

SJA Additional PE Premium Funding Action Plan and Tracker 2022/23



Overview – Where are we now? Where do we want to be?

Key achievements to date:

- As a school, we have always had a high profile on PE through the school. This is based on a balance between participation rates, health & well-being, and taking part in competitive sports.
 - We have 2 sessions of PE per week, one in the morning and one in the afternoon.
 - The afternoon session is taken by a high quality sports coach that we buy in and focuses on the game aspect of the curriculum. This coach is also a TA in the morning. With this approach, this person has a high impact on the quality of PE and children's positive behaviour within the lesson.
 - Our PE curriculum is organised around our 'sports festival' provision. Each year group has a sport that they concentrate on that leads to a festival with a number of other schools. We lead this collaboration. The cost of participation in these festivals is taken from the PE Premium funding that we receive.
 - In conjunction with our festival based P.E curriculum, we expose our children to a wide range of inclusive sports (Boccia, New Age Kurling, Archery and Orienteering). The costs of these resources are taken from the PE Premium funding that we receive.
 - We have increased participation rates in competitive sports. These sports are in conjunction with either NEL's School Sports Partnership or with a group of schools with whom we collaborate (Sports4all). The cost of participation in these festivals is taken from the PE Premium funding that we receive.
 - All children participated in an intra-school sporting competition (House Competitions).
 - Staff have access to high quality lesson plans that link to Sainsbury's School games awards (Google Drive).
 - We have a wide range of sports clubs at lunchtime, and after school, that focus on high participation rates, competitive sports and inclusion.
 - We have invested heavily on the development of playground provision to encourage and boost the amount of time children

are

active per day - this provision includes a large climbing frame, an outdoor gym area, a daily mile course and two 'Activall' boards.

Areas for further improvement and baseline evidence of need:

Main Priority Target for 2022/23

How can we plan a coherent PE provision that supports the delivery by adults and ensures that children develop key PE skills and promotes physical activity?

- Share with staff the PE curriculum provision map to ensure there is a balance of sporting experiences, key skills are revisited and the new resources are incorporated into the PE provision
- To keep a register of participants in clubs across school and track vulnerable groups, PPG and activity levels.
- To continue to improve the % of children who take part in inter school and intra school competitions by tracking. We are aiming for all children to have taken part in an intra school competition. As a high aspirational target, we'd also want all children to have represented the school at least once in an inter school competition during their time at Team SJA.
- To develop the quality of the basic skills and the confidence of dance and gymnastics by effective coaching.
- monitor the quality of PE teaching so that all teachers are confident in teaching gymnastics to a basic level.
- To maintain the Sainsbury's School Sports Award Gold Level and begin to build provision for Platinum level.
- To further develop the role of pupil sports' leaders so that they have a true voice in supporting, organising and leading PE developments in the school. Furthermore, the aim should be for them to document and report on house competitions using technology.
- To carry on with the use of our outdoor playground resources, such as lunchtime coaches to encourage and promote an active approach at play times and lunchtimes/ with cross curricular links (invest in Junior Gym equipment, orienteering equipment, Reading Area, Daily Mile track and other playground markers with cross curricular links e.g. times tables games, target games, telling the time games, darts board etc .
- To review and develop our resources provision for inclusive sports.

Swimming Analysis

Meeting national curriculum requirements for swimming and water safety	Percentages of Y6 2021/22
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>(post SATS junior gym and swimming lessons)- paid for ppg? Friday afternoons?</p>	54%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	52%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%
<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>	<p>Not yet - the extra provision is difficult to provide due to the lack of swimming facilities and availability in North East Lincolnshire.</p>

Action Plan and Budget Tracker

Academic Year: 22/23	Total 'extra' funding allocated: £18,500	Date Written: July 2022 Reviewed: Termly		
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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To reintroduce the break lunchtime provision offer of physical, social, emotional mental health activities. This would impact on all children's physical/social/emotional and health wellbeing	Over the year, develop the activities that are provided over the lunchtime: <ul style="list-style-type: none"> ● Monitor and develop participation rates in a range of inclusive sports ● Further develop the role of sports leaders (children) to not only include lunchtime clubs but the documenting of Intra school events. Regular meetings and feedback with (LC,CW,HW) <ul style="list-style-type: none"> ● The use of iSportswall, training 	Cover - £4000 for lunchtime cover and cover for training sports leaders £6823 37%	<ul style="list-style-type: none"> ● Participation rates during lunchtime clubs have improved greatly. ● The lunchtime clubs' offer is broader and offers the children different experiences. ● A broader range of playground activities on offer to promote higher levels of physical activity. ● Sports leaders are more confident, independent, proactive and support the provision on offer. 	<ul style="list-style-type: none"> ● The sports leaders are in Y6 and will be able to be used on Y5 and to train the next sports leaders. ● Provision on offer becomes part of everyday life at lunchtimes. ● Range of activities and games developed in accordance with resources on 'School Games' Website. Potential Next Steps <ul style="list-style-type: none"> ● Review the successes of

<p>To increase children’s physical activity levels by planning for physical activities in curriculum areas other than PE</p>	<p>for staff and inclusion within identified curriculum areas</p> <ul style="list-style-type: none"> ● Reincorporation of ‘Cross-Curricular Orienteering’ into morning PE lessons during the Summer term and then into an orienteering day at the end of the academic year. 	<p>£0</p>	<ul style="list-style-type: none"> ● iSportswall is used regularly by staff, in PE and cross curricular ● Increased level of activity ● Children enjoy using the iSportwall ● ‘Cross-Curricular Orienteering’ is used regularly by staff ● Increased level of activity ● Children enjoy using the Cross-Curricular Orienteering’ 	<p>what is on offer.</p> <ul style="list-style-type: none"> ● Meet with lunchtime supervisors to discuss positives and negatives ● Review use playground provision with the children
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Develop a rolling year long programme of whole school intra house sporting competitions (Golf, Archery, Boccia, Kurling, Cricket etc) . This would enable all children to take part in physical activities and feel more involved in SJA’s sporting family. This will also help improve social interactions, self-esteem and well-being.</p> <p>Morning P.E sessions are focused around exposure to a range of sports which require athletic and non-athletic skills. This enables all children to access sport as a means for self-improvement, and to feel successful at sports</p>	<ul style="list-style-type: none"> ● Ensuring the Intra House sports competitions. Big focus during the beginning of the year on their importance and standing. This would be based around our school house system and would involve the children in learning and sporting competitions. Winning houses at the end. ● Teachers use a range of inclusive sports in morning P.E sessions and feedback as to the success of these sessions and the impact on children’s self-esteem in relation to sport. 	<p>£500</p>	<ul style="list-style-type: none"> ● Children’s opinions are very positive about the intra house competitions ● All children take part in the intra house competitions and this then increases the 30 minute per day participation rates. ● Majority of children will have experienced a lesson in Kurling, Boccia, and Archery. 	<ul style="list-style-type: none"> ● We have invested in an ISports wall to accompany the house teams we have in school. ● The training we will receive from the Pivotal skills and Pe leaders will also support embedding of these skills with children and adults alike. <p>Potential Next Steps</p> <ul style="list-style-type: none"> ● Ensuring Intra house sporting competitions becomes a reward/ encouragement/ participation that runs for the whole of the next

<p>PE board- Publish a PE board in order to interest children and adults to keep them up to date with activities, accomplishments and upcoming events within or outside of school.</p>				<p>academic year.</p> <ul style="list-style-type: none">● Children will feedback about their self esteem regarding sport and physical activity.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to improve the quality of gymnastics teaching provided by the teachers in school.</p> <ul style="list-style-type: none"> Children will have an improved knowledge and skills around gymnastics. To ensure that this relates to 'Real' gymnastics Twist and Flip trained gymnastic coaches will lead these sessions for a term.. Staff to take part in the lesson to continue to develop staff knowledge and confidence in the delivery of inclusive gymnastic sessions. This will help to ensure that high quality gymnastic lessons are taught afterwards. <p>To reintroduce the quality of dance teaching provided by the professional</p> <p>Further develop and support the development of staff skills and knowledge in order to teach higher quality PE sessions</p>	<ul style="list-style-type: none"> To ensure any gymnastics coaching that is organised and arranged relates to the 'real' world gymnastics that you would see at British, European and World Championships; Commonwealth Games; and the Olympics. Staff training session to develop staff knowledge on the expectations when teaching gymnastic. 	<p>Gymnastics coaching and Venue- £2600 £2600 14%</p> <p>£2000 £1000 6%</p>	<ul style="list-style-type: none"> Gymnastics coaching take place for every year group Children's skills develop and become more proficient at 'real' gymnastics Teachers are more confident and knowledgeable to teach gymnastics on their own Children get high class 'real' gymnastic experiences. Children get exposure to a wide range of inclusive sports. Teachers feel confident in delivering inclusive sports sessions. Provision from PE coach is high quality and is well met by the teachers Teachers skills and knowledge improved and developed 	<ul style="list-style-type: none"> To continue to develop gymnastic coaching taught by teachers can carry on if gymnastic coaching is withdrawn if the funding is no longer available. Monitor the delivery of inclusive sport lessons. <p>Potential Next Steps</p> <ul style="list-style-type: none"> Looking into developing a dance programme which is similar in ethic to this gymnastic programme. Monitor the quality of Twist and Flip gymnastic sessions ensuring the quality of lessons do not drop.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to build on the already varied range of sporting activities so that children experience activities that they might not have done before (these will include disability sports).	<p>Continue to develop the following sports to all children:</p> <ul style="list-style-type: none"> ● Table Tennis ● New Age Kurling ● Badminton ● Boccia ● Archery ● Boxing ● Orienteering <p>Strategically refresh equipment to allow the following sports to be undertaken by groups of children and classes.</p> <p>To link the above sports to our year round intra house competitions</p> <ul style="list-style-type: none"> ● Reintroduce Orienteering equipment- cross curricular links with maths/english routes. <p>Staff meeting to teach the staff how to use the equipment correctly.</p>	<p>£2000</p> <p>£487</p> <p>3%</p>	<ul style="list-style-type: none"> ● New equipment is purchased and introduced ● High quality lesson plans are available on Google Drive for teachers to support delivery of sessions. ● Children understand which skills are needed for certain sports and how to improve on them. ● Children's skills in these sports improve ● Children get to know and like different sports ● Intra house competitions take place and are successful ● Children will gain the confidence to take part in sports 	<ul style="list-style-type: none"> ● As we now have the equipment, lessons plans and confidence, the teaching of these sports can carry on year after year <p>Potential Next Steps</p> <ul style="list-style-type: none"> ● Continue to broaden sporting experiences by investing in training and equipment for new sports e.g. rowing machines ● Continue to invest in more equipment for the sports like boccia, archery, new age Kurling and badminton ● Discussion about creating more lunchtime clubs using the new equipment. Can sports leaders facilitate/support the provision of these clubs?
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure the intra and inter school sport programme for all children in the school are taking place so they take pride in representing their house team/school team. Children will also understand the importance of competitive sport and playing fairly.</p>	<ul style="list-style-type: none"> ● Re-introduce the termly intra house competitions ● Plan to take part in a wide variety of sporting competitions ● Keep a register of children’s involvement so we give all the children the opportunity to take part over their time at SJA- using the chart provided ● Transport will be provided for the sports trips. 	<p>NEL competitions - £1650 £1650 9% Pivotal Skills competitions and other sporting experiences £1000 £2658 14% Transport facility- £3000 £2890 15%</p>	<p>The record of children participating in competitive (intra and inter school), will be updated, and vulnerable groups will be a focus and encouraged to attend clubs using the chart to aid teachers choices for Inter school competitions.</p>	<p>See Key Indicator 2 Implement steps and advice given following Sport England Survey</p>