

How we report on Sports Premium

What is the Sports Premium Grant?

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the current academic year, to encourage the development of healthy, active lifestyles. Information on how much PE and sport premium funding primary schools receive and advice on how to spend it has been published.

Allocations for the academic year are calculated using the number of pupils in years 1 to 6, as recorded in the previous January census, and for 2019-20 were as follows:

- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1000 per pupil

In the case of a school which has opened or is due to open during the academic year, the above formula will apply based on pupils recorded on the autumn school census.

What should the grant be spent on?

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities

- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

The Association for Physical Education (<http://www.afpe.org.uk>) has useful information and guidance regarding the use and evidencing of the Sports Premium.

What should we report?

Academies and free schools must publish, on their website, information about their use of the premium by 31st July each year. A trust template for this can be found at the end of the document.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
 - perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is therefore essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support

Sport Premium Review and Action Plan 2022-23– Devonshire Junior Academy

Review of last year’s plan. Allocation: £ 19,570

| Key achievements 2022-23 | Areas for future improvement and evidence of need |
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| <p>PE lead has developed sport well both within school and community partnerships</p> <p>Disadvantaged children have been offered equity with sporting activity both in school and within community initiatives</p> <p>PE is taught and led consistently well</p> <p>Profile of sport and sporting aspiration within the school and wider community has improved for pupils</p> <p>Partnership events with Premier League Let Girls Play, LFT Tennis, local secondary school,</p> <p>Inclusion for all children has been a high priority for provision</p> <p>Sports Premium has been spent in line with school development plan priorities.</p> <p>Extra time invested in covering PE lead has been fruitful in applying for and receiving grants for sports equipment</p> | <p>Continue to support PE Lead in 23-24 with further specialist CPD. CPD for lunch time staff to ensure safe and fun physical activity is an offer for all children at lunchtime. Behaviour in school is exemplary and this needs to be encouraged to continue during lunch breaks with lunch and support staff</p> <p>Engage and work with a range of pupil sports leaders within each year group to support lunchtime staff.</p> <p>Auditing, evaluating, and bidding for further equipment.</p> <p>Further liaison with the Infant school to support curriculum and sequencing/gaps in PE skill for new Y3 intake.</p> <p>PE Lead to incorporate these areas for development into the PE Subject Development Plan</p> |

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| Academic Year: 2022/2023 | Total fund allocated: £19,570 Total spend: £21,050 | | Date Updated: 06/07/23 | |
| 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 | | | | |
| Action: | Intended Impact | Funding allocated: | Sustainability | End of year evaluation and next steps |
| Children do not exercise enough and experience a range of activities to encourage them to keep fit | Children exercise more regularly and experience a range of sports and activities. | £2550 | Children begin to initiate their own games and physical exercise. | The provision towards the mental wellbeing for the pupil groups involved continues to be welcomed by both pupils and their families. |

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| <p>To subsidise daily sport clubs for all to attend. Ensure a wide range of opportunities and activities are led by sports coaches.</p> | <p>Disadvantage is not a barrier, in line with our poverty proofing strategies. Children receive high quality coaching</p> | | | <p>Offering them at no cost helped some of our harder to reach, disadvantaged families. We provided equity at a time of heightened hardship by offering all our PP children first refusal of a place. This ensured that some of our most disadvantaged children with little other access to sport or open areas to play had access to sport with a qualified coach. 2023-24 We will continue to offer these and increase the number of activities that children can be involved in.</p> |
| <p>Regular sport has proven benefits for mental wellbeing that our pupils with SEMH needs would benefit from Our current Sports Coach employed in a full time capacity to provide morning mentoring with sport reward sessions</p> | <p>Providing an aspirational sporting role model in a mentoring capacity who can work with children on setting goals will develop some of our harder to reach pupils</p> | <p>£7000</p> | <p>Learning to regulate and channel feelings through sport is a life skill that could have long term impact on some of our vulnerable children.</p> | <p>Some of our vulnerable boys (including LAC) have benefitted from a positive male role model and built trusting relationships. This has allowed them to both work on SEMH goals but also develop their sport skills. For 23-24 this will be shared with the Infant school.</p> |
| <p>Children with complex SEN do not access specific sports coaching to meet individual needs and often parents do not allow them to participate in extra-curricular clubs To link with the Albion Foundation to provide</p> | <p>SEN children have more targeted PE sessions. SEN children have no barriers to attending extra-curricular club.</p> | <p>£3000</p> | <p>Staff attend sessions and can replicate and plan other relevant opportunities in school time SEND children are motivated by new experiences and staff can use the experiences to</p> | <p>Some of our most vulnerable children have received fully inclusive sports coaching opportunities. SEN staff, particularly those working in Focus Provision, have been able to use some of the coaching strategies in small groups at other</p> |

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| <p>specific coaching for our more complex SEN pupils, and a lunchtime club for them</p> <p>Provide transport and staff for a group of SEND children to attend The Albion Foundation's SEND Festival in December 2022.</p> | | £300 | inspire future learning | <p>times.</p> <p>23-34, due to price increases outside of budget capacity, sports coaching for our SEN children with complex needs will be delivered by our now full-time Sports Plus coach. PE lead will work with the coach so that children receive targeted support to help them with their development such as strength, coordination, gross and fine motor skills.</p> |
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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | |
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| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
| <p>Equipment and extra activities at playtime have been very successful and led to improved participation – we want to further develop this by continuing with our play leader who will organise and manage these</p> <p>Continue to employ Play Leader to lead playtime activities. Purchase more equipment as necessary.</p> | <p>Participation increases further. Adult led sessions are purposeful and model good quality exercise.</p> | £6000 | <p>Children understand how to play games and sports and are able to do this more independently. Children begin to organise games themselves.</p> | <p>The organisation of upper and lower phase again this year has continued to develop the opportunity for smaller group play sessions. Children are becoming more competent in traditional playground games and also learning new skills. Children worked well to collaborate and recreate the games at time when the Play Leader is not present. 23-24 PE lead to work with Play Leader and lunchtime supervisors to support their knowledge and skills in activities for lunchtimes and also develop pupil play</p> |

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| <p>Children have an understanding of sport offered within both school and the local and wider community</p> <p>PE lead to engage with community partners to begin to build a vision for sport access within the local and wider community to raise the importance of sport for health</p> | <p>Increased sharing of & involvement in community-based offers encourages more participation in sport. The Commonwealth Games has enabled us to hook into local sports impact projects</p> | <p>£400</p> | <p>Providing time to our own subject expert, who has a commitment to the children, develops not only sporting skills but also citizenship and community cohesion.</p> | <p>leaders.</p> <p>This year our pupils have participated in cricket sessions at the local secondary school. This has been fantastic for both their sport development and also future transition. This is an area 2023-24 will continue to build on. We have already forged links for 2024 with the new Sandwell Aquatic Centre (Commonwealth Games Diving), Premier League Let Girls Play, in which we won 14 free girls football strips including hijabs to form our own girl's football team, and also British Weighlifting Team via Sport England's Commonwealth community impact investment</p> <p>PE Lead to be given time to work through the DFE School Sport and Activity Action Plan to further develop the work outlined above for equality in sport provision. Sport at Devonshire will be inclusive, and girls' sport championed, with more girls taking part in extracurricular sport.</p> |
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Key indicator 3: Increased confidence, knowledge and skills of **all** staff in teaching PE and leading sport/games

| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
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| <p>PE lead and sports coach capacity to work together to give an aligned and consistent approach to the teaching of physical education –</p> <p>Release PE lead to monitor provision and standards and organise events.</p> <p>PE lead to pursue sport CPD for developing own expertise</p> <p>PE Lead works with sport business/organisations to promote sport and receive benefits for school</p> | <p>PE lead is confident in standards and provision and can put an action plan in place to further develop PE.</p> | <p>£400</p> | <p>Children receive a strong offer of sport, fitness and health education. The PE curriculum is built sequentially, building on prior skills and knowledge so that children make progress across the key stage.</p> <p>PE Lead can maintain and develop the portfolio of contracts/partnerships to draw on for future sport needs.</p> | <p>The new PE lead has continued to mentor the Sports Plus coach to ensure a joined up approach to teaching PE by both school staff and Sports Plus staff.</p> <p>Alongside this the PE lead also planned for and directed Sports Week, a new initiative here at Devonshire. Children learned hoola hoop skills, penalty shoot-out competitions and embarked on a programme of Premier League values in collaboration with Premier Primary Stars. They also had release time to organise Healthy Heart Day;</p> <p>PE Lead has undertaken training from the LFT for tennis and earned school 10 hours free tennis training.</p> <p>She has also attended Trust and cluster PE networks.</p> <p>Registering with SportsSlam led us to winning free PE equipment</p> |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
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| <p>The majority of children do not participate in sport/dance for pleasure</p> <p>To provide staff for sport/games/dance clubs</p> | <p>Children are able to explore a range of sports and dance they may wish to continue beyond primary school</p> | <p>£800</p> | <p>Children experience sport or physical activity and are encouraged to engage in these outside of school</p> | <p>Disadvantaged children have experienced a range of sport and dance through after school clubs including mixed football, girl's football and dance club.</p> |
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| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | |
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| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
| <p>Local partnership sporting collaboration leading to competition sport.</p> <p>Whilst much competitive intersport has still not resumed, competitive sport</p> | <p>Some children will begin to understand competitive sports concepts such as competitions, tournaments and leagues.</p> <p>Whilst most children will not have had the opportunity to participate</p> | <p>£150</p> | <p>Further participation in community sport</p> <p>The excitement of participation in competition will encourage to children to participate in wider events in the future.</p> | <p>The cricket partnership with local secondary school for year 5 will see a group of children attend a cricket tournament in July.</p> <p>For 2023-24 we are hoping that both inter-trust and SCOS sports competition resume.</p> |

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| within school is a way to provide competition as we wait for inter-school/community sport to resume. Interclass sports events to allow pupils access to some competitive sport | in competition outside of school, they will have experiences the process of competition | | | |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 58% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 42% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 38 % |
| 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/ No |

*Schools may wish to provide this information in July, just before the publication deadline.