

## 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 31<sup>st</sup> 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 2023-24 – Devonshire Junior Academy

Review of last year’s plan. Allocation: £ 19,560

Key achievements 2023-24	Areas for future improvement and evidence of need
<p>Continue to support PE Lead in 23-24 with further specialist CPD.            Developed a model for sport &amp; SEMH combined coaching.            CPD with lunch time staff to ensure safe and fun physical activity is an offer for all children at lunchtime.            Engaged with a range of pupil play leaders within each year group to support lunchtime staff.            Audited, evaluated, and bid for further equipment.            Developed a highly inclusive approach ensuring protected characteristics or disadvantaged pupils receive equity in sport.            Developed further links with secondary schools to support expert teaching and transition.            Offered opportunities for pupils to take part in competitive sports tournaments.            Developed new after school sports clubs.</p>	<p>PE Lead to incorporate these areas for development into the PE Subject Development Plan</p>

<b>Academic Year:</b> 2023/2024	<b>Total fund allocated:</b> £19,560 <b>Total spend:</b> £21,200		<b>Date Updated:</b> 01/07/24	
<b>Key indicator 1:</b> 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				
<b>Action:</b>	<b>Intended Impact</b>	<b>Funding allocated:</b>	<b>Sustainability</b>	<b>End of year evaluation and next steps</b>
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.	£500	Children more confidently leading 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.

<p>To subsidise daily sport clubs for all to attend. Ensure a wide range of opportunities and activities are led by sports coaches and also added to this year by teachers.</p>	<p>Disadvantage is not a barrier, in line with our poverty proofing strategies. Children receive high quality coaching</p>		<p>Teachers provided with Time in Lieu (requiring cover) for leading a sports club may not be sustainable financially in the coming academic year.</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.</p>
<p>Regular sport has proven benefits for mental wellbeing that our pupils with SEMH needs would benefit from Our current Sports Coach has been once again 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>£14000</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 CIC) 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  Some of our most vulnerable children have received fully inclusive sports coaching opportunities.</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</p>	<p>SEN children have more targeted PE sessions. SEN children have no barriers to attending extra-curricular club.</p>		<p>Staff attend sessions and replicate then plan other relevant opportunities in school time  Coach has liaised with Sendco and used OT / Physio targets</p>	<p>SEN staff, particularly those working in Focus Provision, have been able to use some of the coaching strategies in small groups at other times.</p>

<p>Our Sports Coach delivers full PE sessions to our Focused Provision classes</p>	<p>Protected characteristics should not be a barrier to sport – there should be an equitable offer For the first time this year we have developed girls' football training to give girls a safe space to participate in football.</p>	<p>Higher participation rates of sports in girls</p>	<p>Girls choose to play football at other points during the school day such as break and lunch. Play time games become less gender defined.</p> <p>Run by female teachers given time in lieu – may not be financially viable next year.</p>	<p>Turn out has been fantastic and we need to offer more widely next year if we can secure the staff.</p>
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<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				
Action	Intended Impact	Funding allocated	Sustainability	End of year evaluation and next steps
<p>Pupil can promote positive play times by supporting other pupils alongside adults Continue to employ Play Leader to lead playtime activities and elected highly visible pupil play leaders to support inclusion. PE Lead works with Play Leader and MSAs</p>	<p>Participation continues to increase. Adult led sessions are purposeful and model good quality exercise.</p>	<p>£6000</p>	<p>Children understand how to play games and sports and are able to do this more independently. Children begin to lead games and activities for their peers.</p>	<p>Children have been highly engaged in ball / team games this year but sometimes struggle to maintain self-regulation and become highly competitive. We needs to look at how we support self-regulation in sport next year.</p>

<p>Children aware of sport offered within both school and the local and wider community</p> <p>PE lead provided with extra cover to engage further with community partners to begin to build a vision for sport access within the local and wider community to raise the profile of local sport</p>	<p>Increased sharing of &amp; involvement in community-based partners encourages more participation in sport and supports transition to high school.</p>	<p>£400</p>	<p>Providing time to our subject expert to build partnerships with local secondary schools and sporting organisations which supports transition, citizenship and community cohesion.</p>	<p>This year our pupils have participated in a wide range of sports coaching and experiences through collaborations locally including:</p> <ul style="list-style-type: none"> <li>• Social enterprise day with the British Weightlifting team (high school)</li> <li>• Basket Ball coaching (high school)</li> <li>• Tennis coaching with Edgbaston Tennis Club</li> <li>• Bikeability offer for bike safety sessions</li> <li>• Football tournament (high school)</li> <li>• Visits to diving experience at Aquatics centre</li> <li>• Visit from Olympian Rebecca Addlington to promote water safety</li> <li>• Paralympian visit</li> </ul>
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<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of <b>all</b> staff in teaching PE and leading sport/games</p>				
<p>Action</p>	<p>Intended Impact</p>	<p>Funding allocated</p>	<p>Sustainability</p>	<p>End of year evaluation and next steps</p>

<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>Provide cover for 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>As above</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>Children</p>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>				
<p>Action</p>	<p>Intended Impact</p>	<p>Funding allocated</p>	<p>Sustainability</p>	<p>End of year evaluation and next steps</p>

<p>The majority of children do not participate in sport/dance for pleasure</p> <p>To provide staff for sport/games/dance clubs and wider sporting opportunities linked to the relationships built in the wider sporting community (see above evaluations)</p>	<p>Children are able to explore a range of sports and dance they may wish to continue beyond primary school</p>	<p>(As above)</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, dance club, basketball, tennis, diving, archery,</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				
Action	Intended Impact	Funding allocated	Sustainability	End of year evaluation and next steps
<p>Attend local school partnership sporting event at West Bromwich Albion Football Club where children represent the school</p> <p>Interclass sports events to allow pupils access to some 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 in competition outside of school, they will have experiences the process of competition</p>	<p>£300 (coach)</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>Following the success of the 2022 Commonwealth Games themed Sports Day, children will this year compete in a Paris Olympic Games themed sports day.</p>	<p>The success of this event will see us participate again next year.</p> <p>One of our pupils has now moved into national competitive diving competitions after being spotted at one of the taster sessions we joined in as a school.</p> <p>Children will have learned about sport in different countries as each class competes as a different country</p>



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?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	

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