



SJF **SPORTS PREMIUM**
IMPACT REPORT

23-24

SJF SPORTS PREMIUM IMPACT REPORT 23-24

Priorities <ol style="list-style-type: none"> The engagement of all pupils in regular physical activity (CMO recommends 30+ mins per day) Further raising the profile of PE/sport as a tool for whole school improvement Increase staff confidence/knowledge/skills when teaching PE and sport To improve the experience and engagement of pupils To work with LINKS SSP to increase opportunities participation in competitive sport 	Specific Targets <ul style="list-style-type: none"> ✓ Priority 1: maximise opportunities for physical activity formally/informally ✓ Priority 1: increased extra-curricular opportunities for all pupils and families ✓ Priority 2: maintain Gold Sports Mark, work towards the 'platinum' standard ✓ Priority 3: target general/individual CPD based on monitoring findings ✓ Priority 4: Improved pass rate for National curriculum swimming skill ✓ Priority 5: more opportunities leads to increased participation in competitive sport
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Priority 1
 The engagement of all pupils in regular physical activity in line with the Chief Medical Officer's guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Objective	Purpose (the 'because')	Strategies	Cost	Timescale	Monitor	Success criteria
Develop active classrooms to reduce sedentary time whilst learning	To increase physical activity	<ul style="list-style-type: none"> Spelling Aerobics Active brain breaks I moves- Active Blast 'IMoves' assembly (15-11-23) 	• £520.50 + VAT	Immediate implementation and the ongoing	AB	<ul style="list-style-type: none"> staff engagement increased activity positive pupil/staff response (wellbeing)
Further expand the range of activities available to pupils at break-times supported by staff and Sports Majors	The active encouragement of active learning and the increased availability of opportunities leads to a reduction of sedentary behaviour	<ul style="list-style-type: none"> Use of staff/SSP-trained Sports Majors to organise/run activities including daily 'BYB' challenges Establish a new team and approach to daily 'Wake Up! Shake Up!' activities Active promotion of BYB challenges (newsletter/website) Sports Major-led assemblies (x6 p.a.) aims and opportunities visible through displays Establish an inclusive 'Change 4 Life Club' to target and engage inactive pupils in fun physical activities 	• Redeployment of staff to cover break-times from the classrooms as a priority	Ongoing	AB HR	<ul style="list-style-type: none"> Increased participation of children Positive pupil feedback

Impact

- Increased participation in organised games/activities on the MUGA and across grounds.
- Staff and children really enjoyed taking part in the 'Active Blast Challenge' so 'IMoves Active blast 30' purchased to further support active breaks during periods when pupils are less active physically
- Use of daily 'Beat Your Best' (BYB) challenges reaches more and more pupils in 24-25 – building on positive steps taken in 23-24 which, at points, led to the engagement of almost all pupils (Y1-Y6). Parents/carers have fed back that the uploading of videos to the website has supported engagements at home – supporting increased active time.
- Increase in pupil engagement with the organisation and running of activities (and use of resources - 'buddy shed') with strong links between Sports Majors, Young Leaders and Healthy Mind Champions continuing and being further embedded in 2024-25



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Priority 2						
Further raising the profile of PE and sport across the school as a tool for whole school improvement						
Objectives	Purpose (the 'because')	Strategies	Cost	Timescale	Monitor	Success criteria
Ongoing promotion of SJF learning/sports values (linked to Games Values) in school life including in the SIP are understood by staff/children.	To ensure that SJF sport and learning values remain at the heart of strategic decision making by enshrining them in the SIP (School Improvement Plan) so stakeholders understand them and can use, related vocabulary.	<ul style="list-style-type: none"> • x6 values assemblies – led by Sports Majors p.a. • SJF Values displayed in class/across school • promotion in the weekly newsletter • x6 termly curriculum overviews p.a. • related vocabulary promoted – including by staff • staff PE uniform matches children – increased status • survey pupils to assess their understanding of SJF values in school life now and in the future. 	<ul style="list-style-type: none"> • staff uniform- £989 • stickers- £22 	Ongoing	AB	<ul style="list-style-type: none"> • Children adopt school values and demonstrate in all areas of the school curriculum not just PE • When the next set of questionnaires come out, the children can answer more clearly about the values.
Regular blogging from all year groups linked to physical activities and shared with parents/ carers and the wider community.	Pupils and their families read the blog and celebrate achievements. Parents and friends adopt the language and promote physical activity.	<ul style="list-style-type: none"> • Increased SJF website/weekly newsletter updates • SSP-trained Sports Majors coordinated/supported by staff to blog/plan/deliver BYB challenges/assemblies • Recognise/celebrate the efforts of pupils who engage in BYB and extra-curricular opportunities • Set up a 'Wake UP! Shake Up!' team to promote and lead daily activities promoted (website) 		Ongoing	AB HR	<ul style="list-style-type: none"> • To support, evidence for Sports Mark. • Encourage staff to blog about Intrasports from the school games website.
PE lead reports to LMT and governors about quality of provision, strengths, priorities and future plans. PE and school sport stories are shared with parents.	Staff/children/families are aware of good practice, in school, the range of available opportunities to them - and next steps.	<ul style="list-style-type: none"> • termly 1:1 meeting with Curriculum Lead (x6 p.a.) • Engagement with the work of the Beverley CFG • monitoring planned with Curriculum Lead/LMT so the focus is clear/appropriate to strengths/priorities. • Bi-termly reports to LMT/Link-Governor (x3 p.a.) 		Termly (x6 p.a.)	AB FB Beverly CFG L-Gs	<ul style="list-style-type: none"> • Improved awareness across school community helped by termly blogging linked to 'Intrasports'

Impact
<ul style="list-style-type: none"> • An increased blogging leads to the greater awareness of pupils and families that will contribute to more engagement. • A deeper understanding of our termly values is enabled as they are promoted in assemblies, displays, our SJF website, newsletters, curriculum overviews and celebrating pupils' efforts. • Well-informed CFG Link-Governors are able offer LMT/staff challenge and support and can assist staff and children with various sporting activities can report to the Local Academy Committee. • The PE Link governor has helped lead some after school club activities alongside the SSCO which has helped to identify the school community and what areas of need we still have to support. • The 'Beat Your Best' (BYB) activities continue to be well received by the families, as they have been previously from survey feedback.



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Priority 3 Increase staff confidence/knowledge/skills when teaching PE and sport						
Objectives	Purpose (the 'because')	Strategies	Cost	Timescale	Monitor	Success criteria
Continued focus on supporting the pedagogy and practice of staff teaching PE	To ensure that staff are equipped with the knowledge, understanding and resources needed to be able to plan and lead outstanding lessons that children enjoy.	<ul style="list-style-type: none"> attendance at the annual citywide PE conference - important updates, information and opportunities use the 'Jasmine' lesson structures and formats as the basis and adapting to match the needs and learning stage of the learners where necessary. support provision with recruitment of a PE apprentice moderate provision and quality of our offer as part of the Trust SSP networks (external) provide staff general and focused CPD in the form of PDMs and coaching, where necessary 	<ul style="list-style-type: none"> £695 time to meet Real PE team 	Ongoing	AVB Pam/Vikki REAL PE	<ul style="list-style-type: none"> The robust and effective monitoring of our offer means that: <ul style="list-style-type: none"> external monitoring aligned with internal view teaching and learning is supported with targeted whole-school and 1:1 CPD staff are confident to assess and adapt approaches strengths and priorities are known and followed-up pupils enjoy and achieve because more teaching is confident and outstanding
A consistent assessment system for PE Assessment of PE using the Jasmine Assessment wheel-increased and improved skill set by children and staff	To ensure that PE lead/staff have an accurate view of (i) where the children are; (ii) strengths; and (iii) issues and barriers to preventing pupils engaging, enjoying and achieving - so appropriate strategic decisions are made by LMT	<ul style="list-style-type: none"> regular staff training and updates (Assessment wheel training twilight 21-09-23) PE Leader updates to Curriculum Lead and LMT SJF curriculum monitoring cycle PE Assessment Wheel introduced and used with PE assessment booklets 	<ul style="list-style-type: none"> PDM/INSET time time for: <ul style="list-style-type: none"> monitoring PE networking LMT updates CFG meetings SSP moderation meetings with Real PE team 	Ongoing – termly meetings with Curriculum Lead act as check points	AB Real PE team RM	<ul style="list-style-type: none"> teachers know where pupils are - to respond an accurate view of PE strengths/needs means support/challenge are offered, to drive/support strategic direction stakeholders are aware, including staff/governors
Ensure that the continuum in our broad PE curriculum matches our established Real PE curriculum, and guarantees consistency in teaching and learning.	Equalise the quality of our Real PE and non-Real PE offers, ensuring that staff have the pedagogy and confidence to teach skills and knowledge skills in the right way and at the right time so that progression is appropriate year to year.	<ul style="list-style-type: none"> implement a comprehensive and fully resourced PE Planning programme to compliment Real PE provide staff with adequate CPD so that they have to confidence to adapt approaches to best meet the needs of all children in their care so that they can make expected progress 	<ul style="list-style-type: none"> £185 time for: <ul style="list-style-type: none"> PDMs/twilight monitoring 1:1 meetings LMT updates CFG meetings SSP moderation 	Commence Sep 2024 and then ongoing	AVB	<ul style="list-style-type: none"> curriculum is a continuum that enables pupils to develop and apply the critical knowledge and skills needed to progress at each stage at the right time and in the right ways
Impact <ul style="list-style-type: none"> Confident/knowledgeable staff teach a reworked PE effectively, including REAL PE, dance and gymnastics, where there is tighter alignment between 'Real PE' and non-Real PE elements, There is a strong sense of where all pupils are because the assessment system is robust and applied consistently by staff, so all pupils, including vulnerable, and those not engaging, are tracked. Effective monitoring and assessment means informs strategic decision-making including those made around priorities investment of time and money. The targeted and comprehensive nature of our robust response means that more children enjoy lessons and choose to engage with opportunities in lessons/ break-times/extracurricular activities. 						



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Priority 4 To improve the experience and engagement of pupils						
Objectives	Purpose (the 'because')	Strategies	Cost	Timescale	Monitor	Success criteria
Maintain 'Gold' School Games Mark Criteria and 'Gold' KS1 Sports Mark Criteria and meet all the requirements of the Sheffield PE pledge by: <ul style="list-style-type: none"> • further improving staff confidence, knowledge and skills to deliver the curriculum well and provide an even wider range of options • increasing the range of sports and activities offered – ensuring they are all resourced fully • enhancing spaces used for PE • establishing an outdoor gymnasium • increase engagement with Wake Up! Shake Up! 	to engage and excite pupils – including those that do not engage - by offering high quality opportunities in a range of more and less familiar sports	<ul style="list-style-type: none"> • use the monitoring toolkit to understand the impact of our strategic decisions and actions in respect of our offers for PE, extracurricular activities and health and wellbeing, so we can build upon them. • audit pupils and parents/carers about the opportunities they would like • audit staff regarding support they need • provide appropriate CPD opportunities based on audit findings aimed at building staff confidence and competence collectively and on a 1:1 basis for those colleagues with specific issues or barriers • to audit and resource PE equipment to ensure that the lack of quality resources is not a barrier to our plans and ambition for our PE curriculum and the extracurricular activities we aim to offer • enhance spaces used for PE e.g. new outdoor gym • engage with the city swimming offer to secure access to an appropriate venue and the expertise of a suitably qualified swimming • launch a new team and renewed approach • creation of a new outdoor gymnasium to engage and encourage pupils to be active and refine physical literacy during lessons, break-times and to support extra-curricular opportunities 	<ul style="list-style-type: none"> • £300 training • £1800 LINKS SSP • £12000 - gym • £900 - storage 	Terms 1 & 2	AVB LMT	Continue with a variety of sporting opportunities through membership with LINKS and build on the family of school relationships for a closer to school access. Continue to access swimming service and buy extra sessions where necessary. Evidence collated for Y6 swimmers. to ensure that school is rewarded and acknowledged for its good practice

Impact

- SJF 23-24 swimming results:
 - 76% swim 25m unaided
 - 76% perform a range of recognised strokes
 - 100% perform a safe self-rescue
- Pupils have benefited from a having a range opportunities to participate in a variety of sports including:
 - Panathlon
 - Quad Kids'
 - Colour Dash
 - Santa Dash
 - Inclusive event
 - Olympics
 - Sports Leader training
 - balance bikes
 - SHU Cricket
- Our support of citywide inter-school sport by hosting events run by Sheffield Hallam University and others
 - cricket
 - Bikeability
 - hockey
 - football
 - dodgeball



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Priority 5 To increase participation in competitive sport						
Objectives	Purpose (the 'because')	Strategies	Cost	Timescale	Monitor	Success criteria
To select a variety of after school clubs to increase interest in different sports, including less familiar options	Enable more pupils and especially those less inclined to join in (to increase activity in line with CMO's recommendations)	<ul style="list-style-type: none"> seek AfPE/LINKS advice regarding AFSC sports offer survey pupils regarding interests and wishes survey parents/carers about extracurricular offer promote values, beat your best, awards for participation (assemblies, blog/website, newsletter) 	<ul style="list-style-type: none"> £26/hour AFSC coach £1660 	Terms 1-6 (ongoing)	AVB	pupils identified for the change for life programme engage positively
To increase opportunities for children to participate in more competitive and non-competitive events, tournaments and festivals.	Enable more pupils and especially those less inclined to join in (to increase activity in line with CMO's recommendations)	<ul style="list-style-type: none"> identify sports clubs in the local area promote attendance to sessions positively via newsletter, blog, sharing publicity material 		Ongoing	AVB MB	A wide range of different ell-attended after-school activities, offered which attract a wide range of pupils in all age-groups.
annual SJF sports day (including a Festival of Sport) for all pupils to celebrate PE and sport	Maximise pupil engagement	<ul style="list-style-type: none"> to continue to deliver a Sports Day for all pupils and to enhance this wherever appropriate engage whole community in mixed-age festival invite pupils' families and friends to watch the races 		Term 6	AVB	Parents support and help run competitions in school Google forms access for parents
Continue to develop focused training games in key sports	Support pupils' physical development, knowledge and skills	<ul style="list-style-type: none"> support provided to staff to plan outstanding PE lessons use of SSP-trained Sports Majors 		Throughout the year	AVB	Children engaged and developing skills
Transport children to events for inter school competitions	To ensure that the location of events is not a barrier to our engagement	<ul style="list-style-type: none"> confirm details of events early so that we can sort logistics to attend including staffing/cover and transport 	<ul style="list-style-type: none"> £31 10 	Throughout the year	AVB CG LR	Maximise engagement with opportunities
Impact <ul style="list-style-type: none"> Children have attended competitions they wouldn't necessarily attend. The Y2 class took part in the city wide Skipping Competition at the EIS and GOALS. The Y4 Quad kids competition- 2 teams got into the Sheffield Final The Y3/4 Quick Sticks Hockey – 1 team into the final. The Y3/4 and 5/6 Orienteering teams competed at Norfolk Park (4 of the children were identified as part of the Change for Life group) The Y3 LINKS Sports Partnership Sports Day – STJF came 2nd. A group of Y5/6 children took part in the Sheffield Colour Dash (3 of these children were identified as part of the Change 4 life group) Attended the Catholic Cup with a boys' team and a girls' team. The boys came 3rd overall. Improved links with Castle Martial Arts and Stepz Dance Academy - we now have an increased attendance from STJF. 						