



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Alvaston Junior Academy 2023-24

Rationale

At Alvaston Junior Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.

Summary of Proposed activity for 2023-24

- Continue to Improve participation in daily physical activity
- Continue the enthusiasm and maintain and promote a positive culture towards PE and physical activity
- Continue to develop the Premier Sport partnership- lunchtime and after school provision
- Increase activity in competitive sports – as many children to participate over the year as possible across a range of sports.

Intended Impact of the Pupil Premium / Sports Funding

- There is strong evidence that all children access a sports curriculum that is varied and children enjoy participating in a range of physical exercise and games.
- Most pupils have positive attitudes towards physical activity and they enjoy the daily physical challenges both in formal lessons and during breaks.
- Children receive at least a good standard teaching in PE and this is evident from monitoring teaching and learning.
- Specialist staff and coaches are used to ensure that children receive a better quality of education; staff learn how to teach PE from the modelling and demonstration of these coaches.
- Within school assessment shows that a majority of pupils are continuing to work at age related expectations in most year groups.
- The level of achievement in PE is good or better. Pupils continue to make good progress from their starting points.
- Feedback from pupils shows much improved attitudes towards sports and physical activity and in turn stronger mental health and well-being.
- There continues to be a good range of extra-curricular sports clubs for pupils throughout school. This not only develops sporting ability and confidence but also develops social skills.
- This year the children have continued to compete in a range of events and competitions: The number of events attended, number of pupils involved and active participation is a significant improvement on the previous year.
- The academy still holds the **School Games Award**.

It is intended that the above actions will be sustainable over time as they focus on:

- changed attitudes including the enjoyment of physical activity
- improving the subject knowledge of teachers so that they can provide a high quality education
- purchasing resources that are an investment are of high quality and will serve the academy for a number of years.
- Engaging pupils in competitive sports, targeting those pupils who may benefit the most

Review of our previous strategy

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity <ul style="list-style-type: none"> • We have 2 hours of PE curriculum time for all year groups • The majority of pupils wear their PE kit for lessons • All classes were allocated activity tubs for playtimes • Premier Sports – coaches available to work with children over lunchtimes 2. the profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> • PE Policy updated and linked to whole school improvement plan • Sports week, encompassing sports day, introduced with medals and trophy presentation • Yearly fitness check on pupils to identify pupils that needed additional help • National Fitness Day, The Big Pedal - AJA were at the top of the leader board across Derby City 3. increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> • Progressive units of Work in place for all PE Lessons. • REAL PE training session CPD for all staff 4. broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> • Range of after school clubs on offer to pupils • Active in April – all pupils took part in the activities • All year groups have the opportunity to attend sporting events and festivals enabling all children to take part (inclusive of SEN) • Qualified Sports Coaches (Premier Sports) running various weekly sports clubs • A range of school sports clubs for children to attend including, athletics, netball, gymnastics, fencing, football, archery, cricket and multi-sports 5. increased participation in competitive sport <ul style="list-style-type: none"> • AJA football team took part in sporting events and competitions. 	<ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity <ul style="list-style-type: none"> • Lesson times are still often inactive. • Daily Physical Activity not built into every school day for all pupils – national recommendation for 30 minutes every day • Playground markings updated to encourage daily physical activity over break and lunchtimes 2. the profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> • More ‘wow’ days to raise profile of PE and encourage more, less physically active pupils into sporting activities. • Noticeboards in place displaying certificates and information 3. increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> • Further CPD training needs identified in gym, dance & OAA • NQTs require in depth training and support to be confident in PE • Mentor scheme for less confident teachers in games and dance. • Yearly questionnaire to access staff CPD needs • Assessment framework for PE developed and introduced 4. broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> • School Sport Council needs to be established to allow pupils to play a role in shaping our sport and physical activity offer • Need to access more SSP festivals for pupils that don’t normally take part – Termly SSP Report • Keep accurate records of pupils that take part in competitions and clubs. 5. increased participation in competitive sport <ul style="list-style-type: none"> • Need to increase number of less physically active children taking part in competitive sport. • Attending a variety of sporting events and competitions run by Derby City SSP (all year groups). • • Current intra-competition offer is quite small and needs expanding • Use data provided by baseline fitness assessment test to influence and target groups of children

	<ul style="list-style-type: none"> • Greater percentage of children attending sporting festivals and competitions from all year groups.
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	35% (Our Y6 cohort missed sessions when they were in Y4 in Y4 due to Covid. So we reduced Y4's time in the summer term and gave that to Y6 as a chance to catch up with what they had missed in Y4.)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	35%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	15%
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/ No

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2023/2024		Total fund allocated: £19330		Date Updated: 17-01-24	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 39%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Introduce short bursts of physical activity during lesson time to improve children’s health, concentration and focus of pupils	<ul style="list-style-type: none"> Encourage teachers to improve children’s strength and core by accesses materials such as Joe Wicks, Fitness is Fun, lesson starters and brain breaks. Allocate playground equipment to engage children in more lunch and break activities. Premier Sport to baseline fitness of each class and hold football sessions during lunchtime on a regular timetable basis throughout the year. 	£3000	<ul style="list-style-type: none"> Children’s health improves through more opportunity to engage in physical activity each day Children are more focused and engaged in lessons through increased physical activity 		
<ul style="list-style-type: none"> Encourage all pupils to engage in increased levels of fitness through the AJA Great School Run. To introduce ‘Bags of Character’ activities to new intake of Year 2 to 3. 	<ul style="list-style-type: none"> Monitor all class participation Share successes and leader board in assembly and on P.E board in school corridor Teachers to model and promote the AJA Great School Run. Promote fitness and build confidence through team building helping with the transition into our school. 	£500	<ul style="list-style-type: none"> AJA Great School Mile is undertaken by more children than last year Sport is used as a fun way to aid in transition of pupils from Y2 to Y3 Playground equipment is plentiful and good quality so that children can make positive choices in the type of physical activity that choose to do at breaks 		

<ul style="list-style-type: none"> To refresh 'exercise' boxes for each class to use at playtimes. 	<ul style="list-style-type: none"> Continue to purchase playground equipment – each class has a box with various equipment to make break times more active and enjoyable. 	<p>£3000</p>	<ul style="list-style-type: none"> Exercise boxes are regularly replenished to ensure that the children have a suitable quantity of equipment of a suitable quality 	
<ul style="list-style-type: none"> Arrange a school based Physical Activity Festival that all pupils can enjoy taking part in. 	<ul style="list-style-type: none"> Organise within school – 'Sports WOW Day' or 'Sports Week' each term <ul style="list-style-type: none"> Start of year (Autumn Term) WOW Day (Spring Term) Sports Day (Summer Term) 	<p>£500</p>	<ul style="list-style-type: none"> Festivals are planned and undertaken. Children have all participated and enjoyed themselves 	
<ul style="list-style-type: none"> Train pupils to be Mini Sports Leaders to help run activities at lunchtimes to increase physical activity levels and develop pupils' leadership skills. 	<ul style="list-style-type: none"> Work with Midday Supervisors to support Mini Leaders. Celebrate pupils who complete and gain Mini Leaders Award. Children take charge of organising resources during break and lunch. Purchase High Visibility jackets so other children can identify who the Sports Leaders are. 	<p>£500</p>	<ul style="list-style-type: none"> Children are given the opportunity to become Mini Sports Leaders which will enhance their self-esteem Children take on the responsibility of organizing games at break times for their peers More organized activities for the children to participate in each day 	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				5%
				Sustainability and suggested next steps:
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:		
<ul style="list-style-type: none"> Develop school noticeboard in the corridor to display information and celebrate achievements in sport to raise the profile of PE and Sport to pupils, parents and visitors. 	<ul style="list-style-type: none"> Maintain Sports Board in corridor and outside PE coordinators classroom Display regularly updated, whole school timetables, sports results and upcoming events For example: Enrichment Program 	£150	<ul style="list-style-type: none"> Profile of sport across the academy is raised. Achievements are celebrated and events are well published to encourage more children to take part 	
<ul style="list-style-type: none"> For all staff to receive CPD in teaching PE and Sports so that they are confident in delivering a wider range of activities at a high standard. 	<ul style="list-style-type: none"> Staff to receive CPD, ongoing support from Harmony implementers and Academy PE coordinator. (Spring Term) 	£300	<ul style="list-style-type: none"> Monitoring shows that PE lessons are of a high standard, taught confidently and enjoyed by children who are making good progress in this area. 	
<ul style="list-style-type: none"> To continue to include sporting achievements in the Friday celebration assembly to ensure the whole school is aware of the importance of PE, Sport and Physical Activity and to encourage pupils' participation. 	<ul style="list-style-type: none"> Regular assembly slot arranged Achievements are celebrated Children rewarded for sport/ activity effort/ achievement Groups/ classes invite to demonstrate/ perform Yearly sporting assembly to celebrate successes Provide medals, certificates and cups for sporting achievements, 	£250	<ul style="list-style-type: none"> All children given the opportunity achieve and succeed in sport even those from a disadvantaged background. The importance of sport is emphasized regularly during whole school assemblies The status of PE is raised Children who excel at sports are acknowledged 	

<ul style="list-style-type: none"> • Certificates of participation in competitions, festivals and events are displayed on the PE display in school corridor, raising the profile of PE and Sport and celebration pupils' participation 	<ul style="list-style-type: none"> • Certificates presented at weekly celebration assembly • School certificates on display in corridor • Results board maintained in the corridor. • Cups and shields displayed in main reception area 	<p>£250</p>	<ul style="list-style-type: none"> • All children given the opportunity achieve and succeed in sport even those from a disadvantaged background. • The importance of sport is emphasized regularly during whole school assemblies • The status of PE is raised Children who excel at sports are acknowledged 	
<ul style="list-style-type: none"> • To include a sports section in school newsletter re participation in sports events, competitions, and festivals, encouraging pupils to take part and informing parents of whole school commitment to PE and Sport 	<ul style="list-style-type: none"> • Sports successes shared on main school letter • Clubs to be promoted via newsletter • Newsletter to signpost to community opportunities • Post achievements on 'twitter' account. 	<p>None</p>	<ul style="list-style-type: none"> • Parents are aware of the amount of sport that is going on in school and are invited to celebrate in their children's achievements in this area of the curriculum 	
<ul style="list-style-type: none"> • To make PE a regular agenda item on CLT meetings. • Organize an AJA Sports Council to meet once every term to discuss PE related issues 	<ul style="list-style-type: none"> • Identify children in each year group to sit on School Sport Council • Link School Sport's Council with Children's Leadership Team • Give children the opportunity to give their views on PE throughout the school and the opportunity to make changes. • Invite various key stakeholders to attend some of the meetings 	<p>None</p>	<ul style="list-style-type: none"> • The status of PE is raised across school through the CLT and AJA Sports Council. The children have a positive influence in the type of physical activities that is on offer at breaks 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and Sport provision	<ul style="list-style-type: none"> Use trust Implementers to refresh and cascade throughout the school. 	None	<ul style="list-style-type: none"> PE coordinator liaises with Trust Implementors to ensure that staff are up to date with the best practices and knowledge regarding teaching PE and sport 	
Upskill teachers to improve pupil progress and achievement in PE and sport	<ul style="list-style-type: none"> Identify training needs of staff through questionnaires Book places on trust workshops Share learning from workshops via staff meeting Access resources to support delivery Allocate members of staff to mentor. 	£300	<ul style="list-style-type: none"> Staff are consulted by SLT as to the type of CPD that they require in PE. Appropriate sessions are identified and then undertaken Monitoring shows that PE lessons are of a high standard, taught confidently and enjoyed by children who are making good progress in this area 	
<p>Increase staff knowledge of PE activity areas (e.g. Games) through working alongside a PE Specialist/Academy PE coordinator and trust implementers, to improve the quality of PE lessons.</p> <p>P.E. Inquiry – one full day with a senior leader to evaluate the quality of PE across the Academy</p>	<ul style="list-style-type: none"> Review and identify future training Arrange mentoring trust implementers 	£500	<ul style="list-style-type: none"> Staff are consulted by SLT as to the type of CPD that they require in PE. Appropriate sessions are identified and then undertaken Monitoring shows that PE lessons are of a high standard, taught confidently and enjoyed by children who are making good progress in this area 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				44%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:		
Increase the range of sports and activities being offered to children	<ul style="list-style-type: none"> • Ensure a variety of lunchtime and after-school clubs (teacher-led and Premier Sports) • Investigate the use of external specialist teachers/trainers to deliver part of the curriculum 	£7830	Children have access to a greater variety of sports and some which they may never have participated in before	
Identify 3 additional competitions for pupils to represent their school in more diverse sports	<ul style="list-style-type: none"> • Book competitions • Arrange transport and cover • Organise training sessions/ club (with staffing) • Attend event • Celebrate participation 	£500	Children have access to a greater variety of sports and some which they may never have participated in before	
Identify at least one 'Sports WOW Day' or 'Sports Week' per term to inspire the children into sport.	<ul style="list-style-type: none"> • Identify a suitable visitor through sports' council • Arrange through local sports clubs and organisations • Link to a club or activity to maintain legacy 	£250	Children have access to a greater variety of sports and some which they may never have participated in before	

Key indicator 5: Increased participation in competitive sport 8%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:		
Book a range of competitions for different pupils to take part in and represent their school	<ul style="list-style-type: none"> • Book competitions • Arrange transport • Organise training sessions/ club (with staffing) • Attend event • Celebrate participation 	£500	<ul style="list-style-type: none"> • Ensure that as many children as possible in all year groups get the opportunity to experience competitive sport 	<ul style="list-style-type: none"> •

<p>Attend at least 1 new competition for each year group, increasing participation in competitions:</p> <p>Fencing, Lacrosse, Archery, Boccia, Handball</p>	<ul style="list-style-type: none"> • Book competitions • Arrange transport • Organise training sessions/ club (with staffing) • Attend event • Celebrate participation 	<p>£500</p>	<ul style="list-style-type: none"> • Children get the opportunity to compete competitively in a more unusual sport 	
<p>Target at least one year group to take part in more competitive sport opportunities partly based in baseline fitness levels.</p>	<ul style="list-style-type: none"> • Ask children what competitions they would be interested in • Book competitions • Arrange transport • Organise training sessions/ club (with staffing) • Attend event • Celebrate participation 	<p>£500</p>	<ul style="list-style-type: none"> • More children get the opportunity to take part in competitive sport 	