

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Springwood Junior Academy 2022-2023
Principal - Rebecca Malton
PE Lead - Abbie Smith

Commissioned by



Department
for Education

Created by



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 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17,490
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,510
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£17,510

Swimming Data

Please report on your Swimming Data below.

	<u>Y6 22-23</u>	<u>Y5 22-23</u>	<u>Y4 22-23</u>
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 which you can then transfer to the pool when school swimming restarts. 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	10 37%	18 86%	9/22 41%
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 2022. Please see note above	10 37%	18 86%	15 68%
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	10 37%	18 86%	9 41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%	81%	100%
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 12 weeks extra	YES 12 weeks extra	YES 12 weeks extra

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: 2022/23		Total fund allocated: £17,510		Date Updated: 29 th June 2023	
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: £6000 = 34%
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:
Continue to provide a healthy breakfast for students at SJA.	Alongside the National Breakfast Scheme SP fund part of the healthy breakfast offered to all students at SJA.		£1000	Evidence supports that children are more alert and engaged in lessons after a health breakfast & ready to start the lessons more prepared.	SP to continue to support the healthy breakfast.
Children in Y3 & Y4 to be provided with swimming lessons.	Swimming - Y4 to have the statutory 12 weeks plus an extra 12 weeks. Y3 to have the statutory 12 weeks (additional 12 weeks in Y4 which will come out of next year's budget)		£1500	More children to be able swim and feel confident and competent in the water.	Pupil voice done to help decide on swimming lessons next year. Y3 to continue the statutory 12 weeks following on from this year's lessons.
Replenish PE kit stock.	Spare pumps, t shirts, shorts and boxes have been bought. By having the spare kit will take the stigma away from not being to afford one or not having one due to unavoidable circumstances.		£200	Children understand the PE kit policy and know they can borrow kit if they forget once or if their home situation needs them to.	We are monitoring which students borrow the kit and have allocated 1-2 sets that might need to be given to students. We ask for donations from SJA families to add to our supplies so we can ensure we have enough. Children are awarded 3 dojos if they have their

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<p>Replenish playtime equipment.</p>	<p>Playtime equipment has been replenished to promote positive play and improve behaviour on the yard. Purchasing playtime equipment based on student voice. This is replenished each term.</p>	<p>£500</p>	<p>Children are more engaged during playtimes/lunchtimes. Less incidents occurring. Playleaders are visual in bibs and seen to be actively including children.</p>	<p>correct PE kit. Pupil voice to be carried out to purchase more equipment for playtimes.</p>
<p>Active travel – continue to promote active travel and drive our ethos.</p>	<p>AS to work with Laurie (active travel officer) to book in sessions at school to improve active travel. Resources to be bought to promote competitions and events.</p>	<p>£150</p>	<p>Children have been given opportunities to take part in scooter skills, learn to ride, Dr bike day and other events to engage within active travel. Children have again positively spoken about these during pupil voice.</p>	<p>Continue to work with active travel officer. Next year AS to develop a strong active team who will work across PE and active travel to help promote this.</p>
<p>EYFS Provision development.</p>	<p>EYFS department have created an order to develop their outside area to ensure children are able to develop gross and fine motor skills when working on activities.</p>	<p>£500</p>	<p>Children are much more engaged with learning in the EYFS outdoor provision. Area looks well equipped with plenty of resources and activities available.</p>	<p>AS to meet with EYFS department in September 23 and discuss any other areas for development.</p>
<p>SEND Equipment to develop fine and gross motor skills - SJA have an increasing number of SEND students, students with EHCP's and students who still due to the lockdowns/disruption in learning are not at the EXS level in PE. SJA are investing in specific equipment to be used not just in PE to promote the development of fine and gross motor skills.</p>	<p>We are purchasing specific items for students EHCP where the advice has been pushing/pulling or balancing/reaction work. Resources have also been bought for the sensory circuit which is in place each morning in the hall for children who need to develop those skills.</p>	<p>£500</p>	<p>We are building a bank of specific items for SEND students to assist in the implementation of their targets on their EHCP. These have been discussed with the SENCO.</p>	<p>Continue to work with SENCO to develop on SEND equipment. Continue with sensory circuits in the hall. Target SEND children and ensure they are attending clubs and events in 23-24.</p>
<p>Curriculum active budget.</p>	<p>The curriculum active budget is developed from both PE specific and SEND order on items that link to</p>	<p>£900</p>	<p>Children have a wide range of resources they can access to develop these skills.</p>	<p>Continue to resource items which can help develop fine/gross motor skills, these can be used in the</p>

Playtime equipment storage.	fine/gross motor skills. Playtime storage boxes to be ordered and put onto the yard so playtime equipment can be left in here rather than in the inside PE store. Bike shed to store balance bikes.	£614	Resources that have been purchased can be stored securely and safely. This will avoid any damage and mean less equipment will need to be replenished next time.	sensory circuit. Continue to store playtime resources into the storage boxes to ensure equipment is kept safe.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £4900 = 28%
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:
Catch up sessions to be provided for children to improve fundamental skills.	External coaches are booked into school to offer additional PE sessions to Y1 pupils. This is due to the high SEND need to help them develop on the fundamental skills quicker.	£500	Children have developed fundamental skills and improved ability and confidence within sport. More children have had the opportunity of working with an external coach.	Continue to develop fundamental skills within Y1 and beyond. Price up booking coaches into school again next academic year.
Rotherham Titans rugby club package booked into school.	Rotherham titans club linked and booked into school on a package that provides opportunities to children at SJA. <ul style="list-style-type: none"> - 6 weeks' curriculum sessions - Half term after school club - Healthy eating food sessions - CPD for staff 	£500	Children have created links with RUFC. Children have been given information about the club and hopefully take up rugby outside school. Children were very positive and enjoyed the rugby sessions.	Make another link with an external club to provide children with the knowledge of different clubs and make links with different coaches.
Cross Curricular Workshops booked for	A range of cross curricular workshops	£2000	Children thoroughly enjoyed all	Re book cross curricular

<p>all children at SJA.</p>	<p>to broaden the curriculum for all pupils. Workshops are cross-curricular and link to cultures and events going on in the world. E.g. Diwali dance, Chinese dance, yoga (mental health)</p>		<p>workshops and this was highlighted when completing pupil voice with all year groups. Children remember taking part in these events to improve knowledge and awareness of cultural events e.g. Diwali.</p>	<p>workshops for 23-24 in other areas. E.g. Indian dance.</p>
<p>PE specific equipment to be purchased.</p>	<p>Equipment needs to be replaced and replenished to ensure high quality PE can be taught. Equipment to be audited throughout the year and thrown away if unsafe. Use student voice to establish new sports students would like to try. New football nets, basketball nets & general replenishments of tennis balls/soft balls.</p>	<p>£1000</p>	<p>Building on the equipment store allows lessons to be fully inclusive and promotes activity. ACET are constantly developing to curriculum to suit the needs of our students and having appropriate equipment helps this.</p>	<p>AS to continue to monitor the use of equipment and quality, replacing items when needed.</p>
<p>Purchase Gazebos for sports day/other events within school.</p>	<p>Due to the rising temperatures occurring each year gazebos need to be bought to ensure shade is available to all children during sports days. X2 gazebos purchased.</p>	<p>£500</p>	<p>Purchasing gazebos allows for sports days and other sporting events to go ahead when the weather is extremely hot.</p>	<p>Use gazebos for all sporting events.</p>
<p>Promote PESSPA to parents through communication channels (Facebook, Website, letters and newsletters)</p>	<p>PE messages are sent via text/FB posts which reaches all parents. Student's successes, workshops and events are photographed and shared which parents have responded well to.</p>	<p>FREE</p>	<p>Parents are well informed about PE events. Parent comment on successes that are shared.</p>	<p>Continue to use Facebook and look to link with the School Games website more.</p>
<p>Y3 Bowling sessions at Swallownest Bowling</p>	<p>Swallownest bowling club offered 6 weeks of free bowling sessions for Y3. To develop their bowling skills but also the social skills working with elderly adults and teamwork.</p>	<p>FREE</p>	<p>Children thoroughly enjoyed this course and developed positive relationships with the coaches alongside learning new skills. Team</p>	<p>Continue this relationship with Swallownest Bowling club and</p>

<p>Mini Leaders training led by Rotherham united.</p>	<p>Through our links with RUFC training has been booked to develop the Y6 skills on becoming a playground leader.</p>	<p>£200</p>	<p>work was an area some children needed to develop within, this was a huge improvement following the course.</p> <p>Children developed teamwork, confidence and knowledge on becoming a leader to be able run sessions at lunch times for younger children. Children have been rewarded dojos when seen to be showing these skills at playtimes.</p>	<p>take next year's Y3s.</p> <p>Sports leader training is booked with local school games organiser. AS to deliver playtime games in PE lessons for children to try at playtime/lunchtime.</p>
<p>Netball posts purchased.</p>	<p>Advised by the site team manager to be purchased for all netball posts due to injuries occurring in lessons.</p>	<p>£200</p>	<p>Less injuries occurring.</p>	<p>Netball posts protectors to be used in all lessons.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: £610 = 3.5%</p>
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>ACET CPD programme – bespoke CPD catered to the development of teaching staff.</p>	<p>ACET has created a CPD plan to develop subject knowledge in PE. Rugby, SEND, Ofsted and support from other outside agencies have all helped to develop subject knowledge within teaching staff.</p> <p>-SGO David Walker led training on this year School Games Mark with AS.</p> <p>Sessions have been planned on the MER so all PE leads can meet with ACET trust lead each term to support</p>	<p>£500</p>	<p>Staff feel more confident within all areas including lesson planning, delivery, ordering resources and supporting the school with being the PE lead.</p>	<p>Continue to plan CPD sessions to support all staff within all aspects and plan termly meetings with PE lead.</p>

	with anything needed in relation to PE. ACET trust has bought into RoSIS to help with PE CPD – AS attended Summer 23 Termly meetings planned for all ACET staff to meet.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £4000 = 22%%
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:
Extra-curricular activities to be provided to give children the opportunity to access a wide range of sports.	Wide range of clubs to be scheduled to be delivered each half term. PE lead to deliver 2 clubs a week and SP to be used to increase participation in clubs.	£1500	More children have participated in an after school club including those with SEND as a SEND specific club was run in school with invite only to certain pupils.	2 clubs per week will continue to be scheduled by PE lead. PE lead is making links with clubs to provide additional activities to provide a broader range of clubs. All clubs will be free of charge to ensure no financial barriers are created.
Ground maintenance to be planned to prepare for sports fixtures and events on the field.	PE lead to work with ground maintenance company and design a plan to ensure the field can be used for fixtures and sports days etc.	£1500	Children are able to use the daily mile track consistently to help improve their fitness. Other sports events and sports day are able to run smoothly.	Continue to work with ground maintenance company to ensure the field can provide events for all children at SJA.

<p>Core Values sessions run termly to improve children's knowledge and skills around the school's core values.</p>	<p>PE lead to plan core value days termly developing on the PRIDE values which are displayed around school. Children work together developing those skills.</p>	<p>£500</p>	<p>Children are aware of the core values more and are able to talk about these confidently. These values are important to our school and help to develop a positive ethos.</p>	<p>Continue to develop core values afternoons to improve children's skills.</p>
<p>Develop clubs and be able to provide resources to provide a wide range of activities.</p>	<p>Resources to be bought to provide children with clubs and a wide range of opportunities to learn and grow. E.g. buying gardening resources, cooking products.</p>	<p>£500</p>	<p>Children have learnt a range of new cooking skills as well as learning about the environment and growing plants and vegetables. Children have a wide range of clubs.</p>	<p>Create a plan for 23-24 to offer more clubs to children at SJA, resources can then be bought and prepared.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: £2000 = 11%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>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>Transports to be provided to transport children to competitions and events to increase participation and experiences. Aston Mini bus is hired where possible and drove by AS to subsidise costs.</p>	<p>Transport to fixtures & competitions. SJA walk to all events at Aston Academy but will be attending some events requiring bus hire this year e.g. crucial crew, ACET football comp.</p>	<p>£2000</p>	<p>Pupils are able to access a wide range of events and experiences regardless of their locations and parental support.</p>	<p>AS to drive mini bus to events to keep transports costs down and be able to provide as many events/competitions as possible for children to attend. SJA to walk to events held at Aston Academy.</p>

<p>Subscription to programmes of competitions led by the School Games Organiser & contribute to the hiring of facilities, organisational and membership fees.</p>	<p>Competition/membership fees to ACET, cross- curricular OAA membership, Sports Leaders UK membership & contributions to events to ensure children can attend a wide range of events.</p>	<p>£500</p>	<p>Pupils from our demographic area have the opportunity to attend purposeful events that many do not do through external clubs out of school. They gain invaluable life experiences at varying high quality venues and raise aspirations for their futures.</p>	<p>Our memberships will continue to enable children to attend events and new experiences. Next year we aim to have 100% of children attending an event/competition outside of school.</p>
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Signed off by	
Head Teacher:	Rebecca Malton <i>R.Malton</i>
Date:	13 th June 2023
Subject Leader:	Abbie Smith <i>A.Smith</i>
Date:	13 th June 2023
Governor:	Sarah Bond <i>S.Bond</i>
Date:	13 th June 2023