

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 <u>Education Inspection Framework</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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 <u>HERE</u>.

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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Strokes, 25m, 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	27 out of 47 students met national curriculum.
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. Please see note above	57.45%
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	46.78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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, for current Y5 and Y4's as boosters.











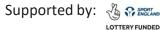
Action Plan and Budget Tracking

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?:	Sustainability and suggested next steps:
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.		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.	This is the second year that we have booked and completed the swimming boosters with a targeted group of students. Due to the huge impact of these boosters, it has allowed more students to be able to confidently swim and be safe in water. We will carry these booster lessons on in the future due to their importance.
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









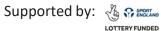


for transport for the booster clear to see the impact of this. in these booster lessons. lessons. This has allowed WJA to have PE Kit WJA needs to invest in spare PE kit WJA have high expectations and this starts with the introduction annually, due to students forgetting more spare PE kit for students their PE kit. This allows lessons to which can be used into the next of the lesson where everyone is always be engaging with all of the in their PE kit. This has allowed academic year. WJA will need students wearing the correct all students to be in the correct to invest some more money uniform for the PE lessons. This kit for the lesson, therefore into this next academic year, increases motivation and allows allowing all students to be for any lost or damaged students to not be engaged within lengaged ready for a quick start toclothing. the lesson. WJA strongly believe this the lessons. is the start to an outstanding lesson. Active Travel Resources Active Travel is a huge part of WJA It is clear to see the impact of The academy will be able to use £200 with us achieving Gold in our this spending due to the data any equipment, prizes and introductory year. This promotes increase of students actively posters that have not been healthy and active lifestyles, while travelling to the academy. lused this academic year. This giving students lessons on how to Through posters, stickers, prizes will have an effect on next correctly and safely ride balance and the 'Be Bright Be Seen' shop, years spending and may be it has allowed more students to bikes, scooters and bikes. These able to decrease the amount resources help promote this around be engaged and wanting to travel we spend. the academy. Examples of this are: actively to school. letters for workshops, stickers, prizes and the 'Be Bright Be Seen' shop. **Booking different Active Travel** WT and JM have continued to book The strong link with the JM has met with Rotherham workshops for all of the school FS2in all of the ModeShift Active Travel STAR new representatives and Rotherham STAR has meant Y6. workshops and this year we have that there is sustainability for been in constant contact with been able to do even more. We our reps. This has meant we have the following year. The courses have had bikeability, scooter skills, been able to book in and have that we have had delivered can road safety, bling your bike, Dr bike, various courses within WJA. be built upon, as well as the 10 day challenges as well as purchasing of balance bikes, we Through this and pushing active travel throughout school we have courses ran that introducing the first ever Junior Road Safety Officer meeting and FS2 been able to increase the are tailored from FS2-Y6. Due











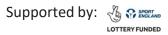


	balance bike skills.		numbers to school, increase the opportunities of active travel and been able to secure GOLD award for the second year in a row.	sustain this for another 2 years
Replenish play time equipment	WJA have a surplus of activities that take place at break and lunchtimes. These are things 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		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
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.	
SEND equipment	WJA have a number of students	£400	The impact of purchasing new	This will be reviewed each year













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.

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.

to see what needs ordering and replenishing. Following this, there will also be an analysis on equipment to see if it had an limpact or not.

Additional PE sessions for ARC students/interventions for SEND/EAL/PP students for 5 half lterms.

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.

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 We will analyse this and target them have made is clear to see and they are a lot more confident this on next year. 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

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. groups again if we are to carry

Ensuring 'active classrooms' and PE/Sport specific days are introduced PE, out of the PE lesson. Getting and sustained throughout the academic year.

This allows students to experience them dancing and doing things like Yoga in the classroom. Ensuring class teachers use GoNoodle, Jo Wicks, Just Dance etc.

WT to lead CPD to teachers about the use of GoNoodle and other active learning tools. All classes took part in in a sports themed event each term, with the ACET competitions.

of last academic year.

Build on the sports themed levents to implement them onto the WJA calendar and be half termly including one where parents can come in and be involved. Attend the ACET













£4400

				virtual competitions every half term and Rotherham schools events.
Key indicator 2: The profile of PESSP/	A being raised across the school as a to	ool for whole sch	ool 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.		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	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
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	











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

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









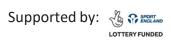




what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
CPD	PE staff will attend one CPD session that they feel 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.	£500	meetings, rugby CPD delivered by	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.
ACET PE meetings every half term. Key indicator 4: Broader experience	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.		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.	at WJA.
Rey Mulcator 4. Broader experience	or a range of sports and activities one	red to all pupils		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:











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





















Key indicator 5: Increased participation	on 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)		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:	











