

The funding has been provided to ensure impact against the following **OBJECTIVE**:

Evidencing the Impact of Primary PE and Sport Premium –Castle Hill

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework 2015](#), 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 and the effect it has had on pupils' PE and sport participation and attainment.

Revised September 2016

Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

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 premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Guidance on the primary PE and sport premium can be found at [gov.uk](#).
Annex 1 – Primary PE and Sport premium – Online reporting template

Name of school: Castle Hill Infant School

Academic: 2015/16

In previous years, have you completed a self-review of PE, physical activity and school sport? Yes

Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? Yes

Is PE, physical activity and sport, reflective of your school development plan? Yes

Are your PE and sport premium spend and priorities included on your school website?

Yes

SECTION 1B – SWIMMING AND WATER SAFETY self rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming and Water Safety Not applicable to Key Stage 1	Please fill out 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?	Choose an item.%
• 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?	Choose an item.%
• 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?	Choose an item.%
• 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?	Choose an item.

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2015/2016

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

<p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>What evidence is there of impact on your objectives? PE teachers have organised Lunch time clubs in a range of differing sports activities. There has been improved take up of activities especially with girls.(Sports impact report) Pupil perceptions show an improved lunch time experience for the children. Lunch time dance club has encouraged children to join outside school clubs</p>	<p>Does this impact reflect value for money in terms of the budget allocated? This has proven an effective way to use the budget as impact on children’s participation has been extremely positive. There was quality provision provided as part of the school offer during the day</p>
<p>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Whole school sporting themed days have been used to raise the profile of PE. These have been successful in both improving the experiences in PE of the children as visiting athletes/ Sports people have shared their skill with the children as well raising funds for Sports related charities. This has impacted on the children as some have taken up new sports out of school.</p>	<p>These activities were very cost effective as they were provided free to the school to help charities raise funds by providing new quality experiences for the children and staff.</p>
<p>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Using 2 dedicated PE teachers who provided show lessons and worked alongside staff to help upskill them. This is still an area we need to continue to focus on.</p>	<p>This has provided quality CPD for the 2 dedicated PE teachers, however staffing changes have meant this will not continue t for 2016/17. Sports CPD will have to be sourced for new staff members.</p>

<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Multi- skills clubs and football were available for yr1 and yr2 after school. This was a teacher led club. This had an excellent take up rate with all children in KS1 being able to access. Also see information on objective 2- we had Olympic athlete/ bike riders/ skate boarders.</p> <p>Cooking Cubs were available with children and adults being encouraged to take part in making and eating healthy food.</p> <p>Street Dance club has been very popular and has a waiting list for classes. Boys found this club popular, and there is a waiting list for places.</p>	<p>The high uptake of the children in the Sports activities were evident that they provided a good return.</p> <p>The Cooking Club had a small but dedicated group of adults and children who attended every week.</p> <p>Street Dance club has been most popular and now the teacher has had to offer extra classes in the Junior School.</p>
<p>5. increased participation in competitive sport</p>	<p>Due to the age of the children, this has proven more problematic to play against other schools. Local Sports clubs have visited school to give assemblies and this has encouraged children to join in with Judo club etc in the local area. The Y2 children were able to take part in inter schools 5 a side football matches. Within school there are Sports days and healthy competition is used to give the children experience of competitive sport.</p>	<p>Transport for interschool activities is the main costs of this. Local schools were visited so this limited the costs.</p> <p>Support has been given to some children to help with uniform or other club requirements, if this has been a difficulty due to cost.</p>

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

Academic Year: 2016/2017		Total fund allocated: £ 8,740					
A	B	C	D	E	F	G	H

PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impacton <i>pupils</i>	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) <i>on pupils</i>	Sustainability/ Next Steps
5. increased participation in competitive sport	Pupils having increased opportunity to take part in a range of sports with a competitive aspect.	Sports themed days with visiting sports people. Inter school multi sports activities Lunch time clubs with a specific focus(half termly) Continue to support Judo club in school.	£1000				
1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	Pupils to have access and have a good understanding of the positive impact of physical activity	Assemblies to promote physical activities both in school and outside. PSHE/PE curriculum to focus on positive benefits of physical activity	£1500				
2. the profile of PE and sport being raised across the school as a tool for whole school improvement	High profile activity days to introduce children to new sporting opportunities.	PE awards in assembly to raise profile of importance of PE. Staff to promote sporting	£2240				

	PE curriculum delivering quality learning experiences	activities and share successes of pupils within school and outside. Visitors to assembly to promote local clubs					
3. increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff to be confident to provide quality learning experiences in PE. Pupil perception feedback to provide positive	Staff confident in PE or identified sports to provide opportunity for staff to 'team teach'. CPD for staff to be provided after PE Skills audit identifies area of CPD required.	£2500				
5. increased participation in competitive sport	Pupils to have participation in a range of sports with a competitive focus both within school and outside school	Promotion of local sporting clubs. Interschool competition with local schools' Sports Days to have a competitive focus. Sports Themed days	£1500				

Use your own indicators							
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Completed by (name and school position): Eileen Allpress

Date: 01/10/2016

Review Date: 01/01/2017



Supported by



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