

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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

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

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

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Virtual Sports Day: a fun and competitive week with involvement from children in school and at home. Children as leaders: Sports Council. 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, is well established ways to increase Physical Activity levels. Positive attitude towards P.E. across both sites 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. Sharing of planning across the trust. Regular meetings of P.E. leads across the Trust to share best practice. Children were selected to ensure a range of children are representing the school including SEND. '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. 'Clubs Festivals and Competitions Monitoring' 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. Weekly physical activities posted to the whole school on Seesaw. All activities posted by children were responded to by PE lead We took part in the virtual Wiltshire School Games and some of our children won medals. 	<ul style="list-style-type: none"> Specialist PE teacher delivering high quality PE lessons KS1 and KS2. Weekly meetings between PE lead and specialist PE teacher. Term 1: all children returning to school are re-engaged in Physical Activity through our 'Fitness and Fun' launch. Cooper Test and Bleep tests for Y2 upwards to monitor fitness levels. Certificates in virtual assembly for classes/children. CT's to do 'Phys' at least once a week. Covid games adaptations shared to all teachers to ensure safety. Playtimes New curriculum adapted to meet COVID guidelines. Virtual intra-trust comps. Take part in CSL virtual comps. 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.) Develop children as leaders - e.g. Sports Council leading at playtimes. Implement P.E. assessment document to include way to tell if a child is working towards or at greater depth.

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.	We did not complete the year's swimming lessons due to COVID
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.	
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

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £ 18470	Date Updated:	
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	79%
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 Physical Activity will be a routine in the daily lives of children at Castle Mead.	<p>P.E. lessons:</p> <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. <p>'Phys' Sessions:</p> <ul style="list-style-type: none"> Weekly or twice weekly 'Phys' sessions lead by class teachers established in all classes. These promote being physically active rather than physical literacy skills. E.g. tag, circuit training, sharks and fishes. Sports Council to lead some virtual sessions. List of suggested activities given to all 	<ul style="list-style-type: none"> Time to up-skill new PE TA in the curriculum. Cost of teachers/TA/PE Specialist. Time to up-skill teachers in 'Phys' Cost of staff to run activities. <p>£5320 £9319.50</p>	<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 30mins Physical Activity within the school day. 	

	<p>staff that are within COVID guidelines.</p> <ul style="list-style-type: none"> • 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>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 adapted to comply with Covid guide lines. • Activities are staffed and well resourced. Each Bubble to have their own resources. <p>Family Engagement:</p> <ul style="list-style-type: none"> • A Physical homework to go out on each class' Super Six from Term 3. This to be written by the P.E. lead to tie in with the term's P.E. learning. <p>Staff:</p> <ul style="list-style-type: none"> • Wearing active clothes when teaching P.E. <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. 			
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	<ul style="list-style-type: none"> Kit's to be distributed to classes. Kits given to children who consistently do not have it. 			
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	1%
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:
Attainment and progress is enhanced across the curriculum as a result of children being more physically active. Impact on their spiritual, moral, social and cultural understanding.	<ul style="list-style-type: none"> Regular activity embedded across the school: see above strategies. Increased P.E. links to the other subjects (Science, PSHE, Speaking and Listening, IT, Maths.) 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. 	<ul style="list-style-type: none"> Time to up-skill staff. Cost of P.E. specialists to run these. <p>£150</p>	<ul style="list-style-type: none"> Achievement is improved (SATS results, phonic screening and termly PUMA, PIRA and GAPS) 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 behaviour and sense of fair play are enhanced. 	<ul style="list-style-type: none"> Other Subject leaders to identify how their subject areas can contribute to learning in PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	19%
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:
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 trialled in some classes. 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 2020-21 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. 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. 	<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 and to train PE TA to use. <p>£2280 PE equipment £1236</p>	<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"> • P.E lead to meet termly with Specialist teacher to assess children's learning and identify gaps. • 'Phys' assessment established. Class teachers to lead Phys sessions. P.E specialist will monitor and assess fitness levels. They will be record each term. P.E. lead to monitor. <p>P.E leads meetings:</p> <ul style="list-style-type: none"> • Weekly meetings between P.E lead and specialist teacher P.E. team to share good practice, planning, assessment etc. • Termly Trust-wide meetings. • Attend PE Conference and CSL meetings. <p>CPD:</p> <ul style="list-style-type: none"> • P.E. leads to support Class Teachers in delivering P.E. and 'Phys' • Termly check-ins and observations/Learning Walks. • CPD needs identified and sought within the Trust and Trowbridge collaborative. <p>P.E. lead:</p> <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. <p>P.E. specialist support Class Teachers making judgments for annual reports.</p>			
				<p>Percentage of total allocation:</p> <p>%</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	1%
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:
Provide a rich curriculum and extra-curricular activities that supports children's development and interests	<p>In school Extra-curricular:</p> <ul style="list-style-type: none"> • Intra-trust sporting competitions done virtually between class bubbles. • Participation in Wiltshire School Games where appropriate. • Pay for West Wiltshire Partnership Sport Provision. <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. <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. 	<ul style="list-style-type: none"> • Membership £175 	<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. • 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"> • 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>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 <p>Homework:</p> <ul style="list-style-type: none"> • Homework every term planned by the P.E. lead. • This will support P.E. being taught in school. • Increase family engagement with being active. <p>Classroom based:</p> <ul style="list-style-type: none"> • Ensure Signiant figures and equality and diversity is taught through P.E. • Development of new indoor activities that are not physical (due to covid) that can support social and personal aspects of the PE curriculum. 	<ul style="list-style-type: none"> • Time for the PE lead to develop. 		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	31%
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:
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"> Young Leaders and Sports Council run competitive activities at play and lunchtimes. (Game of the week) <p>Trust- wide competition:</p> <ul style="list-style-type: none"> Intra- trust virtual competitions. Target Disadvantaged children to include in competitions and enrichment opportunities <p>CSL:</p> <ul style="list-style-type: none"> Take part where appropriate. <p>Celebrate achievement:</p> <ul style="list-style-type: none"> Celebrate outside of school sporting achievements with displays. PE celebration in assemblies. Posts on school Twitter and Facebook Certificates for participation in lunchtime activities. 	<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. 	<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.

Signed off by

Head Teacher:	H Phillips
Date:	21.11.20
Subject Leader:	S.Savage
Date:	19.11.20
Governor:	
Date:	