

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

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. **All funding must be spent by 31st July 2022.**

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





Details with regard to funding

Total amount carried over from 2019/20	£0.00
Total amount allocated for 2020/21	£16,410
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0.00
Total amount allocated for 2021/22	£16,470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,470

Swimming Data

Meeting national curriculum requirements for swimming and water safety. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%

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?

Yes/**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

Academic Year: 2020/21		Total fund allocated: £16,470		Date Updated: July 2022	
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: 78%
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:	
To raise participation in physical activity during morning run, break, lunchtimes and after school activities.	Purchase of a fixed playground gym trail circuit, two table tennis tables and two fixed basketball hoops for the playground to be used during social and lesson times to increase student social interactions through physical activity. Sand and helmets purchased to be used during play and for safety when on the balance bikes.	£7,690.53	Students are taking part in daily morning run circuits of activities. These range from gym trails both outdoors and indoors, running and jumping circuits. During break and lunchtimes staff run basketball, football, tennis, and table tennis activities giving our students a broad range of opportunities to participate in Physical activity. Behaviour incidents have lowered and students are developing their take turn and sharing skills.	Termly reviews of morning run activities to offer a wide range of activities (boxercise, yoga, dance, cheerleading). Implementing the daily mile. Further staff training to be given to LF's by PE team on rules/skills/games to continue professional development and maintain student engagement.	
To raise engagement/regulation through experiencing sport/physical	Students regularly take part in weekly visits to the park to explore	£5,768.08	Students' confidence has increased during trampolining	Students to all receive a trampolining unit of work in	

<p>activity in a variety of settings both on and off site.</p>	<p>PE in the community. Students experience trampolining lessons at the local trampolining centre. New swimming benches have been installed to aid transition during swimming in and out of the poolside. Students attend a local gym facility.</p>		<p>lessons promoting a greater level of independence and ability to manage their own performance whilst on the trampolines, showing an increase in gross motor skills linking moves together. Positive feedback from students received.</p> <p>Swimming poolside benches; the positive impact is used at Castledon as a safe space at both beginning and end swimming lessons. Having effective easy wipe down safe seating for better hygiene. They are used to help the pupils regulate, consistent seating area for the use of safety timer use when regulating safe behaviour, keeping routine and structure the same.</p>	<p>their curriculum.</p> <p>Students can use benches as part of their swimming routine when looking at visuals and support safety and regulation.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 1%</p>
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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>Specialist PE teachers in all key phases. Sharing of good practice and teaching cross curricular links to increase practical physical activity during non PE lessons.</p> <p>5 ways to wellbeing being implemented in PE to develop SEMH. To restart extra-curricular clubs post covid.</p>	<p>Physical activity used to engage learners in non PE lessons to provide cross curricular links. Gym trail on the playground has provided opportunities for orienteering games and teamwork games to take during lessons.</p> <p>Sports equipment for a variety of after school activities.</p>	<p>£146.90</p>	<p>All phases now have specialist PE teachers sharing a wealth of experience and knowledge enabling a varied and bespoke curriculum to suit individual students and classes. Increased off site PE lessons to develop students' confidence in the community and interactions with their peers when working as a team. Students' ability to support one another when working together has increased post covid.</p> <p>Gym trail equipment has enabled PA to be embedded into everyday life. Students will use this on arrival to school during morning run activities, during break and lunchtimes and individually to aid regulation. This has enabled a greater level of independence when accessing the equipment and increased students' ability to socialise with one another whilst playing. The artificial grass has sensory benefits as many students like to lay, roll, crawl or walk without shoes on the floor.</p> <p>Students are able to identify ways to help their wellbeing.</p>	<p>Continued development of the curriculum map to ensure it is bespoke to suit the needs of our learners.</p> <p>CPD with learning facilitators to share activities/games to share during social times to increase social skills in the playground.</p> <p>Wellbeing week - annually across the whole school</p>
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<p>Regular parental contact to share sporting successes/extra-curricular activities.</p>	<p>Regular updates in school and sharing of student successes to all staff and parents via newsletter.</p>		<p>Attendance to after school club. Students are taken weekly for forest schools at Wat Tyler where they learn forest skills including cooking on a camping stove and making their own soap, exploring the forest. Students has increased their social skills and ability to interact with one another.</p> <p>PE notice board in corridor for students, staff and visitors to see and celebrate PE moments.</p> <p>PE updates and links shared in school newsletter termly.</p> <p>Staff briefing to share PE events/updates.</p> <p>Parent surveys to gain feedback</p>	<p>Attendance registers, student and parent surveys for feedback.</p> <p>Parent/student feedback surveys.</p> <p>Develop sport after school clubs 2022/2023</p> <p>Continue regular sharing of PE successes via staff briefing, email, newsletter and Facebook page.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 8%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Membership to Wickford SSP to receive local updates on training for PE staff, SSCO team teaching and attendance to local festivals and competitions.</p>	<p>Students have had the opportunity to attend mini Olympics and festival competitions.</p> <p>Regular team teaching with the school sports coordinator and Castledon staff to share good practice.</p>	<p>£425.00</p>	<p>Termly team teaching in lessons with SSCO and primary PE teacher to share good practice.</p> <p>Extra-curricular opportunities run by PE staff attending alongside local Wickford and Basildon schools to raise external experiences and interactions with students from other schools.</p>	<p>Continue sharing of good practice in PE among staff. SSCO to support primary staff with gymnastics. Increase confidence in gymnastics - trainee teacher to attend gymnastics course 2022/2023.</p>
<p>Membership to AfPE to receive up to date information on health and safety, workshops and national events/initiatives to develop PE staff at Castledon and implement into school life.</p>	<p>Regular updates shared with PE staff during team meetings.</p> <p>National initiatives implemented (santa dash, wellbeing week).</p>	<p>£95.00</p>	<p>Regular health and safety covid updates. Shared throughout the year to all PE staff.</p> <p>Staff training opportunities/workshops and links with Active Essex, Sport England, Youth Sport Trust. Email and webinar updates for PE staff to access.</p>	<p>Increase attendance at SSP events now covid restrictions have lifted to increase links with the Wickford schools.</p> <p>Termly PE team meetings to discuss curriculum plans, national curriculum updates, learning walk feedback, sharing of good practice and CPD opportunities.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 9%
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:
To embed Forest schools to increase outdoor activities designed to support skills, resilience, teamwork, friendship, physical activity, and environmental practice, as well as educated risk assessment of activities, to promote safe behaviour.	Students experience outside pursuits, where fire safety, woodland skills, safe plants, and teamwork activities like den building, supporting our learners to work together safely and effectively. Through the process of doing, and repetition our students build up resilience and an ability to embrace physical activity and learning.	£898.95	Students can now follow verbal instructions. They can keep themselves safe in the outdoors. Students are able to risk assess an activity. Students can now recognise sensory stimulation from outside that supports them feeling calm. Students can cook outside. Students can make a range of bushcraft accessories.	Every young person will have a forest school experience with a specially trained instructor for at least 6 weeks out of the school year, throughout the key faces. All students will experience a range of planned activities designed to increase physical participation and holistic play
To introduce students to a variety of new sports within the curriculum. To increase confidence in new sporting activities both individually and as part	Students have explored new sports from parkour to volleyball, boccia, badminton and table tennis.	£683.54	Increased student confidence in new sports. Many students began apprehensive and developed	Continue to develop new activities in the curriculum and external links and workshop

<p>of a team.</p>	<p>Two additional coloured gymnastic benches purchased to increase the opportunities to explore during parkour lessons and to visually help promote independence when following instructions/pathways.</p>		<p>resilience to try and explore new skills with success. Students particularly enjoyed parkour exploring objects to navigate around a course. Additional benches purchased to allow more movement choices. The introduction of new sports has improved students' ability to work in a supportive manner, showing a willingness to help one another.</p>	<p>experiences. To continue to develop a broad ranged curriculum for our students to access both on and off site.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Membership to SESSSA to enable links with other schools to compete in competitions locally.	Students have competed in a variety of team, athletics and inclusive events this year (football, athletics, tennis, mini Olympics, special school games and sports festivals).	£100.00	Regular half termly meetings to arrange fixtures with SESSSA group enabling our students to participate in a variety of sporting competitions. Students' motivation has been high to attend events. Student attendance in competitions off-site has increased 100% post covid.	Increase competitions in the SESSSA district to include new sports/activities next year 2022/2023 (table tennis, cheerleading, yoga) to raise girls' participation.
To increase students' confidence when participating in competitions. Enabling students to feel 'proud' representing their school.	New team kits purchased and worn at competitions.	£662.00	Students are extremely proud to wear the Castledon team kits when representing the school in competition. They have verbalised how 'good' it has made them feel.	Castledon kits to be worn to all sporting events.
To create an inclusive sports day offering a variety of team and individual inclusive sports.	Inclusive sports day to raise participation in competitive sport. Students offered a wide range of team/individual sports as well as track and field.		Full student participation through inclusive sports offered on sports day. House colours allow students to feel part of a team/identity and earn points for their team.	Embed sports day and competitions throughout the year by including inter-house termly competitions.

	House system of colours to increase team ethos.			
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Signed off by	
Head Teacher:	Simon Holliday
Date:	July 2022
Subject Leader:	Becky Wheeler
Date:	July 2022