

Sport Premium Intent Document



St James's
Church of England

Primary School

Here at St James's, we meticulously plan our sport premium offering to ensure maximum opportunities and progress for both children and staff. We believe that participation in physical activity is a key component in living a healthy, happy life. In our sport premium intent document, we outline how we intend to allocate this money to ensure maximum impact for our children. This is a working document, to be updated when money is spent so we can immediately assess impact.

Academic Year: 2022/23	Total fund allocated: £19300	Date Updated: 30/11/22		
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: 20%
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:
Increased participation in extra-curricular clubs and sport for sedentary, SEN and PP children.	Pupil voice questionnaire to assess what our children wanted from us in terms of extra-curricular offering. OOSC's tailored to satisfy this.		Clubs to be successful in engaging our target populations. High % of these children continued accessing these clubs for over 1 term, suggesting their levels of PA have been raised by the spend.	Continue working with sport clubs to engage target children. Use this raised physical activity levels as a tool to engage children in other PESSPA opportunities.
Train active leaders to support with intra-school competition and unstructured play opportunities.	G. Wakeman to select and train year 6 active leaders to support with our PESSPA offering across school.		Children to support with sports days, intra school competition and unstructured play times. Children to then support with training active leaders for next year, to support our platinum application.	Children used to provide training for next years active leaders, passing on game ideas as well as best practice for delivery.
Increase opportunities for physical activity levels at unstructured times such as break and lunch, by providing children with high-quality play opportunities.	Research shared at Black Country PE conference found that a trim trail had longer lasting impact on physical activity than a MUGA or climbing wall. Investments made to fix and improve trim trail for children to use.		All classes to be timetabled a slot on the trim trail per week. High uptake of children accessing and using trim trail.	Provide training for active leaders to run games using trim trail. Invest in some KS1 friendly trim trail equipment.

Increasing opportunities for children leading play at unstructured times, by investing in high quality play equipment to engage children.	Pupil voice questionnaire found that children didn't feel they had enough equipment to use at play times. Equipment purchased for active leaders to deliver play in a safe and active way. Money spent for active leaders to receive extra training from an external provider.		Opportunities for all children to get involved in a sport that appeals to them. Opportunities for all, consequently raising whole school PA levels.	Active leaders to support training of current Y5 children. Introduce active leaders to KS1 playground.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Attempting to engage children in physical activity outside of the school area by walking to school – also helping to ease congesting issues around school site.	Bike sheds signed up for and acquired. Year groups to be timetabled a slot each to encourage cycling to school. Bikeability and opentrail to deliver cycling proficiency for children.		Children being taught the life skill of cycling, seeing that is a viable alternative to using the car. Also supports school with cross-curricular references to climate issues.	Sustainable impact, walk to school week to be a yearly initiative. Measure the impact over a full year, to give an idea as to longevity.
Continue engaging with school games via liasing with SGO, ensure our competition participation and PE offering is enough to push for platinum award	School entered in as many competitions as possible, engaged with commonwealth games to inspire pupils.		Lots of sedentary children attending inspire events and representing the school.	Continue offering competition opportunities. Explore more opportunities for children who wish to compete.

Link PE curriculum with SMSC/PSHE curriculum, by showing children that the two subjects are interlinked.	Mobile assault course brought to school as part of 'healthy, happy me' week. Children to apply growth mindset values taught through PSHE/SMSC curriculum to overcome obstacles.	£1491.45	TBC – W/C 05/09/22	Pupil voice questionnaire autumn 22 evidenced that lots of children wished to experience something like this again.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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:
Gymnastics CPD organised for the spring term – greater focus this year on upskilling our own staff. This ensures that funding spent will be sustainable as trained staff will be able to deliver high-quality gymnastics curriculum for many years	Gymnastics CPD booked in with RB gym and sport for spring term.	£	Staff feel empowered to make full use of our extensive gym equipment so that they can deliver a high-quality gymnastics curriculum that offers progress for all.	When funding is removed, staff still maintain the skills learnt from CPD. CPD for all PE areas that require support as identified by monitoring.
PE lead to continue accessing high quality CPD opportunities and sharing them with staff.	PE lead to attend high-quality CPD opportunities such as teach active and the Black Country PE conference. Key takeaways to be shared with staff at staff meetings		School curriculum maintains pace with current research, and school PE offering is still one of the leading lights of the local area.	Networking opportunities satisfied, opening opportunities for our children to partake in a wider offering of extra-curricular activity
CPD opportunities offered to all staff as identified by both staff monitoring and staff conferencing.	Staff conferencing to take place in Spring term, CPD to be booked for Summer to satisfy this.		Staff feel confident to deliver on areas of the curriculum they may have lacked confidence in beforehand.	Higher quality curriculum offering for our pupils, higher levels of accelerated progress as per action plan.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
Offering a wide range of sports that cater for the needs of all pupils. School offering is currently very strong in 'traditional' sports, provide a wider offering to further increase sedentary participation.	Organise focused sports weeks and days, invite sportspeople like freestyle footballers and skateboarders to conduct masterclasses with children.	£	Pupils are aware of a wider variety of sports and aware of opportunities to pursue these sports further.	Life experience for our children and further increasing participation amongst sedentary population. Follow up visits from athletes with after school clubs so children have opportunity to practice skills taught.
Providing opportunities for all pupils by providing a high-quality, broad offering of extra-curricular opportunities and subsidising these where necessary.	Continue close partnership with ace coaching, continue putting on opportunities for physical activity based on wants and needs of our pupils.		Children have experience of partaking in organised sport delivered by qualified coaches, opportunities that may not have been available to them prior to this allocation of funding.	Subsidisation to encourage low PA children to attend, and foster a love of sport that means attendance becomes a regularity
Provide opportunities for children to be physically active, away from organised sports, which encourages a love of physical activity.	Invest in morning opportunities for children to use energy such as 'get active' and 'get moving'.		Children able to be physically active even if they are apprehensive about getting involved in organised sports.	'Soft' introduction to physical activity will foster a love of being active, schools PA levels raised as a consequence.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%30
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:
Ensure we have staff available to accompany children to organised sports events and activities in the local area.	Use money to cover staff where necessary so children have the opportunity to compete in organised sport.	£	Staff are able to take a lead on sports tournaments and deliver high quality coaching and leadership on site. Children have the invaluable life experience of representing the school.	School maintains a high-profile at local events as we build towards being a platinum school.
Ensure we have transport available to accompany children to organised sports events and activities in the local area.	Money to be allocated to local coach companies to ensure children are able to travel to events safely		Staff are able to take a lead on sports tournaments and deliver high quality coaching and leadership on site. Children have the invaluable life experience of representing the school.	School maintains a high-profile at local events as we build towards being a platinum school.
Liaise with SGO so we are maintaining a high profile at inspire, engage and compete events.	Clubs set up to match tournament opportunities so that children have the opportunity to learn the skills and experience success.		Children are able to represent the school at whatever level they wish, be that in a competitive sense or just for fun.	Life experience of representing the school encouraging children to maintain participation at local events.
Liaise with local heads and PE leads to organised cluster sports events.	Clubs set up to match tournament opportunities so that children have the opportunity to learn the skills and experience success.		Higher offering of tournaments, meaning more children are able to get involved in.	Life experience of representing the school encouraging children to maintain participation at local events.