promise trophies and trustinter-hub to create an Astrea cancelled due to Covid-19. wide glory. Champion. Sports to include Cross Inter school tri-golf tournament Country, Tri-Golf, Cricket and completed Mar 22. Olympics themed multi-skills. Includes Inter school cricket competition organisation of equipment, transport, completed May 22. certificates, medals and trophies, Intra walk to school week challenge volunteers, and venues. completed May 22. Inter girls football tournament completed May 22. Intra school sports days completed Targeted group of Scholars have a Access to Tri-Golf Participation Jun 22. positive competition experience. Tournament including organisation of Inter school Olympic days equipment, transport, certificates, completed Jun 22. volunteers, and venue. 100% positive responses from Pupil Voice taken after the tournament. children interested in going to another competition or getting













involved with a club.

| Signed off by | |
|-----------------|-------------|
| Head Teacher: | E.Cadman |
| Date: | 27.06.22 |
| Subject Leader: | B.Browning |
| Date: | 27.6.22 |
| Governor: | T. J. Baker |
| Date: | 28/7/22 |











