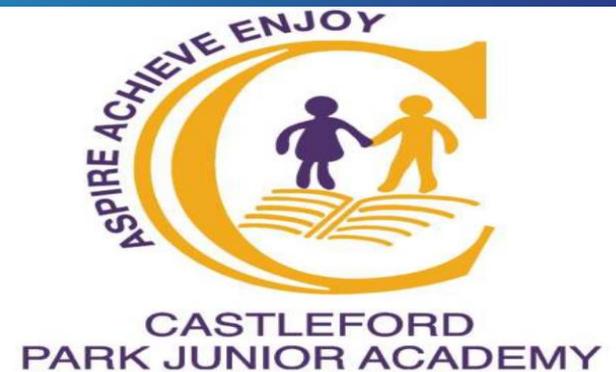


Evidencing the Impact of the Primary PE and Sport Premium



Commissioned by
Department for Education

Created by



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 com



Funding for the PE and sport premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding.

In most cases, we determine how many pupils in your school attract the funding using data from the January 2020 school census.

If you are a new school or a school teaching eligible pupil for the first time in the academic year 2020 to 2021, we will base your funding on data from the autumn 2019 school census.

Funding for 2020 to 2021

Schools with 16 or fewer eligible pupils receive £1,000 per pupil.

Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Academies, free schools and CTCs

The Education Skills and Funding Agency (ESFA) sends academies, free schools and CTCs their PE and sport premium funding in 2 separate payments.

How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport on offer.

This means that you should use the 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

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement.
- increased confidence, knowledge and skills of all staff in teaching PE and sport.
- broader experience of a range of sports and activities offered to all pupils.
- increased participation in competitive sport

How this is implemented at Castleford Park Junior Academy

At Castleford Park Junior Academy, we are committed to the provision of a balanced programme of PE for all children that encourages physical activity both to nurture talent and also to develop a healthy, active lifestyle. We ensure the opportunities offered to all the children in their time at our school give them the chance to develop their sportsmanship as well as developing their fitness levels. We also aim to provide a broad range of activities to enable all children to identify some kind of physical activity they enjoy, so that they are likely to want to continue with this beyond the school day and after leaving our school.

Castleford Park Junior Academy places great importance on giving pupils the opportunity to learn a range of skills through good sporting provision. Pupils build their self-esteem, resilience, learn collaboration skills, develop a healthier lifestyle and show pride in their school as they represent the school at different competitions through the activities we provide for them. Whenever possible, we also incorporate a competitive element into our PE lessons so that children learn about winning and losing and how to deal with the emotions this may evoke. We also encourage children to develop their resilience and the tenacity that is required to succeed in PE and sports - these are lifelong skills that the children will need to succeed in a range of areas, so this learning impacts directly on wider school development and pupil outcomes. The school always takes part in any inter-school sports events organised by the High school - often doing well, indicating that the investment in sport and PE is having an impact on our pupils and their confidence! We also aim to coordinate tournaments for our local Infant Schools looking into the future, in order to use our funding to promote sport in our community and to our future, prospective pupils.

In recent years, a significant investment has been made in the professional development of staff to develop their confidence and expertise. This has been through our links with the local Secondary school PE specialist teachers who have recently worked alongside all class teachers to plan and teach PE. We invested in our own specialist PE teacher who had the role of working alongside teachers to plan, teach and coach, to ensure teachers' confidence, knowledge and expertise continues to develop this further, which meant the whole of our sports premium budget was spent on this, with the expectation that many actions that we were already developing in previous years can be continued by our Sports Leader. Moving forward, teachers have had the experience and knowledge from a specialised teacher and can now use this to develop their own style of teaching. Miss Dixon and Miss Marchant now lead PE in school and are focused on driving PE forward so that every child is equipped with a vast amount of knowledge and experiences that will help develop their confidence further within a variety of sports. We currently invest in specialist teachers developing teachers' understanding of gymnastics and dance. As a school, we will continue to ensure new staff joining our organisation are given the opportunity for quality CPD and the children receive high quality and consistent provision. We also recognise the importance of regular sporting activity to contribute to mental health and work alongside our mental health lead to help pupils and parents develop the same understanding - providing opportunities for inspirational and aspirational role models to highlight this as visitors throughout the year and in our assembly programme.

Our Mission

We believe that all children, regardless of their athletic talent, physical or cognitive development should have the opportunity to take part in a wide range of PE and sporting activities. We aim for all PE and Sports provision to be high quality, challenging and appropriate, enabling all children to achieve their physical potential. We intend our PE and Sports provision to be inclusive and engaging. We want our PE curriculum to be inspiring and to broaden children's horizons about what is available for them and what they can achieve. We also want pupils whose future talent could lead to a career linked to sport and physical activity to be nurtured and encouraged through the opportunities we offer. We expect PE and sport to demonstrate to all of our children that you can enjoy physical activity for its own sake, as well as striving to be the best. We use our sports premium funding to help us to achieve this.

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:
<p>Regular competitive sports is scheduled, when permitted, allowing the children to compete in a range of sports including rugby, football, netball gymnastics, rounders, cricket and athletics. The last full year of 2018-19 saw the largest amount of children compete at some level in over 15 tournaments/events throughout the year.</p> <p>Partnership with Castleford Academy and using specialist teachers has improved standards in teaching and learning, however this secure and established baseline of knowledge can be refined further across school to achieve excellence.</p> <p>Inspire days held to promote other sports, developing the breadth of sports on offer to the children, including an active, healthy life-style week that takes place in Sports Day week. Our new children also compete in an inter-Infant School tournament when they come to visit us for a transition day, in order to ensure they are aware of and influenced by our mission and vision for sport at school.</p> <p>Before-school, after school and dinnertime sports provision has an impact on reducing persistent absence and increasing the quality of pupils' wellbeing.</p> <p>The link between sport and mental health is becoming clearer at school and beginning to influence parents and their children in developing healthier lifestyles.</p>	<p>Active playground needs to be further developed, ensuring that all children have access to at least 30 minutes per day of physical activity within school. There is planning within school to continue to develop active dinnertimes and 'The Daily Mile' for all classes.</p> <p>Continued regular coaching and training for staff to teach PE effectively.</p> <p>An even wider range of sports offered to the children though curriculum time and extra-curricular activities to ensure children are regularly physically active and experience a range of sports that could become an enthusiasm.</p> <p>Regular days planned in to celebrate sport, provide sporting opportunity and celebrate aspirational sporting achievement and personalities.</p> <p>Higher levels of children attaining the recommended level in swimming to the level of the national requirement.</p> <p>Build on inter-school competition: Intra-school is established and will be enhanced but external partnerships to be built for further collaborative sporting opportunities beyond school.</p> <p>Sports councilors to be fulfilling their roles at break times and during school events such as:</p> <ul style="list-style-type: none"> • Organising games and physical activity • Hosting event and organising play areas • Sports day organisations • Mini Olympics • Whole school events <p>(Needs to be re-established post-covid)</p>

Meeting national curriculum requirements for swimming and water safety – 2020-21	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	N/A
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	N/A
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

Meeting national curriculum requirements for swimming and water safety – 2020-21	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	N/A
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	N/A
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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.

Academic Year: 2020/21	Total fund allocated: £20,030	Date Updated: 17/11/20		
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: 23%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure that all children are provided with extra opportunities to engage in daily physical activity. Impact: increased concentration & wellbeing; pupils understand the impact regular exercise can have on daily life.	The 'Around the Park' initiative to continue, children to run/walk the distance around the park during the day regularly. Further regular activity (Joe Wicks, Go Noodle) built into the school day on the selected PE day	None needed	These will engage all pupils and provide them with a variety of tools to keep healthy. Using high quality role models will raise awareness of the importance of sports and physical activity.	Monitor involvement of all classes and maintain awareness of different resources that can be used to keep it exciting for pupils.
To provide a range of physical activities for all children to engage in at break times and lunchtimes. Impact: Increased confidence and enjoyment in a range of sport and increase in daily physical activity for all pupils	Sports Leaders (training to be arranged) to lead playground games alongside designated lunchtime staff at playtimes and lunchtimes – look in to outside agency to lead lunch times External providers to train the children to be playtime leaders, which will help grow their confidence but also elevate some of the pressure from staff at break times.	£1,000	The training provided will aid the continued development lunch time staff and junior leaders - leading these new zone enhancements. Active playground – ensure junior leaders are in place & lunch time staff are equipped to ensure the playground is active. Children keeping to their bubbles.	All pupils are involved in the zones across school – our checks show that this is the case. However, the use of the field, updating exhaustible resources and training for LSA team will sustain and develop these zones further as the year progresses.
Morning and After school sports clubs provided as much as possible to target a range of pupils throughout the week Impact: Increased daily activity, raising pupil awareness of the range of sports available to them	Clubs to be organised and attendance reviewed. School council to survey requested new clubs. Morning fitness clubs to be reviewed and monitored throughout the year. After school clubs to be reviewed	£1,500	Increased participation in a wider range of sports – children value health and exercise.	Raise awareness of range of clubs on offer and invite specific pupils to benefit from this.

To provide quality resources to ensure the children can partake in a broad range of sports and physical activity. Impact: Increase in the amount of children engaging in sport and physical activity, enjoying being active	Monitor and review the engagement levels and physical activity levels of the children involved Involve the children – once trained as junior leaders – in the monitoring of this	£2,000	Increased participation in a wider range of sports – children value health and exercise.	Regular audit and training with children and staff to use appropriately.
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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: 5%
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports day – In summer term 2021. All stakeholders to take part in this day. Invite professional athletes to attend to give awards to children. Impact: importance of enjoyment and aspiration when taking part in sport	Sports day to involve both competitive and inclusive elements over the day – involve parents in both elements - Use the opportunity to educate parents on the importance of health and wellbeing	N/A	Members of all stakeholder groups take part in fun day to celebrate sport and physical activity. Parental attendance at sports day (If possible) All children included in sports day	The events can be sustained and planned annually – considering the increase in the sporting team this year. External sporting guests ‘local sports heroes’ could add to the significance and profile of events. Associated costs will need to be brought into this to consider sustainability and whether this would have enough impact against other use of funds.
Promote sports through celebrating a range of events, festivals and sporting figures of all backgrounds Impact: Sports events, men and women are recognised and celebrated	Reindeer Run to take place in December in aid of The Prince of Wales Hospice – a day in December Engaging all pupils in a joint effort to raise money and awareness for a brilliant cause. This will also involve parents to help their child raise money to contribute towards a charity event. Year ¾ to take part in the colour run linking to RE to take place in Summer term		Evidence provided in wider curriculum books and on Bloomz. This will raise awareness of the different ways that physical activity can take place and how it can be aspirational. Will bring the community together, encouraging the children to raise money for valuable causes.	To continue promoting sport across the curriculum to heighten the profile sports has and its role within education. Review with teachers and health and wellbeing team to see the impact of the pupil’s attitude towards PE and sport.

<p>Continue with increasing quality of Fit to learn. Impact: Engage reluctant pupils in sport regularly and increase enthusiasm for regular exercise. Increased understanding of well-being importance</p> <p>Increase esteem and well being through the use of outdoor learning, linked to physical activity and exercise Impact: Children are healthy in mind and body and value exercise and physical activity</p>	<p>Linking with whole school calendar – sports to be celebrated and awareness to be raised regarding different cultures.</p> <p>Identify relevant staff and provide training. Establish relevant pupils with SEND lead. Establish timetable in hall. Ensure relevant equipment available. Track improvement of attending pupils and celebrate their achievements.</p> <p>Forest schools and external companies delivering sessions (CPD) to groups of children around esteem, team work and enjoying physical activity with a focus on team building, communication and esteem</p>	<p>£300</p> <p>£1000</p>	<p>Children ready to start the day – understand the part that sport can play in this.</p> <p>Increased awareness and enjoyment of a range of physical activity and increase in self esteem.</p>	<p>Measure impact of intervention and continue to train up staff to increase quality.</p> <p>Audit number of pupils involved and raise awareness. Continue to upskill staff to deliver alongside curriculum lessons.</p>
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<p>Impact: the PE curriculum is well resourced which allows for the effective teaching and learning of PE.</p> <p>Build self and peer evaluation into all PE lessons, mirroring whole school focus on editing, peer critique and beautiful work</p> <p>Impact: children are confident in their evaluation, self and peer with a clear focus on critique.</p>	<p>Critique is evident in each and every lesson.</p> <p>The use of technology is used to support assessments and evaluation</p>		<p>Pupil self-evaluation leads to enhanced and refined quality of skill development and even clearer understanding of what high quality execution looks like in each sporting area.</p>	<p>Use the self-evaluation for moderation and to create a bank of excellent resources to support teachers in effective delivery.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 5%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Interclass games to be introduced to engage pupils in competitive activities at dinner time – subject to current situation (COVID-19)</p> <p>Impact: Confidence of all pupils to take part, noticing impact on their wellbeing</p> <p>Continue to increase the number of children taking part in physical activity and sport during school and after school provision and provide a range of extra-curricular sporting clubs on offer across school.</p> <p>Impact: Confidence of all pupils to take part, noticing impact on their wellbeing</p>	<p>Engage children who are less active by personally inviting them to clubs – Summer 1 2021 ONWARDS subject to children returning to school.</p> <p>School Games – silver mark to be achieved.</p> <p>School calendar to be planned, using the silver mark</p> <p>Less active children given the opportunity to attend specific extra-curricular sporting clubs across the year.</p> <p>– Summer 1 2021 onwards</p> <p>Our aim is to see our less active group targeted and involved in both of the above aspects.</p> <p>Use of playground leaders/active playground to promote physical</p>	<p>TBC – transport dependent</p> <p>TBC staff time to organize</p>	<p>Staff and external providers leading extra- curricular activities based upon interests, skills and specialisms.</p> <p>Provide L Anfield (SGO) with sufficient evidence of achieving the silver mark standard assessing whether the school has made the improvements to be accredited with this mark.</p> <p>A variety of sports established within intra-school tournaments; a high proportion of children are involved in a range of events</p> <p>Changing attitudes of reluctant/less-active pupils when asked for viewpoints and comments.</p>	

	<p>activity and spread awareness</p> <p>Introducing the 'Daily Mile' again to encourage physical activity and promote the importance of keeping fit and healthy</p> <p>Ensure a variety of after school clubs is provided for all pupils and their abilities to enjoy.</p>	£1000	Further increase on pupil engagement in extra-curricular sport.	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To provide competitive sport in a range of sports throughout the year at both inter and intra sports level. (subject to COVID-19)</p> <p>Pupils understand the purpose of competition and participate in sporting events across a range of disciplines, applying teamwork and practising good sportsmanship</p> <p>Interclass games to be introduced to engage pupils in competitive activities at dinner time – subject to current situation (COVID-19)</p> <p>Impact: Confidence of all pupils to take part, noticing impact on their wellbeing</p>	<p>Establish an agreement with local schools to play fixtures aimed at years 3-6 available to all pupils.</p> <p>School Games – silver mark to be achieved.</p> <p>School calendar to be planned over the year, building awareness of different sports and competition that all pupils can enjoy being a part of, regardless of quality of skill level.</p>	<p>N/A – transport for competitions arranged</p> <p>N/A -staffed on playground</p>	<p>Success of competition</p> <p>Children have opportunity and enjoyment of competitive sport.</p>	

Review of Expenditure 2019/20 review

Approach	Desired Outcome	Staff Lead	Impact	Lessons Learned	Total cost	To be continued next year?
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	All pupils have the opportunity and are engaged to engage in at least 30 minutes of physical activity per day in school	AD	Children are healthy and understand the importance of being fit and healthy Behaviour on the playground has improved		Specialist sports coach employed £22,000	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	PE is valued across school and supports children in other aspects of learning	AD	Children enjoyed the sports offered and understood the value and importance.		Specialist sports coach employed £22,000	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Teaching staff are supported in the teaching of PE; as a result their confidence and knowledge in teaching PE and sport has increased	AD	Staff feel confident in delivering a range of sports		Specialist sports coach employed £22,000	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children are offered a broad range of sports and activities	AD	Children had the opportunity to try a range of broad sports, catering for all children at all age groups.		Specialist sports coach employed £22,000	
Key indicator 5: Increased participation in competitive sport	Competitive sport is increased due to the love of sport	AD	Children had the opportunity to compete regularly.		Specialist sports coach employed £22,000	