

Crigglestone St James Academy C of E

Sports Premium

2023 - 2024



Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Achieving the Gold School Games Mark • Participating in monthly Kettlethorpe Pyramid sporting events with success • Participating in the Year 2 and Year 4 Daily Mile competition and winning the Year 4 round • Participating in Reception and Key Stage 1 Virtual Festival and winning the Reception round • Using external agencies to lead extra curricular sports clubs • Successfully completing the Year A progression grid for coverage 	<ul style="list-style-type: none"> • PE leads to complete knowledge organisers and progression grids for Year B • PE leads to begin to monitor PE lessons using the “what PE Looks like at St James” document • Track which children participate in festivals to ensure that all children have the opportunity to represent school • Ensure more inclusive festivals are created/participated in • Outdoor provision continues to be enhanced for all children (including those with SEND) • Ensure that Intra House Festivals are consistently part of our Physical Education timetable

Meeting national curriculum requirements for swimming and water safety.	
<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 2023.</p>	53.69%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	73.04%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	73.04%
<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>	No

Action Plan and Budget Tracking

Academic Year: 2023/24	Total fund allocated: £18,690	Date Updated: 22/11/23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school (£3,000)			Percentage of total allocation: 16%
Intent	Implementation	Impact	Sustainability and Next Steps
Additional resources for Extra Curricular Clubs/Lunchtime Provision/Physical Education Lessons	<ul style="list-style-type: none"> Audit current equipment for: lunchtime provision, extra-curricular provision, PE equipment Order equipment for lunchtime activities and extra-curricular activities Replenish PE equipment Ensure that the playground has provision in place for children to access. Create a timetable for extra-curricular activities Work with children and staff with new equipment and explain expectations Using PE long term plan, ensure that equipment is ready for September 2024 	£2000 Children have wider opportunities to develop fine and gross motor skills. Staff are confident in assisting children with their activities during lunch and extra-curricular clubs More children are active during lunchtime provision. Children become confident in sharing their experiences of what is working well and what we could do to improve the facilities.	Equipment might need replacing if broken. Audit playground and pupil voice, what would the children like to have for lunchtime activities
For Reception provision to have a wide range of resources to support gross and fine motor development	<ul style="list-style-type: none"> Audit current equipment in the Reception unit With the Reception team, look at Development Matters and planning to discuss how to enhance provision Order equipment linked to 	£1000 Children to have developed gross and fine motor skills Staff are confident with monitoring children’s gross and fine motor development Staff will have a good	Equipment might get broken and need replacing Staff voice of the equipment and the impact which it has had

	<p>what is on the long term planning for Reception</p> <ul style="list-style-type: none"> • Use the equipment in provision (adults showing the children how to use this properly) • Record evidence of the children using the equipment and monitor from Baseline Assessments how well the children have done with this provision 		understanding of how to support children using the resources	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (£11,950)</p>				<p>Percentage of total allocation:</p> <p>64%</p>
Intent	Implementation		Impact	Sustainability and Next Steps
<p>Personal Challenge Zones</p>	<ul style="list-style-type: none"> • Measure out the cycle track and record 1 mile. Differentiate for the different year groups • Ensure the skipping zone has certificates and stickers for the personal challenge. • Record how many children have achieved the personal challenge and share this on newsletters • Celebrate children’s achievements in class/worships 	<p>£100</p>	<p>Children become more active in the school day.</p> <p>Children are rewarded for having a go.</p> <p>Children have the opportunity to try a new activity.</p> <p>Children learn about the healthiness of competition and have a desire to achieve a personal best.</p> <p>Children support each other in achieving a personal best.</p> <p>Children learn about the</p>	<p>Record the data of activeness on monthly newsletter and on the school website.</p> <p>Sports leaders to create their own personal challenges.</p> <p>More recognition of the children who have completed the challenges.</p>

			importance of team work.	
3 lunchtime play leaders to lead and monitor activities available to children at lunchtime. Ensure children are taking part in physical exercise and using resources available to them.	<ul style="list-style-type: none"> • Lunchtime leader to liaise with LSAs. • Spend time with new LSAs for training. • Allocate zones for specific activities • Share activities children can do in each zone • Share Lunchtime Provision Plan with staff to set expectations. • Sports leader and lunchtime leader to revise zones as required and to provide training as new initiatives/activities are introduced 	£11,000	<p>Lunchtime staff are more confident in leading lunchtime activities.</p> <p>There are more children who are active at lunchtime.</p>	<p>To share inactive registers with lunchtime supervisors so they are able to encourage inactive children to participate in activities.</p> <p>To provide more training through the year for different zones.</p> <p>Continue to update lunchtime staff with support and access to activities online.</p>
Pupil Leadership Clothing	<ul style="list-style-type: none"> • Create pupil leadership team. • Give the pupil leadership their hoodies and their roles. • Ensure that children wear their hoodies when they are undertaking their roles to highlight that they are able to help other children in zones. 	£850	<p>Younger children see children in the pupil leadership clothing and aspire to work towards getting a role as they progress through school.</p> <p>Providing children with the opportunity to lead in a zone and set the expectations of behaviour throughout school.</p> <p>Give the children the opportunity to create their own activities.</p>	<p>Ensure that clothing is purchased so that all children are comfortable and confident in undertaking pupil leadership roles.</p> <p>Hoodies can get ruined and children may misplace their hoodies which means they will need replacing.</p> <p>Children grow throughout the year which will mean more hoodies need to be purchased.</p>

			Children understand the importance of their role in provision zones.	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport (£840)			Percentage of total allocation:
			4%

Intent	Implementation	Impact	Sustainability and Next Steps
afPE Subscription	<ul style="list-style-type: none"> Order afPE subscription Access resources and keep up to date with key issues and ideas to enhance PE/intra house competitions/extra curricular clubs Use the resources available to upskill staff and sports leaders through in-house CPD Liaise with other professionals to enhance skills of sports leader Staff to participate in webinars provided by afPE 	<p>£115</p> <p>The development of intra house festivals, open to all children.</p> <p>More opportunities for school to extend partnerships is created, giving children of all abilities the opportunity to participate in festivals</p> <p>Staff have an understanding of safer practise in PE</p> <p>The support from afPE supports the PE curriculum development</p>	<p>Sustainability – cover for the PE lead to attend external CPD in school time</p> <p>How to include all children in PE and festivals on a regular basis.</p>
PE Hub Subscription	<ul style="list-style-type: none"> January 2024 – re-subscribe to PE hub. Refresher training for all staff about PE expectations and how to use PE Hub. Adapt the two year rolling programme Staff and pupil voice 	<p>£525</p> <p>Staff are confident in continuing to follow the PE hub planning and deliver high quality PE lessons</p> <p>Children understand how PE lessons are structured.</p> <p>Children have the opportunity to</p>	<p>To review PE Hub on the rolling curriculum to see the impact it has had on teaching of PE</p> <p>To monitor PE lessons to see if there is differentiation and progression between year</p>

	required for how to continue developing our PE curriculum.		learn new sports through the PE lessons Children to develop their basic skills	groups.
PE Lead CPD	<ul style="list-style-type: none"> • Use YSP and afPE to find appropriate courses and training for PE Lead • PE Lead to book onto the courses and to go onto the training • PE Lead to feedback information from the training and adapt school practice as appropriate 	£200	<p>PE Lead is up to date with current guidance</p> <p>PE Lead is confident with subject knowledge</p> <p>PE Lead can implement training from courses into PE Lessons</p>	Appropriate courses for what PE Lead needs and the locality for these
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils (£1,800)				Percentage of total allocation:
				10%
Intent	Implementation		Impact	Sustainability and Next Steps
To ensure Year B on the 2 year rolling programme is completed	<ul style="list-style-type: none"> • Review Year A • Complete Year B on the two year rolling programme, including new sports. • Audit current equipment to see what can be used for new sports. • Create an order for new equipment to enable to learning of new sports. • Ensure equipment is stored safely and that staff are aware of the new equipment. 	£0	<p>Children learn how to play a new sport.</p> <p>Children learn new skills through the new sports being introduced.</p> <p>Children to be signposted to external companies where they can go to continue to develop their skills</p> <p>Positive pupil voice</p>	<p>Ensure that there is equipment for left handed children and that it is of the right height (hockey sticks)</p> <p>Equipment could get damaged and need replacing.</p>


	<ul style="list-style-type: none"> • Train staff on how to set up new equipment and how to use. • Monitor PE lessons with the equipment and gather pupil voice. • Review the unit of work and equipment 			
Create an extra-curricular timetable which supports the promotion of physical activity, further develops skills and is available to all children	<ul style="list-style-type: none"> • Develop an extra-curricular timetable for the 23-24 • Invite staff to lead extra curricular clubs. • Record on whole school planner children who have been involved in extra-curricular activities 	£0	<p>Children have further opportunities to be active in school, develop teamwork and communication skills</p> <p>Children can learn a new sport and be sign posted to external clubs which we are aware of.</p> <p>Pupil voice on extra-curricular clubs is positive.</p>	<p>Ensure that all year groups have a wide range of activities on the timetable</p> <p>Ensure all children have the opportunity to participate in extra-curricular activities.</p>
Supporting families with extra curricular clubs	<ul style="list-style-type: none"> • Throughout the year identify extra curricular clubs who will support our extra curricular programme. • Find out their costs per child, per setting and max children. • Send out an interest letter to parents. • Ensure pupil premium parents are aware that they can be supported by school so that their children do not miss out 	£300	<p>Children to get extra curricular club from experienced external staff.</p> <p>More children are signing up to extra curricular clubs and becoming more active/developing a love for sports</p> <p>Children enjoy learning from external coaches</p> <p>Children develop their interests in trying new sports and learning new skills</p>	<p>If families are unable to finance the club, we can support them.</p> <p>Pupil premium children to be given support with 1 club per year funded if they require</p>

	<ul style="list-style-type: none"> • Ensure parents who need financial support are aware that we can support them with the club payments • If this is positive, set the extra curricular club up. • Review once the club has completed as to whether they continue. 			
Gardening equipment	<ul style="list-style-type: none"> • Audit what equipment we currently have for gardening • Work with gardening club leader to create an order • Put the gardening club onto the extra curricular timetable • Dependent on staffing, allow children to do gardening activities during lunchtime 	£100	<p>Children learn new physical skills through gardening</p> <p>Children enjoy growing their own plants and vegetables and learning about how they grow.</p> <p>Children enjoy being outdoors, learning how to share and communicate with others</p>	<p>To use the money raised from charging children to attend the club to make this sustainable</p> <p>Interest from children being part of the gardening club</p>
SEND – Outdoor provision and resources ensure PE lessons are inclusive	<ul style="list-style-type: none"> • Work with SENDco to identify children with support plans. • Audit resources we currently have in school • With the SENDCo, identify and order resources needed to ensure all children can access and take part in PE lessons • Work with staff to ensure they know how to adapt PE 	£800 (JB to liaise with TW)	<p>Pupil voice shows that all children have been able to participate in PE lessons.</p> <p>Enjoyment for all children.</p> <p>Positive feedback from staff, children and other stakeholders</p> <p>Children with SEND are actively involved in PE lessons</p>	<p>Cost of new equipment which meets the needs of the SEND children</p>

	<p>to involve children with SEND</p> <ul style="list-style-type: none"> Put the work into practise during PE lessons 		<p>Opportunities for further learning in an outdoor provision during learning time</p>	
Equipment Repairs	<ul style="list-style-type: none"> Audit equipment in school which needs to be repaired Gather quotes for equipment repair Book repairs to equipment Ensure that equipment is repaired 	£600	<p>Children can continue to use equipment for PE</p> <p>Equipment is safe to use</p>	<p>Further cost on equipment being broken</p> <p>New equipment need to be bought</p>

Key indicator 5: Increased participation in competitive sport (£1,100)			Percentage of total allocation: 6%
Intent	Implementation	Impact	Sustainability and Next Steps
To develop the inclusive Sports Day	<ul style="list-style-type: none"> Organise sport days events for the whole school. Ensure that all teachers know which events their classes are participating in. Adapt planning for all staff so that they have a lesson to follow to teach the skills. Create videos to model differentiation for all key stages for the events. Order rewards for those who are involved (medals/certificates/stickers) Monitor the teaching and learning through these lessons. Sports lead to work with pupil leadership to help with the key stage events. Sports Lead to host the sports day for each key stage Review at the end of each sports day 	<p>£1000</p> <p>Children can compete against children of similar ability.</p> <p>All children are able to participate in sports day and represent their house.</p> <p>Children voice is positive towards sports day.</p> <p>All children are rewarded for their efforts with stickers/certificates and children who come first are awarded with a medal.</p>	<p>Monitoring medal numbers for the following year to ensure not over spending.</p>

Intra house festival timetable	<ul style="list-style-type: none"> • Create an intra house festival timetable for 23-24 • Share the timetable with staff, children and parents. • Create scorecards and leader boards for the festivals • Share progress of festivals on social media for parents to see the results. • Use scores for end of year intra house results. 	£50	<p>All children have been a part of intra house competitions (participating/time keeper/score keeping)</p> <p>Children learn the healthy competitiveness of sports</p> <p>Children support each other and include each other in their house.</p> <p>The importance of team work and supporting each other is embedded.</p>	<p>Adapting PE timetable to ensure that festivals can happen.</p> <p>Increase the profile of intra house festivals with more recognition on website/monthly newsletters</p> <p>Release time for PE lead (cover for their class) to be involved in the festivals.</p>
External festivals, competitions and leagues	<ul style="list-style-type: none"> • To work with our school pyramid to create a competitive (for A/B/C Standard) festivals • Share this timetable with school stakeholders • Ensure that children are prepared for festivals with clubs at lunch and after school. • Arrange transport for festivals when organising • Review festivals 	£50	<p>Children have the opportunity to represent the school.</p> <p>Children get to compete at a level which is correct for them.</p> <p>Children have the opportunity to be challenged in competitions if they play at a higher level.</p> <p>Children have the chance to go further into competitions and represent the local area.</p> <p>Children are eager to represent school and showcase their abilities</p>	<p>Cost of transport</p> <p>Staff release time to organise festivals and complete risk assessments.</p> <p>Staff/parents ability to take children to festivals.</p>

Signed off by	
Head Teacher:	

Date:	1.12.23
Subject Leader:	T Wildey
Date:	22.11.23