or review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your

 Castle Academy evidencing the impact of the Primary PE and sport premium.

|  |  |
| --- | --- |
| Key achievements to date until July 2021  | Areas for further improvement and baseline evidence of need:  |
| Equipment was purchased, ensuring that lunch and break times activities were fresh and innovative. The resurfacing/ repairing of the outdoor trail/gym area has allowed all children could access this area all year round. Support staff and lunchtime supervisors have received training ensuring the effectiveness of all delivered activities.  Sports professionals on-site during lockdown to ensure the delivery of a wide variety of sports and activities. With an emphasis on mental health and wellbeing. Pupils participated in activities based upon self-awareness, fitness and teambuilding skills.   All teaching staff have been equipped with the resources needed to plan and deliver 'good' P.E. lessons.  Provision of free extra-curricular clubs to all pupils from early years and above. All clubs were popular and oversubscribed.   Increase in in-house sports competitions, which has strengthened, teamwork, resilience and leadership skills.      | Indoor equipment for wet/ indoor play.  A more comprehensive range of sporting equipment for lunchtime clubs, which sports professionals will run.    More opportunities are provided throughout the year for pupils to engage in a wide variety of activities, emphasising increased participation, mental health, and a lifelong habit of regular exercise, such as (5 min fitness activities, yoga, and daily mile (walking).      Provision of a wider variety of sports extra-curricular sports clubs, emphasising female participation, SEND provision with pathways to competitive opportunities.    |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? **YES**

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year: September 2020 to March 2021**  | **Total fund carried over: £4000**  | **Date Updated:** **22.07.21** |   |  |
| What Key indicator(s) are you going to focus on? **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils  |  | Total Carry Over Funding:  |
| £4000  |
| **Intent**  | **Implementation**  | **Impact**  |   |
| Your school focus should be clear how you want to impact on your pupils.          To provide opportunities for pupils to participate in activities and sports, they may have never experienced before.     | Make sure your actions to achieve are linked to your intentions:         Enrichment week in June  2021, where children will be allowed to try a wide range of actives such as rock climbing, archery, caving and physical assault course.  | Carry over funding allocated:          £4,000         | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that P.E., S.S. & P.A. have made to pupils reengagement with school. What has changed?:  | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:  |

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.  |   |
| 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 2021.  | 70%  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 65%  |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 85%  |
| 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  |

**Action Plan and Budget Tracking**

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



|  |  |  |  |
| --- | --- | --- | --- |
| **Academic Year:** 2020/21  | **Total fund allocated:** £20070  | **Date Updated: 22.07.21** |   |
| **Key indicator 1:** The engagement of all 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:  |
| 66.55%  |
| **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:  |
| Encourage children to participate in sport and be active outside of school through afterschool and lunchtime clubs- increased participation in physical activity and increased pupil fitness levels.  Increase and provide a variety of playground activities- to boost engagement in physical activity.   Physical activities during wet play/ indoor playtimes, KS1.     Develop timetables to allow all children access to activities available at playtimes.    | Free after school clubs implemented. e.g. Young sports, Netball club, Football club and Dodgeball Club.     Box of equipment to allocated to each year group, purchase of skipping ropes and egg and spoon sets.  Multi-sport post x 3 Resources and equipment that isused in class to develop balance, coordination and thinking skills.   Each zone in the playground will be allocated a physical activity and outdoor gym equipment. C.H./G.M. will create timetables for additional  |  £3,100         £615.90   £429.00     £7,571     |         All children enjoyed a variety of sports, knowing that the equipment was safe.   Sports coaching has been provided to all support staff to maximise children's use of activities at playtimes.   The purchase of outdoor gym equipment has provided a more comprehensive range of activities, which has allowed the development of full-body strength across both  |         All staff will receive regular training and have access to updated resources.  General bank of engaging activities stored and easily accessible for all staff.  Playground leaders allocated from each year class and changed every half term.     |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|      Purchase of portable netball and basketball hoops to provide a broader range of activity.  To continue to develop the PE curriculum through improved resources     To ensure the children can continue to use and enjoy sports in the Hall    | activities to ensure all year groups and genders have equal opportunities to participate.   Two adjustable basketball nets bought. To allow the development of catching and throwing skills. Additionally, the adjustability of the nets provides an added challenge.   Purchase of equipment for PE curriculum -e.g. tennis equipment (rackets), volleyballs, dodgeballs, rounders set and compressor pump.  Replacement and refurbishment of existing inside Gym equipment.   |       £140      £484  £1,016 | Key stages at break and lunchtimes.Improvements in enjoyment, engagement, confidence and learning outcomes in lessons.  |        |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement  | Percentage of total allocation:  |
| 4.29%  |
| **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:  |
| Sports leaders- improving the profile of P.E. across the school.            | All classes will vote for two sports leaders. Pupils to meet once every half term.  Sports leaders to play an active role within their own classes P.E. lessons, Support teachers with setup, lead certain activities and provide modelling during lessons.    |             |  Improvements in enjoyment, understanding, engagement and confidence.        |             |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Give out School PE values reward once a term in assembly for curriculum P.E. and Intra / Interschool events.  Sports leadership training.    |  P.E. lead will reward the class with the most chips for demonstrating those values at the end of each term.  Professional sports coaches to train sports leaders in leading activities to support children in learning how to participate and develop their skills.  |  £61      £800  |       Pupils have been allowed to develop their leadership skills.  |       Both pupils and staff will have direct access to these coaches' training one afternoon per week throughout the school year.  |

|  |  |
| --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching P.E. and sport  | Percentage of total allocation:  |
| 13.15%  |
| **Intent**  | **Implementation**  | **Impact**  |   |
| Your school focus should be clear  | Make sure your actions to  | Funding  | Evidence of impact: what do  | Sustainability and suggested  |
| what you want the pupils to know  | achieve are linked to your  | allocated:  | pupils now know and what  | next steps:  |
| and be able to do and about  | intentions:  |   | can they now do? What has  |   |
| what they need to learn and to consolidate through practice:  |    |    | changed?:   |    |
| Develop knowledge and understanding of P.E. for staff.       | P.E. lead to attend different workshops and pass onto staff during staff meetings.    Purchase of P.E to support and enhance the delivery of all P.E. lessons.      Two professional coaches to take groups of teaching staff in rotation to model good practice.    |  £135      £440       £2,200  | Teaching staff are equipped to plan and deliver various P.E. lessons, emphasising fitness and mental health.   Pupils have now benefited from a fully structured curriculum, covering all the 'Big ideas' and gained exposure to various sports and activities.  During the lockdown, pupils have had access to weekly fitness challenges.   |  Many aspects are taken trust workshops and implemented or planning to implement strategies and ideas taken from training.  Teachers now have access to all P.E. resources as members of getting set 4  P.E. Scheme.  Ongoing support to teachers by professional coaches for effective delivery and development of subject knowledge.  Develop and maintain a P.E. section on the website to continue to support children from home.        |

|  |  |
| --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils  | Percentage of total allocation:  |
| 15.99%  |
| **Intent**  | **Implementation**  | **Impact**  |   |
| Your school focus should be clear  | Make sure your actions to  | Funding  | Evidence of impact: what do  | Sustainability and suggested  |
| what you want the pupils to know  | achieve are linked to your  | allocated:  | pupils now know and what  | next steps:  |
| and be able to do and about  | intentions:  |   | can they now do? What has  |   |
| what they need to learn and to consolidate through practice:  |    |    | changed?:   |    |
| The introduction of a mixed Netball club, girls only Football club, Athletics club and new age curling after school club.     Introduction of fitness activities during wet/ indoor play.   To provide opportunities for pupils to participate in activities and sports they may have never experienced before.      Introduce – beginners swimming from year 4    | Continuation of free after clubs e.g. 1 x weekly netball, girls football and athletics club. Purchase of netball nets, bibs, new age curling set and javelin sets.   Resource cards stored in classrooms.   Enrichment week in June 2021, where children will be allowed to try a wide range of actives such as rock climbing, archery, caving and physical assault course.  First year that Year 4 will be able to participate in swimming sessions, more pupils will be offered a broader range of sports     | £1,170           £1000      £1040     |   Pupils were able to take part in a wider range of activities, such as rock climbing, dance, obstacle course and outdoor athletics. Pupils developed a love and appreciation for physical activity. Pupils had the opportunity to experience swimming earlier increasing their chances of being a competent swimmer at the end of year 6.  |   Continue to ensure a variety of clubs are provided the following academic year.     General bank of engaging activities stored and easily accessible for all staff. Termly pupil voice to monitor the impact.  Continue to provide enrichment activities, with more opportunities throughout the year  |
| **Key indicator 5:** Increased participation in competitive sport  |   |  | Percentage of total allocation:  |
| 0.20%  |
| **Intent**  | **Implementation**  |  | **Impact**  |   |
| Your school focus should be clear  | Make sure your actions to  | Funding  | Evidence of impact: what do  | Sustainability and suggested  |
| what you want the pupils to know  | achieve are linked to your  | allocated:  | pupils now know and what  | next steps:  |
| and be able to do and about  | intentions:  |   | can they now do? What has  |   |
| what they need to learn and to consolidate through practice:  |    |    | changed?:   |    |
| Enter Northamptonshire Sports virtual School games competitions.     Organise Intra school sports competitions. Class vs class (following government guidelines).          Complete inclusivity for all pupils – SEN, EAL, PP, BAME, P.P., etc. to be able to participate in competitive sport.  | Purchase of school partnership, and Co-ordinate with Northamptonshire sport and take part in tournaments   Implement internal tournaments (Football, Netball, Cricket and Basketball). P.E. lead to organise a series of competitions across the year, with a point scoring system to enable competitiveness between classes and year groups.   Monitor and encourage all pupils to take part in a competition. Competitions to be reported on by the P.E. lead and placed on the website.  .   | £240                   | Pupils have been able to participate in competitive sport. Greater number of pupils involved in competitive sport. Similar representation from boys/ girls.Positive responsive from pupils. Pupils developing skills of teamwork, leading others and sportsmanship in PE/ School sport. Increased pupil confidence and self-esteem through achieving personal challenges and goals. Greater pride and aspiration in representing the school in competitions.  |  Continue to engage / participate in opportunities offered by Northamptonshire County Sports Partnership: Virtual School games Events/ Competitions Continue to raise the number of pupils taking part in intra and inter school and attaining well in sporting activities.  Obtain School Games Mark next year. |

|  |
| --- |
| Signed off by  |
| Head Teacher:  | Lorna Beard  |
| Date:  | 22.02.2021  |
| Subject Leader:  | Claire Husbands  |
| Date:  | 20.02.2021  |