

Evidencing the Impact of the Primary PE and Sport Premium



CASTLEFORD
PARK JUNIOR ACADEMY

Commissioned by
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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.



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 2021 to 2022

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 physical activity that 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, collaboration skills, awareness of a healthier lifestyle and show pride in their school as they represent us at different competitions and 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 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 be able 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 our Trust and wider - 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 increase 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 also 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 continued to develop further, focusing particularly on the games and athletics elements. Moving forward, teachers can now capitalise on this to develop their own style of teaching further. Miss Dixon, Mr Booth and Mr Knapp now lead PE in school. We currently invest in a specialist teacher who develops teachers' understanding of dance and provides aspirational coaching opportunities to inspire potentially talented dancers. As a school, we will continue to ensure new staff joining our organisation are given the opportunity for quality CPD ensuring that the children receive consistent, ambitious 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 as visitors throughout the year and in our assembly programme to highlight this.

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 - supporting teachers to use a range of motivational and strategic tools to engage all. 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 these aims.

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, allowing the children to compete in a range of sports including rugby, football, netball, gymnastics, rounders, cricket and athletics, inclusive of boys and girls. 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, promoting a love and enjoyment of school sport.</p> <p>Previous partnership with Castleford Academy and working alongside specialist teachers has improved standards in teaching and learning, however this secure and established baseline of knowledge can be refined further across school, through continued and collaborative opportunities to share good practice and ultimately, to achieve excellence.</p> <p>Inspire days held to promote other sports, develop the breadth of sport on offer to the children, including an active, healthy life-style week take place each year. Children who are new to the school also compete in an inter-Infant School tournament as part of their 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 clearly communicated 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 an even greater amount of physical activity in school alongside their PE lessons. There is planning within school to continue to develop active dinnertimes and 'The Daily Mile' further for all classes.</p> <p>Continued regular coaching and training for staff to teach and assess 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?	85%
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?	80%
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?	75%
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

Morning and After school sports clubs provided 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 Parliament to survey requested new clubs. Morning fitness clubs to be reviewed and monitored throughout the year. After school clubs to be reviewed	£2,000	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	£3,000		Regular audit and training with children and staff to use appropriately.

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:
10%

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 2022. 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	Festive 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		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.	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

	<p>parents to help their child raise money to contribute towards a charity event.</p> <p>CRY sponsored run to take place in Spring 2 – highlighting the importance of the heart</p>		<p>Will bring the community together, encouraging the children to raise money for valuable causes.</p>	<p>impact of the pupil's attitude towards PE and sport.</p>
<p>Continue with increasing quality of Fit to learn and Premier League Reading Stars</p> <p>Impact: Engage reluctant pupils in sport regularly and increase enthusiasm for regular exercise. Increased understanding of well-being importance</p>	<p>Linking with whole school calendar – sports to be celebrated and awareness to be raised regarding different cultures. 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>£1,000</p>	<p>Children ready to start the day – understand the part that sport can play in this. Children are learning using PE as a vehicle for improvement – children are engaged and enjoy learning</p>	<p>Measure impact of intervention and continue to train up staff to increase quality.</p>
<p>Increase esteem and well being through the use of outdoor learning, linked to physical activity and exercise</p> <p>Impact: Children are healthy in mind and body and value exercise and physical activity</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>£1,000</p>	<p>Increased awareness and enjoyment of a range of physical activity and increase in self-esteem.</p>	<p>Audit number of pupils involved and raise awareness. Continue to upskill staff to deliver alongside curriculum lessons.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				70%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Our aim is to continue with the development/enhancement of teachers' skills, confidence and knowledge in the teaching of PE by:</p> <p>A) The employment of a dance and gymnastics specialist to work alongside teachers to provide training and coaching.</p> <p>B) Assessment trackers with clear skill development developed and shared with staff.</p> <p>C) Providing examples of planning and offering guidance on how to support and challenge.</p> <p>D) Sharing techniques/ideas of Afl and what each skill looks like so that assessment is more accurate.</p> <p>E) Monitoring and evaluating how staff teach PE lessons and support teachers where necessary, providing them with feedback.</p> <p>F) Identifying staff to attend courses to develop CPD. PE lead to observe other PE practitioners at other schools to improve their development.</p> <p>Ensure that all areas of PE are adequately resourced so that it enables all children to participate in all areas of the curriculum.</p>	<p>PE Co-ordinator to meet with class teachers to discuss current planning, teaching/coaching and confidence. - October 2021</p> <p>PE Co-ordinator to identify colleagues for support on particular sports/activities to enhance practice. Feedback sheet to evidence impact. - October 2021</p> <p>Arrange time for further CPD for PE co-ordinator to observe specialist PE teachers.</p> <p>Arrange time to observe Primary PE specialist at other primary schools. Level 5/6 PE coaching course</p> <p>This course will give the staff a qualification to able them to teach well-structured and engaging lessons with a bank of knowledge.</p> <p>Development of gymnastics and dance sequence of learning – providing CPD for staff</p>	<p>£9880</p> <p>£1,000 + release time for PE lead</p> <p>Cost TBC</p> <p>£3,000</p>	<p>Monitoring of teaching and learning shows quality of P.E. teaching is consistently good in areas supported.</p> <p>Increased confidence and better subject skills enabling the subject leaders to lead learning and training for all staff in the coming years.</p> <p>Subject leaders more confident when assessing and monitoring subject, offering feedback and team teaching.</p> <p>Skills, knowledge and understanding of pupils are increased significantly.</p> <p>Pupils continue to really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.</p> <p>Professional development is enhanced further and lessons are of an even higher standard.</p> <p>Inclusive and appropriate PE takes place for all pupils.</p>	<p>This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p> <p>Next steps: put new learning into practice. Share new knowledge with other staff to ensure all PE lessons are engaging, inclusive and purposeful.</p>

<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</p> <p>School Games – silver mark to be achieved by end of 2022</p> <p>Less active children given the opportunity to attend specific extra-curricular sporting clubs across the year.</p> <p>– Spring 1 2022 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 organise</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>Play leaders are trained on a cycle so this can be established as part of the school calendar</p> <p>School Games is used to record and track achievement</p> <p>Continued partnership with Castleford Academy and local providers</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 range of sports are offered to pupils – INSPIRE days to showcase a range of sports, wider than that typically chosen</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.	
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 0%</p>
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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:
<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 2020/21 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/LB	Children are healthy and understand the importance of being fit and healthy Behaviour on the playground has improved	COVID had severe implications for what equipment could be used and the mixing of children and adults. This meant that this was difficult to achieve, however, children were still able to receive the recommendation due to stringent cleaning procedures.		
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/LB	Children had limited opportunity			
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/LB	Staff feel confident in delivering a range of sports	Ensure that coaching is continued to develop staff confidence; review plans to ensure progression is evident		
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/LB	Children had limited opportunity to experience a range of sports due to COVID	Planned experiences in the future to ensure that children are able to participate in sport and exercise		
Key indicator 5: Increased participation in competitive sport	Competitive sport is increased due to the love of sport	AD/LB	Children had limited opportunity to compete in sport due to COVID	N/A		

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	