

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Castle Mead Primary School
2021-2022



Commissioned by the
Department for Education

Created by



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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment 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.

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 in 2021- 2022: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Specialist P.E. teaching through In2Sport • Intra- trust competitions netball and football. • Participation Wiltshire School Games events. • KS2 children participation in Trowbridge football league • Sports Day: a fun and competitive day with a high number of families attending. A community to feel to the day with families joining in with activities. • Children had range of opportunities to get involved in physical activity at playtimes. • Sports Council reestablished after lockdown. The young leaders led activities at playtimes and lunchtimes. • A range of active extra-curricular clubs on offer to children including ultimate Frisbee, running, football gymnastics and multi sports. • Targeted intervention and mentoring for children who have reduced activity levels. • Girls football sessions taught by qualified coach to increase participation and links with local clubs. • Martial arts taster day held which encouraged children to join the after school club. • Every year group having at least 1 PE session a week either in school. • Clear progression of skills taught across year groups. • Sharing of planning across the Trust. • Regular meetings of P.E. leads across the Trust to share best practice. | <ul style="list-style-type: none"> • Reintroduce Fitness Friday/ Wake and Shake as a way to increase Physical Activity levels. • Increase the offer for children to participate in more fixtures and competitions. • Relaunch display boards celebrating achievement in and out of school. • Prioritise Daily 15 mins of exercise for all children (led by Y6 or P.E. leads.) • Develop a bank of activities that can be delivered in the classroom when there is adverse weather conditions. This will include some personal/social skills, learning about sports and sportspeople but also some physical activities. • Continue to monitor children’s fitness levels and develop ways to support those who are struggling. • Review of our Outdoor and Adventurous curriculum. (The sequential offer of provision in each year group in order to develop skills and confidence progressively. This is also needs to be linked to topics and opportunities in the local area.) • Swimming: Top up swimming after SATS for children in Y6 who have not met the national curriculum standards. |

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

Total amount carried forward from 2020/2021 £0
+ Total amount for this academic year 2021/2022 £ £20,080
= Total to be spent by 31st July 2022 £ £20,080

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p> | |
| <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 2021.</p> <p>Please see note above.</p> | 79% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p> | 79% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 79% |
| <p>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?</p> | 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: £20,080 | Date Updated: Sept 2021 July 2021 | | |
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| 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: |

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| <p>Regular Physical Activity will be a routine in the daily lives of children at Castle Mead.</p> | <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. 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. Support the quality improvement of EYS learning environments and opportunities provided to enable children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. <p>'Daily 15':</p> <ul style="list-style-type: none"> Every class to do 15 minutes of vigorous exercise every day. Teachers to be encouraged for one of these sessions to be 30mins. Sports Council to deliver some of these sessions to KS1. List of suggested activities given to all staff. <p>Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> A range of physical activities on offer led by staff, young leaders. Timetable of activities on offer to each class. Activities well resourced. <p>Step- counters:</p> <ul style="list-style-type: none"> Buy each class a step counter and introduce inter-class competitions (who does the most steps at playtimes?) <p>Wrap around care:</p> <ul style="list-style-type: none"> Physical activity on offer at Before and After School Club led by In2Sport specialist <p>Clubs:</p> | <p>Time to up-skill new PE TA in the curriculum.</p> <p>Cost of teachers/TA/PE Specialist.</p> <p>Time to up-skill class teachers in physical activities and daily mile.</p> <p>Cost of badges (£50)</p> <p>Cost of staff to run activities. Resources (£200)</p> <p>Cost of 17 pedometers. (£100)</p> <p>Cost of PE Specialist And teachers leading wrap around</p> | <p>Weekly PE lessons</p> <p>Skills based PE lessons have taken place across the school and taught by PE specialist. Most children in KS1 can now perform fundamental movement skills with increasing confidence. In KS2 children have learnt personal and leaderships skills as well as performing fundamental skills in game situations.</p> <p>EYFS Provision</p> <p>EYFS children have had lessons focussing on their core strength, stability, balance and agility. 88% of children in Reception achieved the ELG in gross motor skills.</p> <p>Pupil interviews.</p> <p>Pupil voice has shown a positive attitude towards PE lessons and physical activity across the school.</p> <p>Playtimes and Lunchtimes</p> <p>Young leaders have offered a range of activities at lunchtime and playtimes on the playground. They have conducted surveys to ensure there is a physical activity for everybody. There has been a different sport/activity on the playground every day which has been led by Sports Council members.</p> <p>Wrap around care</p> <p>PE specialist has provided CPD for staff in developing more active opportunities for children. The physical activity levels in before and after school clubs are high with a variety of opportunities on offer.</p> <p>Extra curricula clubs</p> <p>After school clubs have been on offer to children all year. Clubs have been led by teachers and have offered a range of physical activities including archery, multi skills, running, ultimate Frisbee, athletics, football and gymnastics.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Embed daily 15 across the school Opportunities for Sports Council to teach KS1 children Ensure all PE lessons/activities are well resourced. PE audit of resources. |
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| | <ul style="list-style-type: none">• Reintroduce after school clubs that focus on giving all children a broad opportunity to be engaged in a range of sports and physical activities.• Run by teaching staff and P.E. specialist.• Planned and resourced with support of the PE lead. | care and after school clubs. Resources (£200) | |
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| Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) 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: |
| <p>Attainment and progress is enhanced across the curriculum as a result of children being more physically active.</p> <p>Impact on their spiritual, moral, social and cultural understanding.</p> | <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 Physical Activity and progress in the curriculum. Behaviours learned through the new P.E. curriculum (fair play, sportsmanship etc.) applied across curriculum. Develop the learning about role models in sports from all cultural backgrounds. | <p>Time to up-skill staff (inset and staff meetings)</p> <p>Time to up-skill new PE TA.</p> | <p>Improved behaviour Regular physical activity throughout the day has seen an improvement in behaviour across the school. Children in KS2 are aware that physical activity can help them sustain focus and concentration in the classroom.</p> <p>Behaviours learned through PE and the relaunching of FREDICE values has seen an improvement in personal skills (resilience, determination and fair play). This has been evident at playtimes as there has been a reduction in behaviour incidents.</p> <p>The curriculum has been planned to ensure that children know role models in a range of sports and from all cultural backgrounds.</p> <p>Next Steps</p> <ul style="list-style-type: none"> Embed physical activity across the curriculum. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Trust-wide cohesion with a focus on sharing good practice in use of the new P.E. curriculum, planning and assessment.</p> | <p>P.E. curriculum:</p> <ul style="list-style-type: none"> Has been written by Trust P.E. lead based on research and used with success last year. 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 2021-22 to ensure that all skills are covered across the year. Resources ordered to ensure successful delivery Use the new Statutory framework for the early years foundation stage to support colleagues in YN, R, 1 and 2 in areas such as gross and fine motor to support early physical development. This is particularly relevant for our children after lockdown- we need to find ways to allow children to explore movement. P.E. leads to adapt the progressive curriculum to incorporate these changes. Quality dance teaching planned by Arts Lead (Sarah Penny) and linked to class topics. Outdoor and Adventurous curriculum. (The sequential offer of provision in each year group in order to develop skills and confidence | <p>Cost of upskilling the PE lead in the new EYFS framework.</p> <p>Cost of P.E. lead to develop and to train PE TA to use.</p> <p>Cost of Arts Specialist.</p> | <p>PE curriculum Long term and weekly plans have ensured the coverage of the curriculum has been taught. Children who did not achieve the learning intentions from previous term were taught in small intervention groups to catch up.</p> <p>Staff in the EYFS know the importance of early physical development and the ways to support children with their gross and fine motor skills.</p> <p>Team meetings Termly meeting with PE team across the trust to share good practice including time during INSET days to refine PE curriculum. PE lead has also attended termly CSL meeting to develop and share good practice.</p> <p>CPD Children have had qualified coaches in tennis teaching them for a term, teachers in year three and four were involved in these lessons to develop their own subject knowledge Qualified football coaches have taught girls in year five and six for a term, teachers from year five and six observed these lessons to develop their own subject knowledge. TA meetings led by PE lead to develop knowledge</p> <p>Assessment Assessment in PE was used to target intervention for children who needed extra time to grasp new knowledge or skills in PE lessons. One to one and small group mentoring by specialist coach for children who were identified as having lower activity levels.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Dance – embed dance across the school. Monitor and develop the teaching of this across the school. | |

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| | <p>progressively. This is also needs to be linked to topics and opportunities in the local area.)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Has been written by P.E. specialist based on the 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. • Develop use of assessment to target children who need support in certain areas of the curriculum. • Fitness levels assessment established and monitored with support for those children struggling. • P.E. specialist support Class Teachers making judgments for annual reports. <p>P.E leads meetings:</p> <ul style="list-style-type: none"> • Weekly meetings with Castle Mead 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 and assessing skills based P.E. and Daily 15. • 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>Non-contact time for staff to meet.</p> <p>Non-contact time for PE Lead.</p> | |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

| | | | | % |
|--|--|--|---|---|
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Provide a rich curriculum and extra-curricular activities that supports children's development and interests.</p> | <p>Extra-curricular:</p> <ul style="list-style-type: none"> • Intra-trust sporting competitions reintroduced face-to-face. • Participation in Wiltshire School Games were 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. • Use the new Statutory framework for the early years foundation stage to support colleagues in YN, R, 1 and 2 in areas such as gross and fine motor to support early physical development. This is particular relevant for our children after lockdown- we need to find ways to allow children to explore movement. P.E. leads to adapt the progressive curriculum to incorporate these changes. | <p>Non-contact time for PE team to organise participation in events (RA, letters, booking etc)</p> <p>Membership (c£175)</p> | <p>Increased for sporting events Children across KS2 have taken part in West Wiltshire events such as the football league, tag rugby festival, tag rugby tournament and Boccia. Children have also had the opportunity to compete in trust wide events in football and netball.</p> <p>Extra curricula After school clubs have been on offer to children all year. Clubs have been led by teachers and have offered a range of physical activities including archery, ultimate Frisbee, multi skills, running, athletics, football and gymnastics. Specialist coaches from outside agencies have provided termly coaching in tennis, girls football and a martial arts day.</p> <p>Celebrating PE Sporting celebration assemblies have recognised children's achievements outside of school. They have also signposted children to local clubs.</p> <p>Next steps Inclusion – children with SEND have the opportunities across the year to attend events.</p> | |

Equality and Inclusion: (Disabled, SEND, PP, AGAT, Hard to Reach, CNRB)

- 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.

Celebrating and recording curriculum P.E.

- 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
- Assemblies
- Castle Mead Sports Council badges

Homework:

- Homework every term planned by the P.E. lead.
- This will support P.E. being taught in school.
- Increase family engagement with being active.

Classroom based:

- 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.

Wrap around care:

- Physical activity on offer at Before and After School Club led by P.E specialist.

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| | <p>Clubs:</p> <ul style="list-style-type: none"> • Reintroduce after school clubs that focus on giving all children a broad opportunity to be engaged in a range of sports and physical activities. • Run by teaching staff and P.E. specialist. • Planned and resourced with support of the PE lead. | Resources (£200) | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--|---|---|
| | | | | % |
| Intent | Implementation | | Impact | |
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Participation in CSL and West Wilts events as well as continuing intra-school and inter- trust competitions.</p> | <p>Within school:</p> <ul style="list-style-type: none"> • Inter-class pedometer competitions. • Young Leaders and Sports Council run competitive activities at play and lunchtimes. • Daily 15 competition between classes <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"> • Establish a celebration board at Castle Mead to celebrate in school and outside school achievements. • PE celebration assembly bi-termly • Twitter posts and articles in newsletters • 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. • Non-contact time for PE team to organise participation in events (RA, letters, booking etc) | <p>Increased for sporting events Children across KS2 have taken part in West Wilshire events such as the football league, tag rugby festival, tag rugby tournament and Boccia. Children have also had the opportunity to compete in trust wide events in football and netball.</p> <p>Sports Council have held weekly meeting to reflect on activity levels at lunch times and how to increase them. They have received training and have implemented their own ideas and led activities at lunchtimes. This has increased their own personal development and opportunities to be active for the wider school.</p> <p>Next steps</p> <ul style="list-style-type: none"> • Establish celebration board • Target disadvantaged children to include in competitions and enrichment opportunities. • Establish active competitions between classes | |

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| Signed off by | |
| Head Teacher: | |

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|-----------------|---------------------------------|
| Date: | |
| Subject Leader: | Steven Savage |
| Date: | September 2021 July 2022 |
| Governor: | |
| Date: | |