

Aughton Junior academy
Principal – Katy Wright
PE Lead – Izzy Murray

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
|------------------------------------|---------|
| Total amount allocated for 2021/22 | £17,610 |
|------------------------------------|---------|

Swimming Data

Please report on your Swimming Data below.

| | |
|---|------------------|
| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study | 15/27 56% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above | 15/27 56% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 25/27 93% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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 |

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 pupils today and for the future.

| | | | | | |
|--|--|---|--|---|--|
| Academic Year: 2020/21 | | Total fund allocated: £16,725 | | Date Updated: | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 23% |
| Intent | | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | | Make sure your actions to achieve are linked to your intentions: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |
| To improve playground facilities to promote further physical activity during the school day. | | Purchase equipment for lunchtimes. | | £350.00 | |
| To increase the opportunities of physical activities through clubs at lunchtime and after school. | | Train Play Leaders to provide physical activity opportunities. Both Y6 and Y5 | | £440.00 | |
| | | Provide further after school opportunities such as Healthy Baking. | | | |
| | | Continue to offer multisport clubs for KS1 and KS2. | | | |
| | | Specialists from RUCST to take afterschool club and form a football team. Male role model for the children as well. | | £1200.00 | |
| | | | | Increased children's engagement with being physically active. Allowed children to access greater range of sports and activities. More KS2 children engaged in clubs at lunchtime and after school football and cricket clubs. | |
| | | | | Play Leaders lead games and activities during break times and helped with after school clubs. | |
| | | | | Subsidise after school clubs to allow a range of activities throughout the whole year. | |
| | | | | Continue to train Play Leaders and look to establish mini leaders to work with a wider range of children within school. | |
| | | | | Continue to expand the range of activities children can access while on break and lunchtimes | |
| | | | | Promote active learning. Revamp playground markings to increase physical activity during break times. | |
| | | | | Look to make outdoor trim trail area more inclusive and allow access in all weathers. | |
| | | | | Continue to look for opportunities to expand the after school clubs and look to form a girls football team. | |

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| Swimming lessons extension | Extra 12 weeks of swimming offered to Y5 | £2000 | Ensure that they can all swim to a standard that will ensure that they are safe around open water and if possible pass the NC standard. | To continue to access whether the extra 12 weeks are needed for the cohort. |
| School Swim Charter Pack | Recognises the achievement each week and helps motivate | £30 | Used the swimming award scheme to great effect. All children swimming 25m with or without a float. Non swimmers at the beginning of the course are water confident and safe. | Continue to use the pack as this year it has improved motivation. |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--|---|--|
| | | | | 2.3% |
| Intent | Implementation | | Impact | £400 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Sustainability and suggested next steps: |
| <p>To celebrate sporting events / activities on various platforms of social media and within school.</p> <p>To participate as a whole school in various sporting events using the house system.</p> <p>PE incentives to focus on the School Games Values and SJAs PRIDE values.</p> | <p>Maintain high profile of sport and PE by regularly celebrating on newsletters, website, in weekly assemblies and dedicated sports assemblies.</p> | | <p>£400</p> <p>Evidence of the sports events can be seen on the on social media platforms (Facebook) to allow the school community to see what sport/ PE is happening in school.</p> <p>Participate in intra school events and School Games events for all year groups.</p> <p>Take part in Orienteering events virtually through Cross Curricular Orienteering, building on our success this year.</p> <p>Parents are engaged with the Facebook page and can see what their children are doing and be updated with any special events.</p> | <p>Continue to build on this each year. Re-vamp the Hall of Fame and request new photos.</p> <p>Continue to use Facebook and look to link with the School Games website more.</p> <p>Continue to use the stickers and add the SGV onto the postcards and certificates.</p> <p>Look into a sport twitter account to engage more parents and be easier to access</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|---|
| | | | | 12% |
| Intent | Implementation | | Impact | £2000 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>CPD for staff Keep up-to-date with knowledge of PE and sport through ACET PE meetings, sharing of ideas and attending CPD and training courses</p> | <p>Consistency through Trust deep dive sessions. Regular meeting with key issues, consistency and curriculum as a focus. Staff to lead on areas of strength or initiatives that have been successful in their schools. CPD in gymnastics & SEND sessions.</p> | £2000 | <p>Numerous changes have been implemented this year and there has been a focus on consistency between the Trust. We have focused on developing our curriculum and writing SoW that will be used throughout all Trust schools. Alongside this we have created our 'Big Ideas' document. The ACET PE Lead is spending time in all Trust skills ensuring consistency in teaching and standards and working with staff through CPD, team teaching and upskilling them in key areas.</p> | <p>This needs to continue and SoW need to be implemented 22/23. KS1 Assessment needs to become the new focus with new documentation being introduced and tracking of students. ACET lead to continue to support staff. Staff to lead on other key areas like, 'tackling obesity'.</p> <p>Also continue to expand the first aid curriculum and research and train staff in Forest School qualifications and create an area for forest school in the grounds.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | 35% |
| Intent | Implementation | | Impact | £6200 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Extra-Curricular provision | Students have offered sports that they would like to engage in through student voice and we have tried to offer a club that links in with the curriculum topic. | £450 | All children have experienced a wide variety of sporting opportunities and activities that they may not have access to previously. | We will continue to allocate a percentage of the SP funds to enhance the extracurricular provision. |
| Cross Curricular workshops - we wanted to engage children back into sport through PE workshop days. | We selected workshops that helped to link with other curriculum and cultural aspects needed in the school. | £2750 | Whole classes have been engaged in the whole school activities including African Dance, Chinese Dance, Bounce Attack , first aid and Sound Bath whole school workshops. | We would like to link the curriculum further with these workshops and plan to book at least 1 per term next academic year. |
| Develop the use of the school field - to be marked with seasonal sporting lines. | We want to use the field for PE lessons and fixtures after school and create a termly plan of marking for the field linked to the sports students are partaking in. | £3000 | The field is a large field for the size of primary school and we have optimised with sport specific pitches being marked out. | Continue to develop this and optimise the use of the field for competitions. An area can be developed for Forest School. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--------------------|---|--|
| | | | | 25% |
| Intent | Implementation | | Impact | £4305 |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Transport to events | Transport available to hire when needed to take teams to events. | £2000 | ACET Lead has tried to ensure AJA can attend events by hosting most at Aston Academy which we can walk to but we have used a coach when needed and rising petrol costs have increased the cost of hire. | Plan the ACET competition timetable and book transport when needed. I have completed the mini bus test so reduce this next year. |
| Cross curricular orienteering membership fees | Update the orienteering course and replace markers. | £250 | Orienteering in on the AJA curriculum and this course and SoW is used. | Continue to subscribe to the event. |
| ACET PE membership fees | Membership to the ACET partnership. | £2000 | Hire of venues for the ACET competitions, hire of venues for CPD sessions. Staff release/supply to attend ACET competitions. | Continue to be part of the ACET PE partnership. |
| PE lead mini bus test fee | I can now attend more events and hire the Aston mini bus. | £55 | Aston mini bus available to hire to take AJA children to more events. Supply costs to attend the course. | AJA to increase the number of events they attend. Look to expand the Outdoor Education residential to other year groups and day visits to help with resilience. |

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| Signed off by | |
| Head Teacher: | Katy Wright |
| Date: | 20.7.22 |
| Subject Leader: | Izzy Murray |
| Date: | 20.7.22 |
| Governor: | Dominic Curran |
| Date: | 20.7.22 |