

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated April 2023

ACET

ACET School: Waverley Junior Academy

PE Lead: Will Taylor

Principal: Rachel Bolton

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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



Supported by:



Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	<p>Strokes, 25m, water safety</p> <p>27 out of 47 students met national curriculum.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	<p>57.45%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>46.78%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>100%</p>
<p>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?</p>	<p>Yes, for current Y5 and Y4's as boosters.</p>

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: £18,000		Date Updated: 02/06/2023	
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: 61%
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?:	
Swimming booster lessons	WJA have highlighted that swimming pass rates are below where we would like them to be in comparison to other ACET schools, as well as in comparison to schools who are in a similar catchment. This allows students who missed out on passing (being able to swim 25m without stopping) to do so. WJA also believe this is highly important, due to teaching young people water safety in life, as well as the necessity of this having a large lake in the area.		£2000	There was clear impact from the swimming boosters, with the majority of students who attended these boosters passing and being able to swim the 25m without stopping. This has raised the overall pass percentage up greatly.	
Transport to swimming and swimming booster lessons	Drawing on the above, WJA need to use this money to transport all of the Y4 students to the swimming baths for their swimming lessons. This money also needs to be used		£3000	The transport to the swimming baths is vital in getting the students there and back safely due to the distance from the academy. Through the data, it is	
				In order to carry on with these boosters that have had a significant impact, we will need to carry on the travel in order for the students to participate	

Created by:



Supported by:



PE Kit	<p>for transport for the booster lessons.</p> <p>WJA needs to invest in spare PE kit annually, due to students forgetting their PE kit. This allows lessons to always be engaging with all of the students wearing the correct uniform for the PE lessons. This increases motivation and allows students to not be engaged within the lesson. WJA strongly believe this is the start to an outstanding lesson.</p>	£100	<p>clear to see the impact of this.</p> <p>WJA have high expectations and this starts with the introduction of the lesson where everyone is in their PE kit. This has allowed all students to be in the correct kit for the lesson, therefore allowing all students to be engaged ready for a quick start to the lessons.</p>	<p>in these booster lessons.</p> <p>This has allowed WJA to have more spare PE kit for students which can be used into the next academic year. WJA will need to invest some more money into this next academic year, for any lost or damaged clothing.</p>
Active Travel Resources	<p>Active Travel is a huge part of WJA with us achieving Gold in our introductory year. This promotes healthy and active lifestyles, while giving students lessons on how to correctly and safely ride balance bikes, scooters and bikes. These resources help promote this around the academy. Examples of this are: letters for workshops, stickers, prizes and the 'Be Bright Be Seen' shop.</p>	£200	<p>It is clear to see the impact of this spending due to the data increase of students actively travelling to the academy. Through posters, stickers, prizes and the 'Be Bright Be Seen' shop, it has allowed more students to be engaged and wanting to travel actively to school.</p>	<p>The academy will be able to use any equipment, prizes and posters that have not been used this academic year. This will have an effect on next years spending and may be able to decrease the amount we spend.</p>
Booking different Active Travel workshops for all of the school FS2-Y6.	<p>WT and JM have continued to book in all of the ModeShift Active Travel workshops and this year we have been able to do even more. We have had bikeability, scooter skills, road safety, bling your bike, Dr bike, 10 day challenges as well as introducing the first ever Junior Road Safety Officer meeting and FS2</p>		<p>JM has met with Rotherham STAR new representatives and been in constant contact with our reps. This has meant we have been able to book in and have various courses within WJA. Through this and pushing active travel throughout school we have been able to increase the</p>	<p>The strong link with the Rotherham STAR has meant that there is sustainability for the following year. The courses that we have had delivered can be built upon, as well as the purchasing of balance bikes, we can now have courses ran that are tailored from FS2-Y6. Due</p>

	balance bike skills.		numbers to school, increase the opportunities of active travel and been able to secure GOLD award for the second year in a row.	to us getting GOLD, we need to sustain this for another 2 years before we can move onto platinum award. This is essential that we keep this up and keep moving forward.
Replenish play time equipment	WJA have a surplus of activities that take place at break and lunchtimes. These are things like every class having their own two balls to share, as well as the play leaders running seven activities at lunchtimes to promote physical activity. This equipment needs to be replenished annually through loss or damage. Examples of this are: balls, cones, ladders, hoops.	£400	There has been a gigantic impact of the purchase of more play time equipment. Looking at the data of students who have participated in an extra curricular club it is clear to see the increase or participation. Following this, we have introduced play leaders who have now engaged a vast amount of students within activities at break and lunchtime.	The equipment that has been used at break and lunchtimes that hasn't been used this academic year can be used into the next. This will allow WJA to invest in some different equipment/activities that will further increase participation. The next steps will be to look at the students who are not engaged and highlight what activities they want to be doing.
EYFS provision development	EYFS development has a direct impact on the progression of motor skills for young people. Through investing in key areas, this will allow EYFS to use this equipment throughout the days to develop these key skills. We have used the money on more balance bikes to help to develop balance and a key skill of riding a bike.	£400	The impact of the purchasing of this equipment will be massive. This is due to them being able to use this equipment throughout every day of the school year. This will develop skills and fine motor skills that are key for PE and life every day. The different equipment will allow every student to find something that they like and use this for development.	WT will analyse this equipment at the end of the academic year to see what worked well and was used, and what wasn't. This will then allow WT to purchase things that need replacing and that have a positive impact on EYFS. This will also allow WT to purchase different items, if some of the order didn't get any engagement.
SEND equipment	WJA have a number of students	£400	The impact of purchasing new	This will be reviewed each year

	<p>with a lot of different SEND needs. This equipment directly links to the targets of the school in engaging SEND students and allowing them to develop in every PE lesson. This allows the PE lessons to be differentiated through equipment. The equipment that has been bought, also allowed the coaching company that comes in to teach SEND and ARC students to have more of an impact.</p>		<p>specific equipment to help aid students with SEND has been massive. This has allowed all SEND students to develop key skills in a variety of sports. This has allowed PE lessons to be differentiated to allow this progression.</p>	<p>to see what needs ordering and replenishing. Following this, there will also be an analysis on equipment to see if it had an impact or not.</p>
<p>Additional PE sessions for ARC students/interventions for SEND/EAL/PP students for 5 half terms.</p>	<p>WJA have targeted the students from the ARC, to access a more catered for PE session each week to allow them to develop further, as well as be engaged within the whole lesson. WJA have highlighted from last year that SEND, EAL and PP students are a big focus for their development in PE. The students from the ARC have this PE session every week for 5 half terms. The other session has targeted the key groups that we want to develop further through interventions.</p>	<p>£4400</p>	<p>WT & CK looked at the key areas on which WJA wanted to improve on this academic year. These extra PE lessons and interventions have allowed the students from the ARC to access and develop in a variety of sports. The progression that all of them have made is clear to see and they are a lot more confident in team games (something children with autism struggle with). This has also allowed us to target key groups: SEND, EAL, PP that were highlighted at the end of last academic year.</p>	<p>This will be reviewed with RB and CR, to speak about carrying this on next academic year. It has already made a huge impact to key cohorts, and will allow them to engage more within PE next academic year. We will analyse this and target groups again if we are to carry this on next year.</p>
<p>Ensuring 'active classrooms' and PE/Sport specific days are introduced and sustained throughout the academic year.</p>	<p>This allows students to experience PE, out of the PE lesson. Getting them dancing and doing things like Yoga in the classroom. Ensuring class teachers use GoNoodle, Jo Wicks, Just Dance etc.</p>		<p>WT to lead CPD to teachers about the use of GoNoodle and other active learning tools. All classes took part in a sports themed event each term, with the ACET competitions.</p>	<p>Build on the sports themed events to implement them onto the WJA calendar and be half termly including one where parents can come in and be involved. Attend the ACET</p>

				virtual competitions every half term and Rotherham schools events.
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
11%

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:
Cross curricular workshops	This year I booked in 3 days of different dance workshops. This was booked through a dance workshop company who deliver things across the country. We have worked with this women before and she had a massive impact. We highlighted different countries that we linked to each year groups topics that they will be focusing on throughout the year. This allowed FS2-Y6 to engage in a dance that was specific to them and their cross curricular learning.	£1000	These workshops have had a massive impact for PE and across school, being able to link cross curricular activities to PE. Firstly, it was great to have a dance specialist in to deliver dance so the students could see professionals dancing. The topics allowed students to experience different cultures and learn about different countries. This has allowed them to learn in a different way than in the classroom, which has been a success.	WT will make sure that these dance workshops carry on each year, but changing the style of dance each year, so that all students experience different cultures. WT will also look at different topics that are being done in classes to see if we can do something that links to a KS1 class, so that it is shared. This can be assessed during a staff meeting.
PE specific equipment	In order to make maximum progression in PE lessons, it is vital to have the correct, as well as correct amount of PE equipment e.g. in football when dribbling, it is	£300	WT the lead PE teacher assesses the equipment each half term after there has been a block of lessons on a certain sport. There was an order in at the end of HT2	WJA will assess each year and take stock of all equipment, to make sure that there is always the correct equipment available for lessons. This will

<p>Netball post protectors</p>	<p>important for all students to have their own ball. This allows the students to improve and practice their techniques without waiting or wasting time. This equipment is important to replenish when items are low or there isn't enough.</p> <p>Netball post protectors have been purchased for all netball and basketball posts. This is due to healthy and safety in lessons, as well as at break and lunch times. This will mean that if any student ran into/fell into the post, they would be protected.</p>	<p>£400</p>	<p>and also an order that has gone in at HT5. This assessment was observing and taking stock of all equipment, as well as from knowledge of what has been frequently used in lessons.</p> <p>This has had an impact, as there have been no injuries that link to the netball or basketball posts since the order. This means that health and safety has increased in lessons and extra-curricular activities.</p>	<p>be carried out in the academic year of 2023/2024.</p> <p>WT will assess if any more protection needs to be purchased in the next academic year. Due to these protectors being purchased this year, these protectors will last for a few years before they need replacing.</p>
<p>Promoting PESSPA to parents through social media.</p>	<p>WT posts on Facebook at least one a week in regards to PE lessons as well as any fixtures or competitions that we have attended. This allows parents to see what is happening within PE lessons and all of the competitions that we attend. Any sporting successes is also shared on Facebook. The school website is always being updated and the School Games Mark blogs are posted.</p>		<p>WT posts on Facebook, WJA website as well as School Games Mark website. This allows parents to see what is happening within WJA PE lessons, also with details of what they have been doing in lessons. Following this, there is also posts about successes in sport that we have achieved which allows parents to see the multitude of things happening within WJA PE.</p>	<p>Continue to build on this years success.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>3%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>	<p>Sustainability and suggested</p>

Created by:



Supported by:



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
CPD ACET PE meetings every half term.	PE staff will attend one CPD session that they feel will enhance their teaching. This funding covers supply costs and course costs. These CPD opportunities allows WT to enhance his PE teaching skills and delivery of specific sports. ACET PE staff meet every half term virtually or at a PE staff members school. This is a chance to talk about any competitions, deadlines and other things that are going on. Head of Primary PE HM leads the session and goes over anything that we need to be doing to improve PE.	£500	CPD has consumed of online courses, enhancement of questioning within the ACET staff meetings, rugby CPD delivered by Rotherham Titans Rugby Club and joining Rosis Professional Development courses. These key things have allowed WT to progress his PE teaching knowledge and put this into practice within his lessons. HM has experience in PE and hold staff to account for PE in their schools. HM also comes in to observe us and speak to students from around the school. This is ensure consistency throughout the Trust and improves the quality of teaching and learning at WJA.	These CPD opportunities have allowed WT to develop his teaching and has meant that he will keep this up in years to come. The CPD for next year will be different, attending different sport CPD's, as well as different key skills that we will enhance in online and ACET staff meetings. HM to continue to monitor PE at WJA.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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:

<p>Extracurricular activities</p>	<p>Extracurricular activities are thriving at WJA. We currently have: Y5/6 multi sports after school club, Y3/4 multi sports after school club, computer club, baking club, gardening club, arts and craft club, football journalism club, theatre club, dance club. These allow all the students to select something they are interested in and take part at the academy. This money helps get equipment and resources for these clubs.</p>	<p>£500</p>	<p>The impact of this has been massive, we have had a significant increase in the number of students attending any extra-curricular club. This has then had a knock on effect and allowed students to engage more within school. Following this, we have also started Children's University which gives students achievements for attending so many clubs.</p>	<p>Due to the impact of this investment and how much it has improved PE and engagement within school, this will allow students to carry on attending these clubs into the next few years. The next steps are to look at what clubs worked well, and which other clubs that students want to have. WT can then invest the next years SP funding into this to get even more students attending.</p>
<p>Additional achievements:</p>	<p>WJA have had a fantastic year this year, we have come 2nd place out of the whole of South Yorkshire in Y4 Basketball, come 4th place out of the whole of South Yorkshire in Y5/6 athletics and won over 8 other competitions throughout the year.</p>		<p>Due to the success of these sport teams, it has allowed more students to take part in competitive sport. Following this, this has allowed students to then go on to start to play for a team outside of school.</p>	<p>WT will look at these teams and make sure that we carry on with the high expectations in PE lessons and clubs. This will then allow student to progress even more and get a love for sport.</p>
<p>Ground maintenance</p>	<p>WJA have not had a field since the start of their opening. This maintenance work needs to be done when open to allow the field to be cut, as well as lines to be marked for games e.g. football pitches, rounder's pitches.</p>	<p>£1000</p>	<p>The opening of the field has allowed students to progress vastly. This is due to them having the real pitch sizes and more space to develop. This has allowed them to understand the rules of each sport a lot better.</p>	<p>This cost will have to carry on due to the grass growing and needing to be looked after. This needs to be a priority due to the impact it has had this year.</p>

--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Transport fund to attend fixtures/competitions	WJA have attended numerous tournaments and fixtures at other schools. This has been mainly away fixtures due to WJA not having a field this year. This has meant that we have had to book buses for all of our football fixtures. WJA is also involved within ACET competitions which happen every half term and are usually whole classes (WJA have 2 form entry = 60 students)	£3000	Due to WJA not having a field for the majority of the year, this has meant that WT has had to book a bus for every fixture. This has meant that various students have been able to represent the academy in some form. This pushes engagement and the love for PE massively. Through ACET competitions it has allowed whole classes to be able to take part in events as well. We have attended more competitions than last year, due to the success and engagement within PE.	This cost will be very similar throughout the years due to the amount of competitions we attend, as well as the amount of students that we get to competitions. WT will make sure to book the mini bus as early as possible to reduce costs when he can.

Signed off by	
Head Teacher:	Rachel Bolton
Date:	02/06/2023
Subject Leader:	Will Taylor
Date:	02/06/2023
Governor:	

Date:	
-------	--