

Crigglestone St James Academy C of E

Sports Premium

2022 - 2023



Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Children participated in festivals with school in our pyramid • Extra curricular clubs were available to all children in school • Intra house competitions were reintroduced and children took on different roles in these (participating/refereeing/coaching) • Lunchtime provision adapted to meet children’s interest level and increase physical activity during lunchtime • Sports Day for all children in school happened (with parents) • Introducing of Sporting Values into the curriculum • Progression in PE subjects is clear for indoor and outdoor PE 	<ul style="list-style-type: none"> • PE leads to complete knowledge organisers and progression grids • 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

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 2021.</p>	5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	19%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	19%
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?	No

Action Plan and Budget Tracking		
Academic Year: 2022/23	Total fund allocated: £18,690	Date Updated: 07/10/2022

Carry forward from 2021/2022	£5,569.92	Total Allocated: £24,259.92	
Key indicator 1: The engagement of all 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			Percentage of total allocation: 32%
Intent	Implementation	Impact	Sustainability and Next Steps
Additional resources for extra curricular clubs/lunchtime provision/PE lessons	<ul style="list-style-type: none"> Audit current equipment for: £1800 lunchtime provision, extra-curricular provision, PE equipment Order equipment for lunchtime activities and extra-curricular activities Replenish PE equipment Ensure that Reception have access to quality PE equipment for their provision. 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 	<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 is working well and what we could do to improve the facilities.</p>	<p>Equipment might need replacing if broken.</p> <p>Audit playground and pupil voice, what would the children like to have for lunchtime activities</p>
Supporting families to ensure that children are able to participate in Robinwood Residential (Year 6)	<ul style="list-style-type: none"> Enquire about cost of residential and coach cost Discuss with SLT how much we want to subsidise for families to support with the Cost of Living Crisis Go to Governors with how we would like to support 	<p>£4100 (from the carry forward 21/22)</p> <p>Ensure that children are able to participate on physical activity residential.</p> <p>Children have the opportunity to learn skills, teamwork and develop confidence.</p>	<p>Future costs of residentials rising, this could be a problem to sustain in future years.</p> <p>Looking at potential other venues to meet the needs for what we would like our children to participate in.</p>

	<p>families and how much this would cost out of the budget</p> <ul style="list-style-type: none"> Once agreed send this to parents 		Children can use these experiences to develop friendships.	
Supporting families to ensure that children are able to participate in Bushcraft Residential (Year 4)	<ul style="list-style-type: none"> Enquire about cost of residential and coach cost Discuss with SLT how much we want to subsidise for families to support with the Cost of Living Crisis Go to Governors with how we would like to support families and how much this would cost out of the budget Once agreed send this to parents 	£1900 (from the carry forward 21/22 and this year's sports premium)	<p>Ensure that children are able to participate on physical activity residential.</p> <p>Children have the opportunity to learn skills, teamwork and develop confidence.</p> <p>Children can use these experiences to develop friendships.</p>	<p>Future costs of residential rising, this could be a problem to sustain in future years.</p> <p>Looking at potential other venues to meet the needs for what we would like our children to participate in.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				49%
Intent	Implementation		Impact	Sustainability and Next Steps
Personal Challenge Zones and Daily Mile Initiative	<ul style="list-style-type: none"> Measure out the cycle track and record 1 mile. Differentiate for the different year groups Have certificates, stopwatch, recording book available for children to record their times and be rewarded for completing the mile. Ensure the skipping zone has certificates and stickers for the personal challenge. 	£500	<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</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> <p>To create a whole school</p>

	<ul style="list-style-type: none"> Record how many children have achieved the personal challenge and share this on newsletters Celebrate children's achievements in class/worships 		<p>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>tracker to see which children are participating in events and who is achieving a personal best.</p>
<p>3 lunchtime play leaders to lead and monitor activities available to children at lunchtime, within Covid restrictions. Ensure children are taking part in physical exercise and using resources available to them within their own bubbles.</p>	<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 new members of staff to set expectations. Sports leader and lunchtime leader to revise zones as required and to provide training as new initiatives/activities are introduced 	£10,000	<p>Lunchtime staff are more confident in leading lunchtime activities.</p> <p>There are more children who are active at lunchtime, using available resources despite Covid19 restrictions.</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. • Children to wear their hoodies to highlight that they are able to help other children in zones. 	£800	<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 expectation of behaviour throughout school.</p> <p>Give the children the opportunity to create their own activities.</p> <p>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, which means they'll need replacing.</p> <p>Children might misplace their hoodies which means they'll need replacing.</p> <p>Children grow throughout the year which will mean more hoodies need to be purchased.</p>
Active Wear for School Staff	<ul style="list-style-type: none"> • Staff to agree on what clothing they require for PE lessons/festivals • Purchase the agreed clothing • Ensure that teachers are wearing their active wear to raise the profile of PE in school • When taking children to competitions ensure that staff are wearing the PE active wear 	£555	<p>Staff are proud to wear the school active wear.</p> <p>Staff understand the importance of representing the school when taking children to festivals.</p>	<p>Active wear might get ruined which means they'll need replacing</p> <p>Staff might require different sizes throughout the year</p> <p>Staff might misplace their hoodies which means they'll need replacing</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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 	£115	<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 2023 – 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 required for how to continue developing our PE curriculum. 	£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>
Imoves Subscription (Active Blasts)	<ul style="list-style-type: none"> January 2023 – re- 	£249	Children have a wider range of	To use iMoves to enhance the

	<p>subscribe to Imoves</p> <ul style="list-style-type: none"> • To use the Imoves scheme of work alongside PE hub to create a curriculum • Whole school training of iMoves • Staff use iMoves effectively to deliver high quality PE lessons • Imoves to be used if there is wet weather and outdoor PE cannot take place. 		<p>activities which can be used for PE and extra-curricular activities to engage all children.</p> <p>Children are taught high quality PE lessons and their basic skills are enhanced.</p> <p>Staff differentiate PE to the children in their classes. Extra-curricular activities are also differentiated.</p> <p>Staff use the correct vocabulary in lessons and recognise the progression through the year groups.</p> <p>Staff are more confident leading extra-curricular activities with a scheme of work to support.</p>	<p>extra-curricular calendar and also provide activities for lunch time play.</p>
Yorkshire Sports Foundation PE Conference	<ul style="list-style-type: none"> • Book onto the Yorkshire Sports Foundation PE conference Course. • Attend the course 	£140	<p>For PE leads to have a stronger knowledge of the PE curriculum</p> <p>For PE leads to network with other PE leads.</p> <p>To share good practise with others and bring ideas back to school</p>	<p>To use the information from the course to support moving PE forward</p>
afPE Quality Mark for Physical Education, School Sport and Physical Activity	<ul style="list-style-type: none"> • Get in touch with afPE for information • Response to email to proceed with the Quality Mark 	£275	<p>To ensure the school intent for PE is accurate.</p> <p>To validate the curriculum design.</p>	<p>A stronger PE curriculum and PE leads having a better understanding of the curriculum, teaching and monitoring.</p>

	<ul style="list-style-type: none"> • Await a validator • Agree dates with validator • Use what the validator has said and put into practise • Review what is in practise with validator 		<p>Teachers to be confident in monitoring pupil progress</p> <p>Children’s attitude to PE is positive</p> <p>Children’s understanding of SMSC, British Values, Healthy Living, Cultural Capital. Equality and Diversity</p>	
Supply cover to ensure that staff are available to go on courses for their CPD	<ul style="list-style-type: none"> • Delegate time for Sports Leaders in school to be released for courses, CPD, monitoring • Keep a record of staff training/monitoring 	£500	<p>Staff are confident in monitoring the teaching and learning in a PE lesson and can help teachers with development points.</p> <p>They have a better understanding of the curriculum.</p>	Cost of supply
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
Intent	Implementation		Impact	Sustainability and Next Steps
Ensure the 2 year rolling programme is working in school	<ul style="list-style-type: none"> • Create 2 year rolling programme with new sports. • Audit current equipment to see what can be used for the sports. • Create an order for new equipment. • Ensure equipment is stored safely and that staff are aware of the new equipment. • Train staff on how to set up new equipment and how to 	£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>

	<p>use.</p> <ul style="list-style-type: none"> • Monitor PE lessons with the equipment and gather pupil voice. • Review the unit of work and equipment 			
<p>Create an extra-curricular timetable supports the promotion of physical activity, further develops skills and is available to all children</p>	<ul style="list-style-type: none"> • Develop an extra-curricular timetable for the 22-23 • 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>
<p>Extra curricular clubs</p>	<ul style="list-style-type: none"> • Throughout the year find extra curricular clubs who will benefit 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 	£500	<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 is trying new sports and learning</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>

	<p>children do not miss out</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. 		new skills	
<p>Introduce den building at lunch times and as an extra-curricular activity to develop gross motor skills and teamwork</p>	<ul style="list-style-type: none"> • Research den building for primary schools • Identify and buy high quality resources (natural materials and man made) • Allocate zone(s) in the playground • Sports leader to attend training as appropriate and disseminate to staff • Create a resources pack for teachers, including suggested activities • Training for lunchtime supervisors and play leaders on how to use den building • Introduce den building from Summer term 2021 	£500	<p>Children have further opportunities to be active in school, develop teamwork and communication skills.</p> <p>There is a positive impact on children's well-being is supported.</p> <p>Children's communication skills, and ability to work with others develop.</p> <p>Pupil voice on den building is positive</p>	<p>Contemplate use of den building in wet weather.</p> <p>Identify suitable storage so that resources last longer.</p> <p>Evaluate the use of den building and look at how this can be developed further.</p>
<p>Gardening equipment</p>	<ul style="list-style-type: none"> • Audit what equipment we currently have for gardening • Work with well staff to 	£400	<p>Children learn new physical skills through gardening</p> <p>Children enjoy growing their own plants and vegetables and learning</p>	Seasonal -

	<p>create an order for what is required and when children will have the opportunity to garden</p> <ul style="list-style-type: none"> • Put the gardening club onto the extra curricular timetable • Dependent on staffing, allow children to do gardening activities during lunchtime 		<p>about how they grow.</p> <p>Children enjoy being outdoors, learning how to share and communicate with others</p>	
<p>Additional resources to ensure children with SEND are able to participate in PE lesson</p>	<ul style="list-style-type: none"> • Work with SENDco to see which children have support plans. • Audit what resources we currently have in school • Create an order for equipment which we can use to ensure all children can participate in PE lessons • Order the equipment • Work with staff to ensure they know how to adapt PE to involve children with SEND • Put the work into practise during PE lessons 	£500	<p>Pupil voice – what they’ve learnt, participation</p> <p>Enjoyment for all children.</p> <p>Positive feedback from staff, children and other stakeholders</p>	<p>Meeting the needs of different children for the following year.</p>
<p>High quality resources in Reception to support their physical development</p>	<ul style="list-style-type: none"> • Work with EYFS team to understand requirements for physical development in the EYFS setting • Look at long term plans for PE and provision for 	£900	<p>Children in reception will have strong fine and gross motor skills.</p> <p>Children in reception will have a love for sports and PE</p>	<p>Equipment breaking and the need to replace</p> <p>The cost of equipment is likely to increase, are we able to continue purchasing such</p>

	<p>children's fine and gross motor development</p> <ul style="list-style-type: none"> • Create an order for equipment (indoor/outdoor) • Model with the children have to use the new equipment • Work with staff in provision to help develop 		<p>Staff will feel valued that they've been listened to and had a positive impact on the children's development</p>	<p>resources? Will they need to be rotated with other resources for longevity</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
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 stages events. Sports Lead to host the sports day for each key stage Review at the 	<p>£800</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/certificate 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>

<p>Intra house festival timetable</p>	<ul style="list-style-type: none"> • Create an intra house festival timetable for Spring and Summer • 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. 	<p>£100</p>	<p>All children 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>
<p>External festivals, competitions and leagues</p>	<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 	<p>£100</p>	<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:	<i>B. Minor</i>

Date:	30/11/22
Subject Leader:	Tim Wildey
Date:	28.11.22