



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ➤ Sportsmark Gold has been achieved at AJA (2017/18) however last year no award was achieved. ➤ Each pupil receives two hours of high quality PE each week where attainment in different sports is tracked to give feedback and allow lessons to be planned to teach to the gaps in development. There are now two PE teachers leading at AJA with has helped with continuity. ➤ Regular weekly sports clubs are held after school for both KS1 and KS2 students in order to promote physical education and a healthy lifestyle. These are well attended with class bubbles rotating each term. ➤ Invest in quality equipment that can be used to increase the standard of lessons and also extracurricular clubs. ➤ PE rewards are consistently used. Children are motivated to be star of the day and take a postcard home. Each half term a student is chosen for 'star of the term' and they receive a medal awarded in assembly. 	<ul style="list-style-type: none"> • Raise the profile of PE/Sport in AJA including twice termly assemblies, inter house sporting competitions and celebrating sporting successes. • Create an active yard, investing in play equipment making playtimes as active as possible. Train support staff now lead activities during lunch and break times. • Sports Leader UK Qualification to be included in the curriculum for Y5/6 students who then take ownership at playtimes on the yards, get them involved in KS1 lessons and sports day. • Attending more competitive sport through the Aston cluster and ACET cluster as previously AJA have not been able to participate in competitions. • Increase the % of students achieving the NC requirements in swimming through investing in Y5 swimmers. This cohort missed a block because of Covid and was a weak group in Y4. Will benefit from swimming this year and will increase the % achieving NC requirements. • Promote active travel to/from school by getting involved in the STARS Rotherham Scheme (aiming for Bronze). Also WOW active travel scheme to encourage active travel to school through rewards (badges). • Use PE and sport opportunities to motivate pupils to show the right attitude, put in their best effort and demonstrate impeccable behaviour. • Sport stars chosen weekly in a whole school celebration assembly and outstanding sports stars awarded a medal each half term. • Immerse PE into the whole school curriculum creating a cross

	<p>curricular map, encouraging all staff to teach active lessons and promote health and well-being.</p> <ul style="list-style-type: none">• Use social media to support children and families in understanding the importance of physical activity as a part of healthy lifestyles, including ensuring that all pupils have correct kit and footwear, so they can engage in PE and sport fully and safely.• Use social media to positively promote PE to parents so they can share in the school/children’s successes. Utilise text messages, Facebook and the school website to send messages and show visually what children are achieving in lessons to parents and carers.• Use School Games Values to embed sporting behavior and attributes in order to have a wider impact across the school. Rewards will also reflect the school games values.
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Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £	Date Updated: 10/02/2021		
What Key indicator(s) are you going to focus on?				Total Carry Over Funding: £ 5000
Intent	Implemen tation	Impact		
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>AJA to install a new orienteering course through Cross Curricular Orienteering. Included in this package: editable maps, staff CPD, scheme of work, signs for maths, SPAG and topics and fitness course installed permanently.</p> <p>Children enjoy orienteering but AJA have a map that needs updating and permanent courses with cross curricular links will help embed learning. Map skills will also be developed and used in the wider community.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>All KS2 will be completing orienteering through the full Spring Term (Jan-April). This will be Covid compliant ensuring that lessons can be outside as much as possible.</p> <p>Y2 can also access the course.</p>	<p>Carry over funding allocated:</p> <p>£1450.00</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p> <p>KS2 access PE outside safely and actively. The SOW is thorough and develops map reading skills and teamwork. Maths, SPAG and language skills are also accessed in the lessons. The course is permanent so class teachers can also use it in lessons.</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>A permanent course and through the software provided it can be adapted. OAA is now included in the curriculum. Trust competitions can also be run using the courses as more schools in the Trust are installing the courses.</p>

Balance Bikes purchased for FS1/Y1 used for balance bike training (Modeshift) and then used in playtimes and active lessons.	6 x £45 Balanced bikes Junior helmets x 6 Larger helmet x 2 also utilised in bike ability by children that don't have a helmet	£336.00	Fundamental motor skills are the building blocks for engagement in physical activity and aid all aspects of the learning process. If these skills are underdeveloped in childhood, a child's ability to participate in and enjoy physical activity can be greatly diminished. In practicing gross and fine motor skills, children not only gain intellectually, but also grow in strength, develop new skills and enjoy increased confidence levels in the face of new challenges. Balance bikes promote symmetry, particularly with the upper body being encouraged to hold the handle bars steady whilst the lower part of the Assessment in PE lessons, improvement in balance and coordination, physical development we will be able to offer balancability sessions to children in the FS and Key stage 1. Improvement in health and wellbeing of children, improvement in confidence, balance and coordination. Positive impact on gross motor skills of children. Opportunities to children to learn to ride a bike body is able to move freely and evenly. Balance, postural control and symmetry all help children develop the basic skills for any future physical activity. Balance is vital to achieving success in	Improvement in confidence, balance and coordination. Positive impact on gross motor skills of children. Opportunities for children to learn to ride a bike. Encourage riding a bike for health and fitness which may also promote the use of a bike later for transport rather than a car.
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<p>Cross curriculum links: Maths/Science/fitness. Moki bands purchased will track activity levels in school during the day.</p> <p>SEND – high proportion of students with ASD and SEMH needs as well as pupils with fine motor difficulties.</p>	<p>34 bands and 1 reader</p> <p>All students can access this through a mixture of whole class and specialised group provision.</p>	<p>£700</p> <p>£350</p>	<p>almost every sport or physical activity and is fundamental in the process of learning to ride a bike. Through practice with balance equipment and balance bikes, children gain the ability and confidence needed to ride a pedal bike with confidence</p> <p>Encourage the engagement of all pupils in regular physical activity. Providing a broader experience of a range of sports and activities offered to all pupils. Can report on children meeting 30 min MVPA criteria.</p> <p>Cross curricular - self-esteem by helping them improve their writing skills and fine motor skills which will improve their PE. Will be used by all key stage and by all staff. Will help increase confidence in their own abilities which will transfer into all aspects of the curriculum making them more active. Equipment such as wobble discs, peanut balls, blindfolds and a balancing kit.</p>	<p>Can aid in Trust and countrywide competitions such as 'Race to Tokyo' Can be used by more than one class/year/group of individuals and will continue to deliver benefit from the initial spend many years after purchase. No time dependencies</p> <p>This equipment will be maintained, monitored and distributed where there is a need and monitored by SENCO and IM.</p>
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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.	5/23
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 2020.	21.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	21.7%
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- from 2020 all year groups have had additional 12 weeks

Commented [HM1]: Izzy add in the 4/23 but then the %, do this for all swimming data.
I would add in Y5 data too as hopefully it is much better and shows the impact extra sessions has had

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: £17,610	Date Updated: 07.07.21		
Key indicator 1: The engagement of all 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:
				38%
Intent	Implemen tation		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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
ACET PE Co-ordinator based at AJA part of the week teaching but also managing the Trust secondary PE teachers coming into AJA aiming for consistency throughout ACET schools and the same high level of teaching.	All year groups to access at least two hours of high quality PE lessons from secondary PE specialists. Staff will start to use ACET assessments in KS2 to start to track progress year on year.		All staff teaching PE are following the ACET schemes of work and assessment criteria. Students are monitored each half term and their levels are recorded on SIMs which is now tracked to ensure progress is made. The new ACET schemes focus on developing skills from the previous year. Children are developing knowledge and understanding of PE specific skills that builds each year. They are familiar with the assessment criteria as it is used in lessons and begin to understand what level they are at and what they need to do to improve. The schemes incorporate science and PHSE links each half term relevant to the specific Key Stage.	There will continue to be specialist staff based at AJA. The data collection was effected this year by lockdown and that the curriculum changes due to restrictions. 21/22 should allow for a full set of data that can be tracked and analysed. The ACET PE Team have now completed the full set of SoW for each year group and sports. This should be implemented across the Trust from 2021/2022.

Playtime equipment purchased to promote active playtimes. Play leaders award purchased and SoW created by ACET so Y5 and Y6s can lead these active sessions.	Playtimes contribute to children's active 30 minutes (children have 1h15 playtime throughout the day).	£100 (Sports Leaders UK)	Covid restrictions have impacted the play times. Children are still in bubbles and this has meant equipment still needs to be maintained in their bubbles. Y5/6 have not covered leadership in curriculum time as they cannot go into other classes/mix at playtimes however this will be a focus for 21/22.	Membership to the Sports Leaders program has been maintained and this will be a priority moving forward into 21/22 when bubbles can mix. We aim to cover leadership with Y5 and Y6 and elect play leaders.
Continue to develop the 'active travel' program at AJA, aiming to achieve Bronze in 2021.	AJA are enrolled in the WOW active travel tracker. This has been extremely successful. Numerous events they have held to promote active travel e.g. Bikeability, Dr Bike and Sustrans Big Pedal.	£80	WOW Banner to be displayed on the school gate. The parents of AJA have been extremely supportive with the active travel campaign evidenced with the Active Travel rate of 84% compared to a baseline of 47% - an increase of 79%. The walking rate is now 58% compared to a baseline of 44% - an increase of 32%. Park & Stride rate is now 20% compared to a baseline of 1% - an increase of 1,900% The all-the-way Car use rate is now 12% compared to a baseline of 53% - a decrease of 77%.	AJA will continue to be part of the WOW initiative and aim to be awarded the bronze then silver awards in 21-22. The next step will be to create links with our local Cllr, Rotherham Council and PSSCO to help continue to tackle danger parking and making the AJA surrounding area much safer for our children and parents.
Invest in 'prizes' and incentives for active travel rewards	We want to drive active travel and add in prizes for competitions.	£200		
Created an active environment for foundation stage children for afternoon learning through play.	By purchasing this equipment for the area we are ensuring that children getting the opportunity to develop these skills through specific equipment and games.	£881.35	The equipment can be used in adapted tasks in PE lessons or to be used in specific interventions. Other items promote activity throughout the school day. Such equipment is undo me mini cube, beads, water frame, soft dough pack.	Maintained and monitored for effectiveness and maintenance and distributed where needed by the SENCO and PE lead.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Promote PESSPA to parents through social media.	Increase parents' awareness of opportunities in sport, what is covered in PE lessons, links to clubs etc.		Social media has become a very good tool to engage parents at AJA and we want them to access the sport links available, see what children are learning through this tool.	Continue to monitor the uptake by parents and look at alternatives such as Seesaw
Update PE boards so children are aware of what is happening in PE, PE stars are up and visible and school sport values are displayed.	Children are aware of what is happening in school and the values we expect to demonstrate in school.	£100	Children know the five values, can explain what they are and how they can demonstrate them in PE and throughout school.	Update and replace throughout the year.
PE incentives to focus of positive choices and the sport games values.	Lesson: At the end of each lesson 2/3 children are awarded 'star of the week'. They receive a sticker and postcard to take home. AJA also have a Sporting Value chart in each classroom and the children are awarded a sticker that they place on the chart when they have demonstrated that value in lesson. They can also nominate a classmate who they feel has demonstrated a value. Once all 6 values are awarded they get a certificate awarded in	£400 stickers, postcards and cups	Children know that positive choices are rewarded in PE, Children are excited and motivated by the incentives but we have also been working towards being supportive of others doing well.	These incentives will continue and from September when whole school assemblies are allowed.

	the "Show and Shine" assembly. We also want to award cups each term to individuals or classes who have demonstrated the value through PE lessons or after school clubs			
Purchasing Sporting literature to promote a love of reading (area on our SIP) and introduce a diverse range of sporting role models to students.	These books are to be in the classroom reading corners but also the PE teacher will start reading them to children whilst they change. The diverse role models will stimulate conversation and can link into the PE lesson (read about Andy Murray before/after a tennis lesson).	£108	Books will hopefully inspire children to follow their dreams and take part in sport inside and outside of school. Sporting role models from different ethnic backgrounds, diverse range of athletes and challenges to inspire. Sporting fiction books will hopefully engage reluctant readers.	Build on this bank of books each year. Role models will be studied with each sport studied in the curriculum which will be linked with the books.
House system into PE sessions, dinnertime and after school competitions	T-shirts purchased for AJA. These will be used when competing in ACET competitions, house events and sports days	£500	T-shirts will ensure that children can take part in house competitions without relying on bringing their own coloured t-shirt. This will make it easier to introduce house competitions and encourage enthusiasm in representing their house.	Shirts will be kept in school and used throughout the year. Some may be replaced after about 3 years.
Establish links with Rotherham United and sign up for curriculum workshops to strengthen the cross curricular links, links with an outside organisation and inspire children through the RU coaches.	This year Y5 and 6 have been able to access the Joy of Moving scheme for 6 weeks. This unit looks at links between a healthy, active lifestyle and the impact on their body. We want to further these links by engaging in (in 2021/2022): Health well-being workshop for Y5 and Y6 Playmakers Award	£300	RU coaches have been excellent for introducing new sporting role models to our school community. Children have engaged and responded well to the workshops this year which is why we want to further strengthen these links next year into other curriculum areas particularly mental health.	Currently we are opting in to different options that RU offer. KW and IM will monitor the impact these sessions have and decide if to invest further in RU schemes.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:	
Keep up-to-date with knowledge of PE and sport through ACET PE meetings, sharing of ideas and attending CPD and training courses	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.	£2000	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 schools ensuring consistency in teaching and standards and working with staff through CPD, team teaching and upskilling them in key areas.	This needs to continue and SoW need to be implemented 21/22. 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'.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				64%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Invest in broadening the sports offered at AJA in curriculum time and extra-curricular.	<p>From student voice we have invested in:</p> <ul style="list-style-type: none"> • Scooters • Basketball Posts • Connect 4 Mega game • Skittles and dominoes to play in the playground and use for active lessons. <p>As well as:</p> <ul style="list-style-type: none"> • Crazy catch – (no walls to throw ball against) • Targets x 4 large • Handball set • Athletics kit • Footballs • Swingball • Scooter boards x 6 • Football goals 	<p>£2,800</p> <p>£975</p>	<p>Due to restrictions these items have been purchased to be put into use from 21/22 when invasion games should be back in lessons and extra-curricular. Due to the curriculum changes we wanted to put an emphasis on team sports and cross curricular skills. We want to offer a broad extra-curricular program that engages more students. Children are also encouraged to play the games as their active play. A broad range of games will be available to play inside on wet playtimes and outside.</p>	<p>These items will be stored well and maintained by PE staff at AJA. From this we can further build on sports that our students enjoy and engage in and sports that prepare them for KS3.</p>
Well – being Game	To help with children's well-being after the disruption caused by the pandemic	£25	Children have enjoyed taking part in Yoga and mindfulness in their PE lessons and this will enable them to participate in wellness at other times of the school day.	Build on this bank of resources as well being becomes integral to the curriculum.

Develop the use of sports on the playing fields.	Half termly updates of the different marking required.	£3000	AJA have a large field and during restrictions it has been important to get children out and playing a lunch/break times. Having the boxes has allowed this to happen safely. Changing the field marking each half term has allowed for different sports to be taught and has ensured the field has been used fully.	Now we have created plans for each half term this should be easy for the maintenance team to update and ensure we get as much use from this area as possible.
Increase the number of children who are water confident and who are achieving the swimming NC standards.	All children have to complete 12 weeks of swimming, however at AJA all our children have an additional 12 weeks.	£2000	In the summer term year 5 students completed their additional 12 weeks that was rearranged due to Covid. This has been very successful this year with many swimming NC standard and non-swimmers are now water confident.	AJA will continue to take Y5 students swimming in 2022.
Swim England Awards	Using the Awards scheme helps pupils meet the requirements of the national curriculum and provides recognition to pupils for achieving their swimming and water safety skills.	£36	This cohort of Y5 students started swimming at many levels of competence. The awards will recognise their progress from the beginnings of water confidence to consolidating their strokes.	Continue to use the scheme to encourage and praise the swimming progress. Tangible award.
KS2 Junior First Aiders course. All children in KS2 to take part in a Junior First Aiders course led by Direct Training	Course covers key areas of the NC First Aid learning intentions. Including minor injuries, bleeding, fractures, choking, what to do in an emergency and recovery position.	£350	Children in KS2 will have an active experience learning the key skills of First Aid.	Look to build on this each year to enhance the students' knowledge in this important life skill.
Parent and student healthy, active lifestyle workshop.	AJA want to tackle the increasing obesity levels by incorporating a healthy, active lifestyle day. Focusing on the benefits of exercise on the	£1000	AJA are looking to invite an outside agency to come in and lead the session to children and parents. Focusing on healthy	We want to build on the progress we have made this year with healthy lunchboxes/assemblies to educate both the children and

	body (physical and mental) and educating children/parents on a healthy diet including how sugars effect teeth. This is an area we want parents to be actively involved in and a workshop we can invite them to participate in and so has been planned for when Covid restrictions are lifted (21/22).		foods/lunchboxes, how to be fit as a family, health and hygiene and completing the week with a Friday Fit day when we invite parents in to take part in a fitness activity with their children.	parents into making healthy choices.
Cross curricular engagement days. Look to incorporate cross curricular themes like an African dance workshop, Samba dance workshop etc.	Engage children in cross curricular topics	£1000	We want PE to be fully embedded in our curriculum through cross curricular links and feel using 'hook' days to engage children in geography/music but that includes PE would help to achieve this.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Membership of sport partnerships to provide more opportunities for competition	Commit to ACET competitions and Aston Academy's cluster events	£1750	Although due to restriction physical competitions have not taken place, virtual competitions have. AJA have entered and been extremely successful in ACET competitions.	The virtual competitions have had a positive effect on participation at AJA. Competitions were accessible to all year groups and all our children have taken part in at least one virtual event each half term, a much greater amount than in previous years. Children have loved the competitive nature, receiving the results and their certificates.
LTA Tennis course	Up skill and receive equipment for tennis			
Compete in further competitions outside of the Trust.	World Orienteering Day Yorkshire Cricket Competition			

Signed off by	
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Date:	09.07.21
Subject Leader:	Isobel Murray
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Governor:	Toni Robinson
Date:	09.07.21