

School – Waverley Junior Academy  
Principal – Cathryn Keeton  
PE Lead – Will Taylor

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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SPORT  
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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](http://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](#).





Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Waverley Junior Academy was a brand new school in September 2020.</p> <p>All students enjoy PE and are enthusiastic about taking part in PE lessons. There is a buzz for PE in and around school.</p> <p>Parents are on board with PE and they can see what is going on within lessons via the Facebook Posts.</p> <p>PE has been established in the school, not just in PE lessons, but in the link to our after school sport provider, our virtual competitions and playing sports at break/lunch time.</p> <p>We have established a broad curriculum that caters for the needs of all students from FS1-Y6 who all get at least 2 hours of PE a week.</p> <p>WJA have made links with the ARC resource that is attached to it to make sure that SEND and ARC students needs are met within PE. This is going to continue and get stronger this year.</p> <p>WJA have taken part in various virtual competitions.</p> <p>WJA have introduced a Sports Council who run in school competitions e.g. Star Jump competition.</p> <p>WJA have established themselves with other ACET schools in the competitions</p>	<p><b><u>The engagement of all pupils in regular physical activity in a range of sporting opportunities – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</u></b></p> <p>-ACET Primary Specialist PE Teacher is based at Waverley Junior Academy. All students get at least 2 hours of high quality PE each week. Lessons are differentiated and inclusive so that all students are challenged.</p> <p>-Carrying on half term assessments that will be inputted on SIMS for KS2 students so that they are tracked.</p> <p>-Using a curriculum map that has cross curricular links, to link PE to the curriculum.</p> <p>-Investing and allowing each class to have a variety of easy to clean equipment, which they can use at break and lunchtime.</p> <p>-Encouraging students and their families to know the importance of physical activity and healthy lifestyles for participation.</p> <p>-Promoting half termly sporting challenges and competitions at WJA- fitness circuit, skipathon etc.</p> <p>-Encouraging students to always bring PE kit, so that safe, high quality lessons can take place.</p> <p>-Promoting active travel to and from school by getting involved in STARS Rotherham Scheme.</p> <p>-Investing in new equipment for break and lunch time.</p> <p>-Encouraging all staff to have 15 minutes of activity in their classroom lessons a day using different tools: CosmicYoga, GoNoodle, Supermovers etc.</p>

and the meetings that run.

We have been able to provide first class PE lessons for all students, as all PE members of staff are specially qualified to teach PE and have a degree in PE.

The first Sports Week was a success with all students enjoying the Sports Day PE lesson, all of them taking part.

We have took part in various Active Travel workshops e.g. bikeability, scooter, Dr Bike etc and have earned the Bronze Award already.

We have started a School Games Mark Website ready to get our first award for this.

-Training Y5 students to be play leaders (Sports Leader UK Qualification), so that they can lead playtime activities on the playground, involve them in some KS1 lessons and to help out on sports day.

-Promote and work closely with outside agencies who run afterschool clubs. \_

### **Enhancing Active Travel within the academy and increasing the numbers of students who actively travel to school.**

-Use Specialist PE teacher at WJA to promote active travel through motivation and knowledge of healthy lifestyles.

-Push for Silver award after receiving Bronze in WJA's first year.

-WJA employ a TA who is timetabled free time to work on Active Travel for the academy.

-Booking bikeability for Y5/6 to encourage more students to ride their bikes to school.

-Having whole school assemblies that focus on healthy lifestyles, active travel and the importance of walking/biking to school.

-Encouraging competition of rewarding schools who come to school using active travel.

-Look at booking other means of travel e.g. Scooters through STARS.

-Use WJA Facebook Page in ways of promoting Active Travel and to get information out to parents.

-Reward students who come using active travel with stickers each week.

-Introduce a termly and a yearly reward for students who have used Active Travel to get to school throughout the whole academic year.

### **Increasing the opportunity for students to be involved in competitive sport.**

-Investing SP money on travel to other schools for competitive fixtures.

-Taking part in different competitions outside of the trust e.g. Sheffield school football.

-Taking part in all ACET events which allow all students within classes to take part in a competitive sport.

-Having all of WJA take part in virtual half termly competitive events.

- Purchasing a sports kit for WJA to use at fixtures.
- Hosting sporting fixtures and events at WJA.
- Promoting competitive nature within PE lessons, while also promoting fair play.
- Starting house/end of half term competitions in the selected sports that are being taught.
- Starting specific training sessions for different teams at WJA before fixtures or competitions.
- Take part in School Games events and competitions.
- Teach students how to win and take losing in competitive sporting events.
- Big emphasis on fair play and gamesmanship.

**Promote physical activity and enhance sporting opportunity for students with SEND.**

- Make sure that all PE lessons are inclusive during all sports that will be taught.
- Linking specifically to the ARC and SEND lead in making sure that all SEND students are involved in PE lessons, or some form of physical activity.
- Purchasing an array of equipment for the ARC students allowing them to take part in physical activity all the way through the day.
- Assigning specific equipment to ARC students to use through the day, at break and lunch time.
- Talking to all ARC and SEND staff to allow progress in all areas.
- Teaching/talking to ARC staff in the delivery of different sports and skills.

**Giving boys and girls an equal opportunity within sport.**

- Make sure that all boys and girls participate within PE lessons.
- Promote boys and girls attending extra-curricular sporting clubs.
- Enhance and promote girls and boys playing in sporting fixtures (especially non-stereotypical sports e.g. girls playing football, boys doing gymnastics).
- Create and use role models for each block of sports (information about famous athletes who play certain sports) making sure that they tackle gender equality.

-Making sure that both girls and boys get equal chance of being in certain positions and captaining teams.

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

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.

<b>Academic Year: September 2020 to March 2021</b>	<b>Total fund carried over: £10,688</b>	<b>Date Updated: 04/11/20</b>		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £10,688
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement 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?:
3 way hopscotch playground marking.	WJA is a new school and got playground markings when it was first built last year. The KS1 area has only got two markings, a trim trail and a snakes and ladders. There is a need for there to be another playground marking.	£395	As the school is growing, there is a need for another playground marking that will be used. Having spoke to other PE members of staff and CK, we have decided to get a 3 way hopscotch marking, due to it being used a lot in previous schools.	As the playground marking has a guarantee, and will last over a long period of time, this marking will be sustainable for a long time.
Promoting dance through external workshops for the whole school	Enrichment cross curricular day (whole school) focusing on combining geography, music and PE in a multi cultural experience (led by an outside agency) when Covid restrictions	£1004	Raise the profile of dance at WJA alongside embedding it's importance in understanding cultural heritage/differences and making key links to other curricular areas.	Staff to use this as CPD to adapt/use as ideas for future enrichment days.



<p>Provide travel for students in Year 4 who are going swimming.</p>	<p>are lifted.</p> <p>The government require all Year 4 students to take part in swimming lessons. Travel expenses have to be used to make sure that all students can attend the swimming lessons.</p>	<p>£3360</p>	<p>Due to COVID, Year 4 classes were unable to attend swimming lessons, so they will be doing them next academic year, when they are in Year 5. This money needs to be taken over so that they can go the following year. This price will cover two Year 4 and two Year 5 classes next year.</p>	<p>As this is a government policy that all Year 4 students have to go swimming, this will be an ongoing cost that is needed every academic year.</p>
<p>Purchase of three Scooter Mushrooms for scooter storage.</p>	<p>WJA have decided to purchase three scooter mushrooms due to a growing demand for scooter storage. These three scooter mushrooms will allow 36 more scooters.</p>	<p>£1652</p>	<p>WJA have not been able to purchase these mushrooms yet, due to a late order and COVID. These scooter mushrooms will solve a big problem by storing more scooters. Due to there being four more classes, there will be a bigger need for storage. Also, this will help promote Active Travel for WJA.</p>	<p>These scooter mushrooms will be able to last and be sustainable for a long time, due to their guarantee and the material they are made from.</p>
<p>Purchase of sports kit for fixtures in competitive fixtures and tournaments.</p>	<p>WJA have not got a playing kit for playing fixtures. As the school is two form entry, there will be a need to get 60 playing shirts, so that everyone has a</p>	<p>£570</p>	<p>Playing kit effects the way that students and players, play during sport. Making the school and students look and feel professional when playing in fixtures.</p>	<p>These kits will be brand new and will always be handed in at the end of a fixture. This is so none of the playing shirts will get lost, and they will all be washed and dried by WT</p>

<p>Replenish equipment</p>	<p>shirt for</p> <p>This equipment was needed to replenish equipment that has been lost, damaged, or broken in PE and at break/lunch time.</p>	<p>£1202</p>	<p>This equipment has an immediate impact on the school, making sure that all the students have the best equipment for lessons, as well as equipment at break and lunch times.</p>	<p>so they are looked after.</p> <p>This will be reviewed each year 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>Specific SEND equipment for the ARC</p>	<p>As the ARC is linked to the school, it is important that ARC students can access PE properly, as well as having their own equipment that they can use whenever they want. This will boost the enthusiasm of PE for the ARC children and allow them to progress.</p>	<p>£2000</p>	<p>This will raise the profile of PE for SEND students and ARC children specifically. Allowing them to take part in lessons and progress outside of PE.</p>	<p>This will be reviewed each year 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>

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.	Strokes, 25m, water safety
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2020.	53.06%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	53.06%
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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £18080		<b>Date Updated:</b>	
<p><b>Key indicator 1:</b> 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</p>					<p>Percentage of total allocation:</p> <p>21%</p>
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?:
Active playgrounds. Sports leader training and playtime equipment ordered.		WJA PE lead to create a playground timetable and areas where each activity takes place.		£500	Trust training on the introduction of Sports Leaders. New playtime equipment will be split into specific sections so that all children in the academy have access to something at break and lunchtime.
Replenish sports equipment that has been used/damaged during the academic year.		Sports equipment that has been used in school in the academic year. This is from lessons and use of all the equipment. Some equipment needed to be replaced ready for the following year.		£1622	New equipment has been assessed with what has been beneficial and what hasn't during the last two academic years. This equipment allows all student to progress through the use of differentiated equipment.
					WJA will timetable SL for Y5 in A1 in 2021/22 so they can lead inter house events for KS1 throughout the year. Equipment can be re-ordered if it is beneficial to WJA.
					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 be carried out in the academic year of 2022/2023.

Inclusive PE lessons.	ARC and SEND students getting 2 hours of PE a week, with extra sessions from external providers.  SEND/fine motor skills equipment	£1000	All students receive high quality PE at WJA. Staff are equipped with the knowledge to adapt lessons to the needs of each child to promote progress for all. External providers have helped motivate and engage SEND students.	Continue to monitor if the needs SEND students are being met in PE by working closely with the SENCO and teaching staff.
Promotion of sporting role models through reading.	Purchasing sporting role model books with sporting characters/sporting story and based on a range of backgrounds (ethnicity/disability etc). These are available in the library and to be read at the end of PE sessions.	£500	This allows students to read up on different sports that they have not heard of before and more specifically learning about a range of different athletes from around the world. This has a massive impact as some students only know role models from certain sports.	This will be assessed at the end of every year to see which books have been read and used. Next year we will conduct student voice to see what sporting books would engage reluctant readers.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation:
	3%

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:
Weekly incentives in PE (postcards/stickers).	JM who is the reprographics lead creates weekly pride awards which a child from each class receives in PE. This can be for effort, progression etc.	£100	WT gives out pride awards to all of the students in every class on their effort and progression in PE to help engage more students. WT also rewards them with stickers and other rewards during	WT and JM will carry on this throughout every year at WJA. Her job is reprographics so she will be able to create these annually.



<p>Continue to promote 'active travel' through social media, letters, posters and leaflets with information of specific days that are being run.</p>	<p>Active Travel incentives will also be purchased to encourage more people to travel to school actively. This can be prizes, certificates, stickers etc.</p>	<p>£500</p>	<p>the lesson. Active travel is promoted all of the events on Facebook, introducing the challenges, as well as letting parents know when these event are on e.g. Bling your bike, The Big Pedal etc.</p>	<p>JM will carry on booking all of the workshops and events that we have done this year.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
CPD through the ACET partnership- Gymnastics session, SEND session.	ACET PE staff have had CPD in gymnastics and SEND PE sessions throughout the academic year led by specialists. This allows all ACET staff to be able to further their knowledge and practice.	£1000	This has a significant impact on WT PE leading skills, allowing him to be able to adapt and teach more in-depth things in gymnastics. This has given him different progressions to do with all of the new gymnastics equipment. Following this, it will also allow him to differentiate his teaching with SEND students. This will see a positive change in WT teaching with all of the SEND and ARC students at WJA.	CPD will carry on next year, but will change and be targeted towards something different that the ACET PE team feel like they need progression. This will allow them to keep on learning new things that will help advance their delivery of PE.
ACET PE meetings every half term.	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.	FREE	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.	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:
				52%
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>Cross curricular workshops: dance workshops throughout the year.</p> <p>Booking different Active Travel workshops for all of the school FS2-Y6.</p> <p>Swimming lessons/water safety lessons and travel for ARC students.</p>	<p>There has been 5 days of different dance workshops. This allowed all students Y1-6 to experience different types of dances, including dances from a variety of countries.</p> <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 balance bike skills.</p> <p>WT has worked with CC to book in</p>	<p>£2000</p> <p>FREE</p> <p>£3000</p>	<p>These workshops have had a massive impact for PE and across school, being able to link cross curricular activities to PE. It had impact through a specialist dance teacher delivering sessions, while also linking to topics.</p> <p>JM has met with Rotherham STAR 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 numbers to school, increase the opportunities of active travel and secure GOLD award in our first full school year.</p> <p>CC and other staff members have</p>	<p>WT will make sure that these dance workshops carry on each year. 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.</p> <p>The strong link with the Rotherham STAR representatives has meant that there is sustainability for the following year.</p> <p>These 12 week sessions have</p>

<p>Extra booster swimming lessons for Y4 students who didn't pass the National Curriculum.</p>	<p>a 12 week block of swimming for all the students who access the ARC (Autism Resource Centre). This is half a lesson of fun in the pool, with half the lesson being a swimming lesson.</p> <p>This year we had a higher number of children who didn't make the NC, due to COVID and missing their swimming lessons for the year before this. These booster sessions have been booked in to boost the students who didn't make the NC.</p>	<p>£3000</p>	<p>said how good this experience has been for the ARC students, they all loved it and all looked forward to it each week. Some students even were able to swim 25m (the national curriculum level), through these extra sessions.</p> <p>WT has looked at the swimming data from last year, and compared it to this year. After this analysis WT has realised that the Y4 scores are very low in comparison.</p>	<p>made a huge impact on the ARC students whether it be for confidence in the water, or progressing technique. This may be rebooked in the future.</p> <p>WT and CK both discussed the need for the booster and due to these students missing a lot of swimming in their own lessons because of COVID, we thought the boosters were needed. This will be reflected on the swimming scores for this years Y4s.</p>
<p>EYFS/outdoor learning equipment order.</p>	<p>This equipment can help them progress in PE and develop key skills from a young age. As a lot of their time is spent outside and developing around the FS area, these will help them massively. There will be a variety of equipment that will allow them to pick what they want to use.</p>	<p>£1000</p>	<p>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.</p>	<p>WT will analyse this equipment at the end of the academic year 2022/2023 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.</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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:
Commit to competitions including partnership membership, fees and transport to events.	WJA has been catching up from COVID by attending as many fixtures and competitions as possible. This has included the majority of the Rotherham School Games tournaments, separate tournaments and friendlies. This is from invites from Rotherham School Games, but also through contacting different schools and arranging sporting events.	£1000	WT has seen a massive impact with the increase of participation in sport. WT has made sure that as many students as possible have attended a sporting event. This is examples of tournaments, friendlies where students who haven't represented the school yet get to play and SEND events. This has seen a big love for PE increase, as well as giving the majority of students the opportunity to play.	WT has been committed to the School Games set up throughout the year and has made a good link to the staff who work for them. This allows him to be able to be involved within more tournaments in the following year. WT has also made strong connections with other primary schools so that the friendly fixtures can carry on in the years to follow.
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)	£2500	Due to WJA not having a field, this has meant that WT has had to book a bus for every football fixture. This has allowed WJA to attend all but 1 event. 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	This cost will reduce due to WJA being able to use their field next academic year. This will mean that WJA will be able to host more fixtures and the cost of travel go down.

			events as well.	
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Signed off by	
Head Teacher:	Cathryn Keeton
Date:	22/6/2022
Subject Leader:	Will Taylor
Date:	22/6/2022
Governor:	Rachel Bolton
Date:	22/6/2022