

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

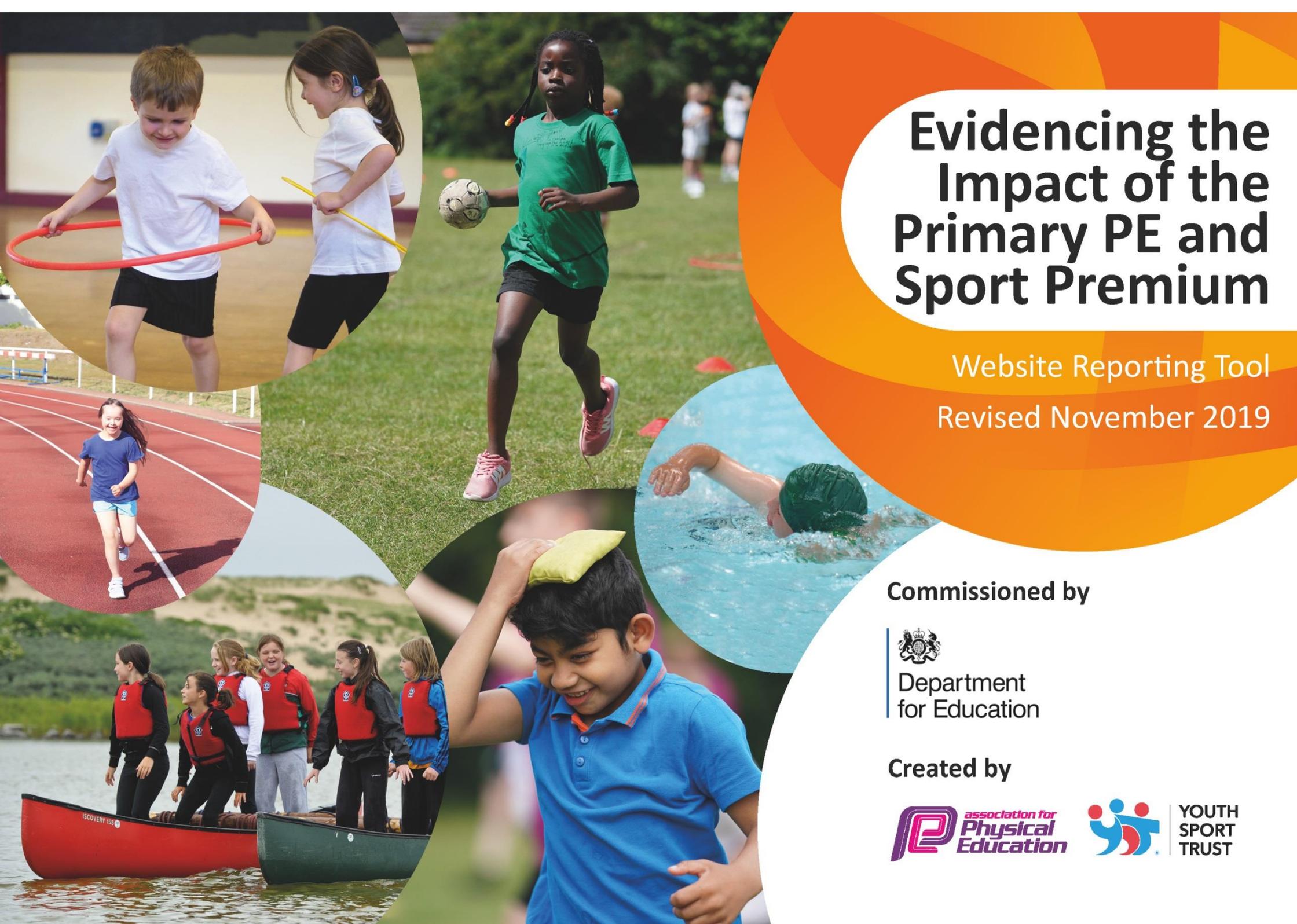


Department
for Education

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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

Please visit 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 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 **31st 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>During the previous academic year, the focus was placed on ensuring that every child was able to access physical activity every day, that CPD for staff was in place and having impact and that children had the necessary resources to excel in physical education. Therefore, key aspects of spend were:</p> <ul style="list-style-type: none"> • Investment in CPD for new staff through use of PE department coaching for new teachers • Investment in new equipment specifically for use of primary children including indoor furniture such as benches, mats etc. • Purchase of equipment to support physical activity during outdoor breaks and lunchtimes. • Purchase of daily physical activity scheme to support daily fitness. 	<ul style="list-style-type: none"> • To ensure that further new staff have relevant CPD to support delivery to ensure that teaching quality is high and outcomes are strong • To ensure that equipment to support delivery is readily available • To promote a wide range of physical activity within the academy both through dedicated PE, lunchtime clubs and after school provision.

Meeting national curriculum requirements for swimming and water safety.	N/A – Astrea Academy does not have Year 6 pupils at present.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	% N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	% N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% N/A

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.

2020/2021 Year Summary

While reading the plan and tracking tool, it is important to note a variety of factors that have influenced spending this academic year. This year has been challenging for all and has been far from a 'normal' year. Hence, the initial ambition for sports and PE development for this year has not been realised to its full extent. There are factors that have influenced the decision making processes.

- As a new and growing academy, Astrea Academy Sheffield this year has only two applicable Primary year groups (y1 and y2) Our allocation for this year is £16630 (plus £11573 carry over from last year) which is a large amount of funding that needed to be spent and invested wisely to build and develop an ambitious and sustainable PE/Sports/Physical infrastructure. Spending needed to be well planned and structured to ensure the maximum impact for our children.
- Covid -19 – This came as a challenge during the Spring term which has meant that many children did not attend the academy during this time. With the government's permission now given, it was decided that a proportion of the funding would be carried over to the next academic year where it would have most impact. The sum carried over is £9098 (32% of this years budget).

Criteria behind spending

- Equipment – being an all-through school, the academy has a specialist PE department based in our senior building. This is where a range of PE resources are kept, to which children in Y1 and 2 have access. This has been purchased with the academy's own curriculum funds. However, as growing academy with a primary phase that will grow to Y6 over the course of the next 4 years, it was decided that Sports Premium funds should be best spend upon a wide range of sport equipment that would be suitable and sustainable for all primary year groups for years to come, given that we had carry over in funding this year.
- Children – Our children come a diverse range of background and many do live in accommodation that does not lend itself to outdoor or physical activity, eg flats without gardens. So, it is necessary that our children do receive a wealth of opportunities to exercise, become physical, take part in sports and games in order to ensure a healthy lifestyle. This includes access to a high quality PE curriculum and to have a wide range of activities to choose from including lunchtime and after school clubs.
- Staff – all teaching staff for are new to the profession. So, while they have a high skill level, they do not yet have the PE teaching experience of more experienced staff. So it is necessary to provide a programme of development for them led dedicated and well trained coaches.
- Creating partnerships with well-known local agencies to support the delivery of high quality PE across the academy.

Academic Year: 2020/21		Total fund allocated: £16360 + £11573 roll over		Date Updated: 16.7.21
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
Children have the specialist equipment they need to develop their basic physical fundamental skills during PE sessions. This includes the ability to perform basic skills such as jumping, travelling, turning, crawling, balancing and coordinating limbs.	Purchase of a wide range of sports equipment that gives children access to a wide range of activities. This includes children up to Y6.	£14737	Children have been highly engaged in PE sessions and have been able to progress in their skills from the early use of this equipment.	53% of funding. This equipment is for long term use and will be added to, as appropriate in future years .
All children take part in daily Let's Get Physical sessions – outside of regular PE sessions in order to improve overall fitness. Includes indoor and outdoor activities.	Every child across Prep takes part in 15 to 20 minutes Let's Get Physical session that develops children's fitness levels. Includes dance, jogging, walking running, jumping, bending etc.	None.	Children do appear to have greater focus and concentration in subsequent lessons as a result of the morning physical activity. In addition, children appear to have higher levels of stamina. Another area this has impacted on is lunchtime where children appear to eat more during lunches – perhaps as a result of their physical activity.	Let's Get Physical will continue each day and will evolve throughout year groups as we grow as an academy. It will include walking a mile each day.
All children to have access to lunchtime physical activity provision delivered by specialist coaches.	Sheffield United delivering football/multi skills sessions to all EYFS and KS1 children. Participation is optional but approx. 75% of children regularly access this provision.	£1875	Participation is optional but approx. 75% of children regularly access this provision. Children describe themselves as feeling 'fitter' and 'really enjoying' the competitive element of football.	7% This is a provision that will continue into next year for all primary children.

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:
Regular sports and physical activity is embedded as part of the whole curriculum and is available throughout breaks and lunchtimes.	Lunchtime clubs delivered by Sheffield United and weekly afterschool clubs delivered by sports coaches from Arches Sports Partnership.	£1875 (as above) £375 (afterschool clubs)	Increased participation in lunchtime sport – 75% of children regularly accessing. Afterschool club full at each session. 20 children accessing. Afterschool club offer to be extended next year	8% of total funding Club offer to be extended into next year with a wider range of opportunities being available for EYFS children as well as children in KS1 and 2.
Formation of partnership with Arches Sports Partnership who provide local and specialist knowledge, training, advice and access to a wide range of increasing participation schemes.	Arches have provided a wealth of support and guidance including: <ul style="list-style-type: none"> • Coaching for staff • After school clubs • PE lead development • Wider Sheffield opportunities for example Beat the Street scheme • Provision of coaching/mentoring for staff • Access to local competitions. • Provision of support for physical activity during lockdown 	£1040	Support from Arches this academic year has led to: <ul style="list-style-type: none"> • Weekly coaching of all teaching staff leading to higher quality of PE teaching. • Specific CPD for PE lead • Specialist advice on the purchase of equipment and use of Sports Premium funding • Provision for wider Sheffield opportunities (eg Beat the Street) • Support for physical activity during lockdown. 	4% of total funding Partnership to continue into next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10.6%
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:
All teachers (including EYFS) coached and mentored by specialist coach from Arches Schools Sports Partnership.	Weekly delivery during Summer term, all teachers have 15 week coaching programme to develop their teaching of athletics and ball skills.	£2437	All teachers spoken confidently about impact of coaching. All teachers have raised confidence in teaching of PE. Children making better progress during PE as a result.	9% of allocation. This is a model that will continue to be used to develop new teachers to the profession. It will also be used to develop a PE/Sports coordinator for Primary who will take up role from September.
Purchase of Get Set 4 PE scheme to support delivery of high quality PE and give appropriate structures for new teachers.	All children in reception and KS1 following new curriculum. Coach used to mentor teacher through teaching with a guided approach then follows a model of observation, co teaching then teaching to ensure confidence.	£280	Having a scheme in place has raised confidence of teachers and ensured that delivery of PE has a specific structure that children can understand and follow. As a result, learning behaviours in PE are improved and outcomes are higher.	1% Get Set 4 PE will continue to be preferred delivery scheme for Primary next year.
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>As above: Wider range of sports and activities through partnerships with Sheffield United and Arches. Leading to a wider curriculum offer, enhance provision at lunchtime and enhanced afterschool opportunities.</p>	<p>All children have a wider offer of:</p> <ul style="list-style-type: none"> • Lunchtime sport • Daily Let's Get Physical • After school clubs • Wider opportunities within Sheffield for physical activity 	<p>Funding already detailed above</p>	<p>All children have a wider offer. All children taking a daily part in physical activity. Children now receiving more access to sport than previously.</p>	<p>Offer will continue into next year and will grow as the academy recruits more staff. Expectation for staff next year that each will deliver at least one club next year, adding to current offer.</p>

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:
As above – coaching through PE sessions to ensure that new teachers have the skills to teach competitive sport sessions.	As above – teachers developing skills in the teaching of competitive sports such as invasion games, team relays and ball games. Some of our children need to build the emotional resilience for competitive games.	Funding allocated above in KI 3	This is the start of a process of developing competitive sport across the academy. It has to be recognised that this year we only have young, KS1 children who are still developing not only the physical skills to take part in competitive sport but also the mental capacity and the emotional resilience that comes with winning and losing.	The start of a model that will develop next year. See statement below.
Engaging with local sports partnerships to develop a wide reaching programme of sports across the Primary age range including after school clubs, coaching and mentoring, access to competitive sports and games, introducing children to local competitions and events whilst supporting children to excel in competitive games.	This is an area that we will use funding carried over from this years budget to fund.	TBC	Impact to be confirmed next year however, impact reports of locals schools who already work within this sports partnerships demonstrate the positive impact this had had upon their own children. Covid has had impact on ability to participate in local competitions this year.	Programme to be started and developed from next academic year.

Signed off by	
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Date:	18 th July 2021
Subject Leader:	Ken Weed
Date:	18 th July 2021
Governor:	Gina Heaton
Date:	18 th July 2021