



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Sports Day: New format due to field restrictions. Feedback from parents and pupils that they preferred new format. A huge success. Children as leaders: leading activities for Nursery Sports Day, at playtimes and conducting interviews to elect new Sports Council members. Children have wide ranging opportunities to get involved in sporting activity (after school clubs, competitions, play and lunch times, before school club, etc.) Wake and Shake, activities in the hall and court at playtimes are well established ways to increase Physical Activity levels. Positive attitude towards P.E. among children and staff. Every year group having at least 1 PE session a week. 'Phys' sessions establishing across the school. Very clear curriculum mapping at the end of last year to ensure all skills are covered. New P.E. curriculum written and trialed by P.E. specialists. New P.E. assessment document written based on skills from new P.E. curriculum. Sharing of planning across the trust. Regular meetings of P.E. leads across the Trust to share best practice. Hall/court/playground timetable established to remove boundaries for teaching of P.E and Phys Taster sessions and specialist coaches – Yoga, Cricket and Martial Arts. Silver Award achieved for School Games Mark <p>Festivals and Competitions:</p> <ul style="list-style-type: none"> 60% of KS2 Children representing the school in a competition or festival. Children were selected to ensure a range of children are representing the school including SEND. Success in Tag Rugby reaching County Finals 'Events Over view' document successfully used to ensure a set procedure is followed when we enter an event so that the organisation of it runs smoothly. This links the office to the P.E. staff effectively. 'Monitoring Register' spread sheet used effectively to monitor which children are taking part in sporting clubs and events and to support our choices of who we select. 	<ul style="list-style-type: none"> Implement the 5 strands outlined in the P.E. Year document #HappyHealthyActiveMe 1: New curriculum 2: Assessment 3: Physical Activity levels 4: Kit (for lessons and after school sports clubs) 5: Healthy Minds As well as homework, floor book, staff cycling competition, PE recognition system, PE based topic. Host a sports community day. Vigorous assessment and monitoring of 'Phys' as well as skills based P.E. (to include observations, secure assessment system, data analysis of boys/girls, SEND, PP etc.) Increased inter-site competitions. Develop children as leaders at - e.g. Sports Council leading a range of multi skills games to increase KS1 participation at playtimes. Up skill staff to lead KS2 sports at breaks times to increase active playtimes. Staff sporting activities to inspire children (staff clubs, half marathons.) Staff fitness- e.g. cycle to Tokyo on a static bike competition between schools in the Trust. Roles and Responsibilities established within the new P.E. team. Write a selection policy for events. Staff meetings around staff wellbeing. 30:30 ambassadors within the local community focusing on SEND children. Link with Rachel Brown at Fairfield Farm College. Finalise P.E. assessment document to include way to tell if a child is working towards or at greater depth. Increased number of SEND extra- curricular clubs. Increase number of KS1 extra-curricular clubs Create a 'Travel Play' to promote active travel to school, create safer roads and environmental impacts. This will be through Wheelie Wednesdays and taking part in The Big Pedal Pupil voice through Sports Council and pupil survey to establish active playtimes

	<ul style="list-style-type: none"> Establishing a system so that the eldest 35 children in the school that have not achieved the swimming requirements and they have lessons continuously until they do. Select Active Ambassadors to ensure each class has 15 minutes of PA daily.
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Meeting national curriculum requirements for swimming and water safety (Data for Year 6 leavers in July 2019)	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	We did not complete the year's swimming lessons due to COVID
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Academic Year: 2019/20	Total fund allocated: £20,300	Date Updated: September 2019
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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 students today and for the future.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	Impact evaluation Nov 2020 (This relates to Sept – March i.e. pre-COVID)
Regular Physical Activity will be a routine in the daily lives of children at Castle Mead	Staff awareness/ buy-in: <ul style="list-style-type: none"> This is one of the five strands in our #HappyHealthyActiveMe enrichment year. All teaching staff and TA's told of this priority at INSET days and given reasons behind it (health and learning benefits) so that there is buy-in and a sense of being inspired to achieve this target. Creating active environments – teachers that enable children to develop physical activity throughout the day. P.E. lessons: <ul style="list-style-type: none"> Weekly P.E. skills based lesson taught by either the P.E. specialist or the class teacher. All P.E. skills based lessons to be planned by a P.E. Specialist. New P.E. curriculum focuses on Fundamental Movement Skills (FMS) in KS1 and adapting these to sports in KS2 so has a big focus on being physically active. All P.E. lessons will be planned to raise children's heart rates for a sustained period of time. 'Phys' Sessions: <ul style="list-style-type: none"> Weekly or twice weekly 'Phys' sessions lead by class teachers established in all classrooms. These promote being physically active rather than physical literacy skills. E.g. tag, circuit training, sharks and fishes. 	<ul style="list-style-type: none"> Cost of P.E. specialists to plan the enrichment year. Time to up-skill teachers in the P.E. planning Cost of teachers/TA Time to up-skill teachers in 'Phys' sessions and P.E. skills based Cost of equipment (£200) 	<ul style="list-style-type: none"> Pupil interviews. Lesson observations. Pupil voice- Sports Council. Assessment data from 'Phys' sessions and P.E. skills based Children engaged in more physical activity. Children enjoying physical activity. Greater opportunities to participate. Children taking part in 		<ul style="list-style-type: none"> INSET day gave staff the knowledge and motivation to inspire children to become physical active. CT taught skills session every week using new curriculum planning. Equipment was well looked after and ordered when necessary to ensure all children have necessary equipment for their learning to be successful Sports leaders implementing playtime games Increased levels of physical activity during the school day Spare PE kits ordered for each class to

	<ul style="list-style-type: none"> • Some KS1 sessions to be led by Sports Council. • List of suggested activities given to all staff at INSET day. • Children learning active games in phys sessions to play independently at playtimes. Ensure they all know and are playing by the rules. • Teachers to be given some basic equipment to keep in their classrooms e.g. cones in order to teach these activities. • Resources in outdoor cupboard well stocked and in good working order. • PE leads to support staff to ensure they are completing it. <p>'Daily 15':</p> <ul style="list-style-type: none"> • Every class to do 15 minutes of vigorous exercise every day. • Once a week, this is to be running at least a mile. • Recognition for class who achieves this best over each term. <p>Sedentary 30:</p> <ul style="list-style-type: none"> • No child is sedentary for more than 30 minutes. • Lessons to be more active- children moving around, getting up, to include short bursts of heart raising activities. <p>Active Ambassador:</p> <ul style="list-style-type: none"> • Every class to have an elected Active Ambassador (AA) to promote Physical Activity in their class and school. • The Daily 15 to be recorded by the AA <p>Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> • Physical activities chosen by Sports Council e.g. rugby, football, skipping, hockey on offer on the court lead by members of staff • Multi-Sport activities to be planned and run by Sports Council • Timetable of activities on offer to each class. • Activities are staffed and well resourced. • Activities link to skill being taught in P.E. lessons or upcoming fixtures. • Introduce level 1 competitive sport in an area of the playground. <p>Family Engagement:</p> <ul style="list-style-type: none"> • A Physical homework to go out on each class' Super Six. This to be written by the P.E. lead to tie in with the term's P.E. learning. • 'Wake and Shake' every week during Start of the Day. • Establish Wheelie Wednesday and join The Big Pedal to promote active travel 	<ul style="list-style-type: none"> • Cost of staff to run activities. • Cost of specialist staff to run extra-curricular. 	<p>30mins Physical Activity within the school day.</p>		<p>ensure everyone is participating. PE kits bought for some disadvantaged learners.</p> <ul style="list-style-type: none"> • Active Ambassadors planned and led 15 minute 'active' lessons in year 1. • Participation from all year groups in whole school Friday wake and shake.
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	<ul style="list-style-type: none"> Opportunities to try new sports and be active at community days. September celebration hosting tag rugby, dodgeball and martial arts activities <p>Extra- Curricular:</p> <ul style="list-style-type: none"> Range of after school clubs offered to KS1 as well as KS2 Wrap around care to offer rich opportunities in sport and physical activity. Festivals and competitions in the Trowbridge and West Wilts clusters. <p>Staff:</p> <ul style="list-style-type: none"> Wearing active clothes when teaching P.E. Staff sporting activities to inspire children e.g. staff clubs, staff v children competitions. Staff fitness challenge- e.g. cycle to Tokyo on a static bike competition between schools in the Trust. <p>Kit:</p> <ul style="list-style-type: none"> Take away this as a barrier of not doing P.E. or Physical Activity. Purchase sets of spare kit which are available to children to use. Sets to be kept in classes and regularly washed. Send letter home for children who don't have kit 	<ul style="list-style-type: none"> Cost of second hand static bike Cost of new kits in range of sizes (£100) 			
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation :
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Attainment and progress is enhanced across the curriculum as a result of	<ul style="list-style-type: none"> Regular activity becomes part of our culture at Castle Mead. See above strategies. Increased P.E. links to the other subjects including the enrichment year #HappyHealthyActiveMe, Science, PSHE, Speaking and Listening, 	<ul style="list-style-type: none"> Time to up-skill staff. 	<ul style="list-style-type: none"> Achievement is improved (SATS results and termly PUMA, PIRA and 	<ul style="list-style-type: none"> Other Subject leaders to 	<ul style="list-style-type: none"> New curriculum which includes health, wellbeing and behaviour is being taught.

<p>children being more physically active.</p> <p>Impact on their spiritual, moral, social and cultural understanding.</p>	<p>IT, Maths.</p> <ul style="list-style-type: none"> • Develop way of measuring/ monitoring levels of PA and progress in the curriculum. • Behaviors learned through the new P.E. curriculum (fair play, sportsmanship etc.) applied across curriculum. • Health and well-being club supports children learn about PA and the benefits to their curriculum development. • Up skill staff to run sensory circuits to increase physical literacy • Family FUNs workshops support families to be more active at home. • Families are signposted to sporting opportunities in the local area. • INSET days led by the P.E. lead to support staff understanding of the links between PA and academic progress. 		<p>GAPS)</p> <ul style="list-style-type: none"> • Pupil interviews. • Pupil voice- Sports Council • Concentration, commitment, self-esteem and behavior are enhanced (green forms) • The profile of sport is raised so that all children are involved in some aspect of healthy living or fitness. • Children understand the positive impact of physical activity on their wider learning. • Staff make links between PE and other subjects across the curriculum. • Positive behavior and sense of fair play are enhanced. 	<p>identify how their subject areas can contribute to learning in PE.</p>	<ul style="list-style-type: none"> • Weekly presentation of sportsmanship award to highlight the importance of social behaviours being learnt through sport • Children who attended girls' football club at school were signposted to a local club; 2 now participating at club.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching P.E. and sport				Percentage of total allocation:	
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	Impact
Trust-wide cohesion with a focus on sharing good practice in use of the new P.E. curriculum, planning and assessment.	<p>New P.E. curriculum:</p> <ul style="list-style-type: none"> Has been written by Trust P.E. lead based on research and trialed in some classes. Has been explained to teachers on INSET day. Main focuses are: <ol style="list-style-type: none"> 1: Fundamental Movement Skills 2: Sports (participation, tactics and knowledge of rules and role models) 3: Social and Personal Skills <ul style="list-style-type: none"> - Sportsmanship - Self-improvement, - Leadership - learned about health and fitness - anatomy and the science of sport LTP created for 2019-20 to ensure that all skills are covered across the year. Resources ordered to ensure successful delivery <p>New Assessment System:</p> <ul style="list-style-type: none"> Has been written by P.E. specialist based on the new curriculum. Has been explained to teachers on INSET day. Needs some development around the understanding of what makes 'greater depth' and 'working towards'. Monitor/track children's progress and do data analysis- disadvantaged, GAT, boys/girls. 'Phys' assessment established. Class teachers to lead and assess Phys sessions. They will record children's fitness levels across each term. P.E. lead to monitor. <p>P.E leads meetings:</p> <ul style="list-style-type: none"> Termly Trust-wide meetings. Attend PE Conference and CSL meetings. 	<ul style="list-style-type: none"> Cost of P.E. specialists. INSET days delivery to whole staff <ul style="list-style-type: none"> Cost of P.E. lead to develop 	<ul style="list-style-type: none"> Minutes from P.E. team meetings. Discussions with staff and staff survey. Teachers feel more confident in teaching P.E. and promote a range of sporting activities Teacher subject knowledge and skills are improved. Subject leader demonstrates knowledge of subject standards. Quality of provision is enhanced. Best practice is recognised and shared 	<ul style="list-style-type: none"> Attend CSL CPD event. 	<ul style="list-style-type: none"> INSET days used to develop teachers' knowledge of the P.E curriculum Termly Trust meetings have been invaluable in ensuring consistency, planning and assessment and organization of fixtures. Whole Trust using new curriculum. Have attended PE conference to support knowledge of national and local priorities Assessment not completed for every child in every class across the Trust.

	CPD: <ul style="list-style-type: none">• P.E. leads to support Class Teachers in delivering and assessing skills based P.E. and ‘Phys’• Termly check-ins and observations/Learning Walks.• CPD needs identified and sought within the Trust and Trowbridge collaborative. P.E. lead: <ul style="list-style-type: none">• Keep up to date with Ofsted reports and government documents and disseminate any relevant information to the rest of the Trust.• Monitor planning.• Support Class Teachers making judgments for annual reports.					
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:	
					%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	Impact	
Provide a rich curriculum and extra-curricular activities that supports children’s development and interests	In school Extra-curricular: <ul style="list-style-type: none">• Regularly review the quality of our extra-curricular provision including range of activities offered.• Consider extra-curricular sports clubs for KS1.• Link clubs to upcoming events in the CSL calendar.• Quality and qualifications of staff providing the activities.• Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews.• Employing local coaches to support extra-curricular sporting opportunities.• Children as leaders- Sports Council and Young Leaders to lead activities.• Sports Relief.• Links with secondary schools to improve provision Events, Festivals and Competitions in the local cluster: <ul style="list-style-type: none">• Continue high number of events entered.• Pay for West Wiltshire Partnership Sport Provision.	<ul style="list-style-type: none">• Cost of office staff to organize and run the admin of the clubs.• Cost of staff’s time to complete Risk assessments, write letters to parents	<ul style="list-style-type: none">• LTPs and MTPs.• Children access a range of sporting activities and explore ones they enjoy in more depth.• Disaffected pupils are re-engaged in sport and fitness• Links are developed between school and the local community.• Registers of participation.• Quality of teaching and learning through observations.• Children have an increased awareness of the opportunities in the community.	<ul style="list-style-type: none">• Links with local clubs- introducing new initiatives and pathways to community clubs.•	<ul style="list-style-type: none">• A range of clubs offered to children in KS1 and KS2• School teams in KS2 competed in Wiltshire games competitions• KS1 and KS2 children participated in festivals with other schools• Sports council members trained as	

	<p>Review the quality of our P.E. curriculum:</p> <ul style="list-style-type: none"> • The new P.E. curriculum is inclusive and is designed to inspire and engage all pupils. • Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews. • LTP ensures that all skills are covered throughout the year. • Our core principals are taught through a range of sports and activities. • Opportunities to extend and develop talents are embedded. • Harder-to-engage children are inspired through the use of visiting athletes and sporting heroes, Family FUNs • Tokyo 2020 – All year groups planned one term as a topic related to Olympics/ sport <p>Equality and Inclusion: (Disabled, SEND, PP, AGAT, Hard to Reach, CNRB)</p> <ul style="list-style-type: none"> • Children with SEND will have opportunities across the year to attend events. • Planning for Gifted and SEND pupils. • Interventions and opportunities for those exceeding expectations • Accessibility of all the activities. • Use of TAs to support learning. • Check equipment to ensure it meets the needs of our pupils. • P.E. Policy ensures whole school inclusion. • P.E. interventions with identified children including 1:1 mentoring and sensory circuits. <p>Swimming:</p> <ul style="list-style-type: none"> • Keep a clear record of children who have completed the necessarily requirements. • Improve tracking and develop system of taking eldest 35 children in the school that have not achieved the requirements and they have lessons continuously until they do. • Top-Up Swimming for Year 6's if necessary. <p>Celebrating and recording curriculum P.E.</p> <ul style="list-style-type: none"> • Photos and comments to be in each class' floor book • P.E. postcards sent home to recognise children's success in P.E. This might be physical skills or social and personal skills such as teamwork or sportsmanship • Twitter posts • Echo magazine <p>Homework:</p> <ul style="list-style-type: none"> • The will be one #happyhealthyactiveme homework every term 	<p>etc.</p> <ul style="list-style-type: none"> • Membership (£175) 			<p>young leaders and used this to lead games for KS1 children</p>
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	planned by the P.E. lead. <ul style="list-style-type: none"> This will support P.E. being taught in school. Increase family engagement with being active. 				
Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Participation in CSL and West Wilts events as well as continuing intra-school and inter- trust competitions.	<p>Within school:</p> <ul style="list-style-type: none"> Lunchtime/playtime competitions run in line with national/ international competitions and the CSL calendar of events. Inter-class pedometer competitions. Young Leaders and Sports Council run competitive activities at play and lunchtimes. <p>Trust- wide competition:</p> <ul style="list-style-type: none"> Sports council to host competitions in traditional sports e.g. football and hockey but also in playground games, bench ball, or multisport to engage more children. Target Disadvantaged children to include in competitions and enrichment opportunities <p>CSL:</p> <ul style="list-style-type: none"> Continue to use a secure system for entering and organizing attending CSL competitions. Arrange friendlies against other schools in the CSL. A wide range of sports after school clubs available for all children. These link to the fixture list for the year to prepare teams for upcoming competitions. SEND events attended to ensure inclusion for all children. Record children who take part in external competitions and ensure a variety of children attend planned events New team kit bought to enhance team spirit and pride in our school. One for each site. 	<ul style="list-style-type: none"> Cost of specialist PE leader to provide lunchtime supervision. Travel costs between sites. Cover for staff to attend with the children. 	<ul style="list-style-type: none"> Opportunities to take part in competitive sports in an environment they feel safe and comfortable in. All children have the opportunity to participate in order to encourage them to take up the sport outside of school. Better outcomes e.g. win more competitions over the coming year. Club registers PE participation analysis spreadsheet 'Overview spread sheet with disadvantaged children noted. 'Monitoring register document. 	<ul style="list-style-type: none"> Local sport partnerships are involved in supporting competitions. An increasing number of children are inspired to join in with clubs and competitive sports. 	<ul style="list-style-type: none"> KS2 children competed in Trust schools' competition Sports' Council led games at playtimes in the hall for all year groups. KS2 teams selected for a wide range of sports through trials (netball, football, rugby and cross country)

	<ul style="list-style-type: none"> Continue to celebrate achievements outside of school with displays. PE celebration assembly bi-termly Use of social media Certificates for participation in lunchtime activities. <p>Other:</p> <ul style="list-style-type: none"> Signpost families to clubs. Encouraging a healthy approach to competition, developing personal best. This is embedded in of our new P.E. curriculum. Review and update policy for picking teams- some event targeted for achievement others for participation. Staff sporting opportunities. 				
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March to July:

- Weekly physical activities posted to the whole school on Seesaw.
- All activities posted by children were responded to by PE lead or class teachers.
- Range of physical activities on offer for children in school
- Virtual Sports Day done via Seesaw. Children in school took part in their bubbles.
- We took part in the virtual Wiltshire School Games and some of our children won medals.