

# **Crigglestone St James Academy C of E**

## **Sports Premium**

**2024 - 2025**



Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Achieving the Gold School Games Mark</li> <li>• External agencies being used for extra curricular clubs and these are being filled, reducing subsidising from Sports Premium (continue for 24/25)</li> <li>• Equipment replenished to ensure that children can access the curriculum with the right equipment</li> <li>• Sports Day – inclusivity improved and more emphasis on fun as well as competitive</li> </ul>	<ul style="list-style-type: none"> <li>• Further training for Pupil Leaders – Anti Bullying (Diana Award) to support with creating a safe culture which can be used in sports.</li> <li>• Sports leader training with Wakefield Council to start to develop how sport leaders lead activities at lunch</li> <li>• Continue to develop SEND participation in sports and how to scaffold lessons for children where necessary.</li> <li>• Retain Gold with the School Games Mark</li> <li>• To continue with the School Health and Well Being Charter</li> </ul>

Meeting national curriculum requirements for swimming and water safety – <b>Data from 22/23 when these children were in Year 4 and attending swimming</b>	
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 2023.	41%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%
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

<b>Academic Year:</b> 2024/2025	<b>Total fund allocated:</b> £18,700	<b>Date Updated:</b> 24/09/2024
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<b>Key indicator 1:</b> 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 (£2,800)	<b>Percentage of total allocation:</b>
	<b>15%</b>

Intent	Implementation	Impact	Sustainability and Next Steps
<b>Resources to ensure that Physical Education can be taught throughout school</b>	<ul style="list-style-type: none"> <li>Audit current equipment for: £1800 PE lessons using the 2 year curriculum</li> <li>Replenish PE equipment which is required</li> <li>Work with children and staff with new equipment and explain expectations</li> </ul>	<p>Children have wider opportunities to develop fine and gross motor skills.</p> <p>Staff are confident in assisting children in their PE lessons to ensure that they make progress</p> <p>More children are active during PE lessons</p> <p>Children become confident in sharing their expertise in lessons.</p>	<p>Replacing equipment as the cost increases.</p> <p>Pupil voice on PE curriculum</p>
<b>Equipment to support the development of an inclusive lunchtime provision/extra curricular activities</b>	<ul style="list-style-type: none"> <li>Audit current equipment for: £800 lunchtime provision and extra-curricular provision</li> <li>Order equipment for lunchtime activities</li> <li>Ensure that the playground has provision in place for children to access.</li> <li>Create a timetable for extra-curricular activities</li> <li>Work with children and staff with new equipment and explain expectations</li> </ul>	<p>Children have wider opportunities to develop fine and gross motor skills.</p> <p>Staff are confident in assisting children with their activities during lunch and extra-curricular clubs</p> <p>More children are active during lunchtime provision.</p> <p>Children become confident in sharing their experiences of what</p>	<p>Replacing equipment is becoming more expensive.</p> <p>Audit playground and pupil voice, what would the children like to have for lunchtime activities</p>

			is working well and what we could do to improve the facilities	
<b>For Reception provision to have a wide range of resources to support gross and fine motor development</b>	<ul style="list-style-type: none"> <li>• Audit current equipment in the Reception unit</li> <li>• With the Reception team, look at Development Matters and planning to discuss how to enhance provision</li> <li>• Order equipment linked to what is on the long term planning for Reception</li> <li>• Use the equipment in provision (adults showing the children how to use this properly)</li> <li>• Record evidence of the children using the equipment and monitor from Baseline Assessments how well the children have done with this provision</li> </ul>	£200	<p>Children to have developed gross and fine motor skills</p> <p>Staff are confident with monitoring children's gross and fine motor development</p> <p>Staff will have a good understanding of how to support children using the resources</p>	<p>Equipment might get broken and need replacing</p> <p>Staff voice of the equipment and the impact which it has had</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (£13,150)</b>				Percentage of total allocation:
				<b>70%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and Next Steps</b>
<b>Personal Challenge Zones</b>	<ul style="list-style-type: none"> <li>• Ensure the skipping zone has certificates and stickers for the personal challenge.</li> <li>• Record how many children</li> </ul>	£50	<p>Children become more active in the school day.</p> <p>Children are rewarded for having</p>	Record the data of activeness on monthly newsletter and on the school website.

	<p>have achieved the personal challenge and share this on newsletters</p> <ul style="list-style-type: none"> <li>• Celebrate children's achievements in class/worships</li> </ul>		<p>a go and achieving a personal best.</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 importance of team work.</p>	<p>Sports leaders to create their own personal challenges.</p> <p>More recognition of the children who have completed the challenges.</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Lunchtime leader to liaise with LSAs.</li> <li>• Spend time with new LSAs for training.</li> <li>• Allocate zones for specific activities</li> <li>• Share activities children can do in each zone</li> <li>• Share Lunchtime Provision Plan with staff to set expectations.</li> <li>• Sports leader and lunchtime leader to revise zones as required and to provide training as new initiatives/activities are introduced</li> </ul>	£12,100	<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>

<b>Pupil Leadership Clothing</b>	<ul style="list-style-type: none"> <li>• Create pupil leadership team.</li> <li>• Give the pupil leadership their hoodies and their roles.</li> <li>• Ensure that children wear their hoodies when they are undertaking their roles to highlight that they are able to help other children in zones.</li> </ul>	<p>£1000* (children to be asked to give a voluntary donation to school for £13.50 – price of the hoodie if they wish to keep the hoodie. Additional £13.50 if they need to replace)</p>	<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. Children understand the importance of their role in provision zones.</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>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport (£1,025)</b>			Percentage of total allocation: <b>5%</b>	
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and Next Steps</b>	
<b>afPE Subscription</b>	<ul style="list-style-type: none"> <li>• Order afPE subscription</li> <li>• Access resources and keep up to date with key issues and ideas to enhance PE/intra house competitions/extra curricular clubs</li> <li>• Use the resources available to upskill staff and sports leaders through in-house CPD</li> <li>• Liaise with other</li> </ul>	<p>£150</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>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>

	<p>professionals to enhance skills of sports leader</p> <ul style="list-style-type: none"> <li>• Staff to participate in webinars provided by afPE</li> </ul>		The support from afPE supports the PE curriculum development	
<b>PE Hub Subscription</b>	<ul style="list-style-type: none"> <li>• January 2024 – re-subscribe to PE hub.</li> <li>• Refresher training for all staff about PE expectations and how to use PE Hub.</li> <li>• Adapt the two year rolling programme</li> <li>• Staff and pupil voice required for how to continue developing our PE curriculum.</li> </ul>	£525	<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 learn new sports through the PE lessons</p> <p>Children to develop their basic skills</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 groups.</p>
<b>PE Lead CPD</b>	<ul style="list-style-type: none"> <li>• Use YSP and afPE to find appropriate courses and training for PE Lead</li> <li>• PE Lead to book onto the courses and to go onto the training</li> <li>• PE Lead to feedback information from the training and adapt school practice as appropriate</li> <li>• Sports Premium to be used to cover PE lead so that they can attend meetings and training</li> </ul>	£350	<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>	<p>Appropriate courses for what PE Lead needs and the locality for these</p> <p>Cost of supply cover increases, different cover to be used in school if this is the case.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils (£625)</b>				Percentage of total allocation:
				<b>3%</b>

Intent	Implementation	Impact	Sustainability and Next Steps
<b>Enhance the Extra Curricular Curriculum</b>	<ul style="list-style-type: none"> <li>• Develop an extra-curricular timetable for the 24-25</li> <li>• Invite staff to lead extra curricular clubs.</li> <li>• Record on whole school planner children who have been involved in extra-curricular activities</li> </ul>	£0  Children have further opportunities to be active in school, develop teamwork and communication skills  Children can learn a new sport and be sign posted to external clubs which we are aware of.  Pupil voice on extra-curricular clubs is positive.	Ensure that all year groups have a wide range of activities on the timetable  Ensure all children have the opportunity to participate in extra-curricular activities.
<b>Supporting families with extra curricular clubs</b>	<ul style="list-style-type: none"> <li>• Throughout the year identify extra curricular clubs who will support our extra curricular programme.</li> <li>• Find out their costs per child, per setting and max children.</li> <li>• Send out an interest letter to parents.</li> <li>• Ensure pupil premium parents are aware that they can be supported by school so that their children do not miss out</li> <li>• Ensure parents who need financial support are aware that we can support them with the club payments</li> <li>• If this is positive, set the extra curricular club up.</li> </ul>	£225  Children to get extra curricular club from experienced external staff.  More children are signing up to extra curricular clubs and becoming more active/developing a love for sports  Children enjoy learning from external coaches  Children develop their interests in trying new sports and learning new skills	If families are unable to finance the club, we can support them.  Pupil premium children to be given support with 1 club per year funded if they require




	<ul style="list-style-type: none"> <li>Review once the club has completed as to whether they continue.</li> </ul>			
<b>SEND – Outdoor provision and resources ensure PE lessons are inclusive</b>	<ul style="list-style-type: none"> <li>Work with SENDco to identify children with support plans.</li> <li>Audit resources we currently have in school</li> <li>With the SENDCo, identify and order resources needed to ensure all children can access and take part in PE lessons</li> <li>Work with staff to ensure they know how to adapt PE to involve children with SEND</li> <li>Put the work into practise during PE lessons</li> </ul>	£200	<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>Opportunities for further learning in an outdoor provision during learning time</p>	Cost of new equipment which meets the needs of the SEND children
<b>Transport Cost for Events</b>	<ul style="list-style-type: none"> <li>Identify events for children to participate in which will need to have a transport company involved.</li> <li>Receive agreements from coaching companies</li> <li>When events are identified coach to be booked</li> </ul>	£200 (£195 spent)	Children are able to participate in further events	Cost of transport increasing will make it harder to book transport

	through the administration team.			
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Key indicator 5: Increased participation in competitive sport (£1,100)			Percentage of total allocation:
			6%
Intent	Implementation	Impact	Sustainability and Next Steps
<b>To develop the inclusive Sports Day</b>	<ul style="list-style-type: none"> <li>Organise sport days events for the whole school.</li> <li>Ensure that all teachers know which events their classes are participating in.</li> <li>Adapt planning for all staff so that they have a lesson to follow to teach the skills.</li> <li>Create videos to model differentiation for all key stages for the events.</li> <li>Order rewards for those who are involved (medals/certificates/stickers)</li> <li>Monitor the teaching and learning through these lessons.</li> <li>Sports lead to work with pupil leadership to help with the key stage events.</li> <li>Sports Lead to host the sports day for each key stage</li> <li>Review at the end of each sports day</li> </ul>	<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>

<b>Intra house festival timetable</b>	<ul style="list-style-type: none"> <li>• Create an intra house festival timetable for 23-24</li> <li>• Share the timetable with staff, children and parents.</li> <li>• Create scorecards and leader boards for the festivals</li> <li>• Share progress of festivals on social media for parents to see the results.</li> <li>• Use scores for end of year intra house results.</li> </ul>	£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>
<b>External festivals, competitions and leagues</b>	<ul style="list-style-type: none"> <li>• To work with our school pyramid to create a competitive (for A/B/C Standard) festivals</li> <li>• Share this timetable with school stakeholders</li> <li>• Ensure that children are prepared for festivals with clubs at lunch and after school.</li> <li>• Arrange transport for festivals when organising</li> <li>• Review festivals</li> </ul>	£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:	
Subject Leader:	
Date:	