



## PE - School Sport Development Plan – 2022/2023

### **Jerry Clay Academy**

<b>Key achievements to date:</b>
<ul style="list-style-type: none"> <li>-As part of the Outwood Together group, we have part-funded the cost of a sports coordinator(ACE Sports).</li> <li>-We have participated in a range of tournaments run by Outwood Together.</li> <li>-Worked with ACE Sports covering coordinator release in school.</li> <li>-Worked with Miss Hoyte from Fearless Dance. To provide dance and musical theatre in school lessons and after school clubs.</li> <li>-Continued swimming lessons in Year 5</li> <li>-Teachers have used different ways to assess learning in PE effectively.</li> <li>-Purchased additional PE kit for teachers.</li> <li>-Purchased summer tournament clothing for the children.</li> <li>-Purchased new equipment where needed and where gaps in equipment have been identified.</li> <li>-Continued to update the display board in the hall with PE updates.</li> <li>-Afterschool clubs have been held this year, led by ACES, external people and teachers.</li> <li>- The Tuck Shop has been run during Friday break times.</li> <li>-Received School Games Mark.</li> <li>-Sports day was held in the Summer term</li> </ul>

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?	94%
What percentage of your current Year 6 cohort uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort performs safe self-rescue in different water-based situations?	94%



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<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b> £18,090	<b>Date Updated:</b> September 2022		
<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				Percentage of total allocation: %
<b>Impact</b>	<b>Implementation</b>	<b>Funding allocated:</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
<p>Continue to ensure that children are enthusiastic about the playtime sheds.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children will be more active at playtimes.</li> <li>Children can access a range of equipment to facilitate sporting activity during playtimes.</li> <li>Behaviour improvement as children will be occupied with equipment.</li> </ul>	<ul style="list-style-type: none"> <li>CH as the Playground Pal leader monitors the need for new or up-to-date equipment.</li> <li>Ensure equipment purchased is aimed at developing specific sports and that there is enough to use safely.</li> <li>Playground Pals to continue to lead the use of equipment on the field at playtimes (Upon the resumption of classes mixing).</li> <li>Junior Leaders responsible for sport to establish and deliver a fitness lunchtime club when appropriate.</li> <li>Investigate the cost of outdoor gym equipment and installation.</li> </ul>	£500	<ul style="list-style-type: none"> <li>Behaviour book.</li> <li>Pupil voice</li> <li>Playground pal book</li> </ul>	<ul style="list-style-type: none"> <li>Constantly evaluate the need to update the sheds.</li> <li>Ensure that sheds are always tidy and accessible for all children at playtimes.</li> </ul>



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<p>Staff to assess and monitor the fitness of children throughout the year.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Children become fitter and understand the importance of this.</li> <li>• Children strive to achieve better.</li> </ul>	<ul style="list-style-type: none"> <li>• Bleep test for each class at the start and end of the year.</li> <li>• Staff, including ACEs staff, to monitor the fitness of children that he works with week-by-week.</li> <li>• All staff to promote ‘personal best’ and ‘fitness’ language.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Fitness tracking.</li> </ul>	<ul style="list-style-type: none"> <li>• See which children need improvement and assess how this can be done.</li> </ul>
<p>Offer children different after school clubs across both Key Stages to increase opportunities to develop a healthy and broad range of skills/interests to help achieve a healthy lifestyle. This will also allow opportunities for children to prepare for upcoming tournaments.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Increased participation and engagement in after-school clubs.</li> <li>• Teams where this links with tournaments are more prepared to succeed against other schools.</li> <li>• By subsidising the costs, the clubs are accessible to children of all backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan out a yearly timetable for after school activities which focus on the children’s interests (publish this in school, out to parents and on the website). The After School Club questionnaire feedback can be used to plan these clubs.</li> <li>• After school clubs run by a range of companies.</li> <li>• Subsidise club costs to help increase uptake. This includes fully subsidised for PP children.</li> <li>• Keep a register of participants.</li> <li>• For the spring term onwards, look into having more After School Clubs that include Reception.</li> <li>• After School clubs to be organized to ‘build a team’</li> </ul>	<p>Reactive costs to subsidise</p>	<ul style="list-style-type: none"> <li>• Registers</li> <li>• Timetables</li> <li>• Pupil Voice</li> <li>• Parent extra- curricular club questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>• Be reactive to parent questionnaire.</li> <li>• Update ASC providers with key feedback etc.</li> <li>• Admin team to track and update TP/CH on costings for clubs.</li> <li>• Ensure that some clubs act as development squads to nurture talent.</li> </ul>



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	<p>eg, football in each year group.</p> <ul style="list-style-type: none"> <li>• CH to investigate ‘taster’ sessions with local provision. This could be in specific days in school and also after school clubs.</li> </ul>			
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop the use of assessment in school.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Children are assessed individually and more thoroughly.</li> <li>• Children are shown clips of themselves in lessons and can discuss improvements for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff continue to use Coach’s Eye and include retrieval practices with this.</li> <li>• CH to monitor the use of this on staff share.</li> <li>• Use opportunities in staff meetings to work alongside staff to implement this.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff confidence (questionnaire)</li> <li>• Observations etc.</li> <li>• Photographic and video evidence on staff shared</li> </ul>	<ul style="list-style-type: none"> <li>• CH to track assessment use.</li> <li>• CH to track evidence of PE on staff shared.</li> </ul>



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<p>As part of developing knowledge of 'Healthy and Active Lifestyles', maintain and develop the 'Tuck Shop' at playtimes, run by the School Council.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children will be encouraged to eat more healthily, KS2 children will have access to fruit at playtime.</li> </ul>	<ul style="list-style-type: none"> <li>School Council continue to run the Tuck Shop.</li> <li>School Council to lead an assembly on the tuck shop.</li> <li>Evaluate potential new orders/what has been effective.</li> <li>Look at the possibility of fresh fruit at the start of the week.</li> </ul>	<p>None – self-running</p>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>School Council meeting minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the need for different foods.</li> <li>Reactive to what children want.</li> <li>Ensure that the food meets healthy school standards.</li> </ul>
<ul style="list-style-type: none"> <li>Organise sporting organisations to visit the school, including Paralympic and Invictus game winners.</li> </ul> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children feel inspired and motivated to engage in sports.</li> <li>Understand how sports/fitness can impact people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>CH to liaise with organisations to ensure this is planned.</li> </ul>	<p>Cost of visit – approx. £500</p>	<ul style="list-style-type: none"> <li>End of year evaluation.</li> </ul>	



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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Utilise sports coaches/teachers effectively to develop staff.  SO THAT <ul style="list-style-type: none"> <li>Increased participation and engagement.</li> <li>Opportunities for teachers and TA's to watch PE coaching sessions.</li> </ul>	<ul style="list-style-type: none"> <li>ACE Sports staff to be used as an extra resource to develop PE and health in school</li> <li>Create a questionnaire to assess which area teachers feel that they lack confidence in, do the same at the end of the year.</li> </ul>	Approx £10,000	<ul style="list-style-type: none"> <li>Registers &amp; planning.</li> <li>Re-evaluate after observations of coach.</li> <li>Teacher's confidence questionnaire.</li> </ul>	<ul style="list-style-type: none"> <li>CH drop-ins to evaluate the standard of lessons.</li> <li>Staff questionnaire to show what they have learnt from the sessions.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure that children participate in a range of sports in the PE curriculum and are engaged in doing so.  SO THAT <ul style="list-style-type: none"> <li>Children access different sports and learn the rules etc in doing so.</li> <li>CH to ensure the new Progression document is implemented by staff in planning.</li> </ul>	<ul style="list-style-type: none"> <li>Look into opportunities that local sports clubs offer.</li> <li>Use the tournament timetable (Outwood Together) to plan sports to be taught for different year groups.</li> </ul>		<ul style="list-style-type: none"> <li>Observations/ planning,</li> <li>Pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>CH to monitor PE planning.</li> <li>Organise more theme days, working with the local community.</li> <li>Organise trips to watch professional sport being played, i.e. cricket in Leeds</li> </ul>



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<p>Ensure that children participate in a range of sports following the Outwood Together competition timetable</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• They develop the skills and knowledge required to participate within the specific sporting area</li> <li>• Develop teamwork and communication skills when participating in sporting areas within specific age groups</li> <li>• Develop personal skills, such as perseverance and determination within a competitive environment</li> </ul>	<ul style="list-style-type: none"> <li>• Use the tournament timetable (Outwood Together) to plan sports to be taught for different year groups.</li> </ul>	<p>Cost of taxis – approx. £200</p>	<ul style="list-style-type: none"> <li>• ASC timetable throughout the year</li> <li>• Observations/planning</li> </ul>	<ul style="list-style-type: none"> <li>• CH to monitor PE planning.</li> <li>•</li> </ul>
<p>Continue to update PE equipment in school when needed.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>• Sports equipment is always the most up to date that it can be.</li> <li>• Children have access to the best sports equipment in PE lessons and after school clubs.</li> <li>• Children have access to the best equipment for each sport and this is explicitly organised into</li> </ul>	<ul style="list-style-type: none"> <li>• Specific sheds and equipment to be purchased for most commonly taught sports: football, rugby, hockey, netball and tennis.</li> <li>• Outdoor whiteboard to be purchased.</li> <li>• CH to assess equipment and update equipment when necessary.</li> <li>• Kit (Including adult's kit) to be updated/renewed when needed.</li> </ul>	<p>Approx £3,000</p>	<ul style="list-style-type: none"> <li>• Audit regularly completed</li> <li>• Pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Order more equipment when needed, after need has been assessed.</li> </ul>



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sheds.				
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue the use of a Sports Co-Ordinator through the Outwood Together SLA.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>PE is enhanced further with advice from someone else. Updates are given regularly both through meetings and through regular e-mail updates.</li> </ul>	<ul style="list-style-type: none"> <li>Use the sports co-ordinator for extra advice for teaching PE.</li> <li>Three PE themed assemblies to be planned throughout the year</li> <li>Use the sports co-ordinator for teaching skills alongside ACE Sports</li> </ul>	£800	<ul style="list-style-type: none"> <li>Teacher questionnaire.</li> <li>Impact of OutTog PE.</li> </ul>	<ul style="list-style-type: none"> <li>CH to report back on effectiveness to OutTog.</li> </ul>
<p>Ensure that children participate in a range of sports following the Outwood Together competition timetable</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>They develop the skills and knowledge required to participate within the specific sporting area</li> <li>Develop teamwork and communication skills when participating in sporting areas</li> </ul>	<ul style="list-style-type: none"> <li>Use the tournament timetable (Outwood Together) to plan sports to be taught for different year groups.</li> </ul>	Cost of taxis – see above	<ul style="list-style-type: none"> <li>ASC timetable throughout the year</li> <li>Observations/planning</li> </ul>	<ul style="list-style-type: none"> <li>CH to monitor PE planning.</li> </ul>





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<p>within specific age groups</p> <ul style="list-style-type: none"> <li>Develop personal skills, such as perseverance and determination within a competitive environment</li> </ul>				
<p>Attend inter-school sporting events run by Outwood Together and other sporting companies.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children will compete, competitively, in a wide range of sports, against other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Share the timetable of tournaments with staff.</li> <li>Ensure staff plan some of their yearly timetable around the tournament timetable so that children are as prepared as possible for the tournament.</li> <li>Ensure After School clubs are planned around the tournaments – CH and TP to lead.</li> <li>Participate in the Outwood Together competitions</li> <li>CH to look into other competitions led by other companies/clubs to participate in.</li> <li>Utilise sports premium money for taxis/coaches for transport.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Tournament registers</li> <li>Tournament results</li> </ul>	<ul style="list-style-type: none"> <li>Ensure PE planning runs alongside tournament dates.</li> <li>Ensure ACES Sport staff is updated with key tournament dates.</li> <li>Research different tournaments to participate specifically in in areas we are successful.</li> </ul>
<p>Organise termly intra-school competitions and participate in inter-school competitions, so as to develop pupils team working skills and enhance children’s ability to set</p>	<ul style="list-style-type: none"> <li>Organise at staff events which children could compete in using the yearly planner from each class – this is to be built into the</li> </ul>		<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Audit findings</li> </ul>	<ul style="list-style-type: none"> <li>Be reactive to need and interest from children at our school.</li> <li>Be reactive to children that need extra support</li> </ul>



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<p>goals/personal bests.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children have the opportunity to work together in the school setting.</li> <li>Children who are not chosen to represent the school in tournaments can still learn the skills/rules of different sports.</li> </ul>	<p>long term plan.</p> <ul style="list-style-type: none"> <li>ACE Sports staffing to lead on some of this (Personal bests etc), showing how this can be implemented in PE lessons.</li> <li>Cross-year group football matches weekly to be run by the learning mentor.</li> </ul>			<p>for behaviour at playtimes.</p>
<p>Develop the skills of higher-ability children to become more competitive in tournaments.</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Children can develop skills in different sports and get more fine-tuned coaching to suit their ability.</li> </ul>	<ul style="list-style-type: none"> <li>CH to work with Development Squads, timetabled in ASC</li> </ul>	<p>Cost of transport/tickets</p>	<ul style="list-style-type: none"> <li>Tournament success/readiness.</li> <li>Participation at ASC</li> </ul>	<ul style="list-style-type: none"> <li>CH to be reactive to different sports and adapt to the Outwood Together competition timetable</li> </ul>
<p>Develop the Football area within the local community</p> <p>SO THAT</p> <ul style="list-style-type: none"> <li>Local community groups have increased access to sports provision</li> <li>Children who enjoy playing football can do so competitively against other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the possibility of more frequent football fixtures.</li> <li>Continue with the tournament at JCA (Summer term).</li> <li>In-line with the Football Leagues in OutTog, fixtures to be played against other schools.</li> <li>Continue to allow</li> </ul>		<ul style="list-style-type: none"> <li>Register of use</li> <li>Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>Investigate football tournaments.</li> <li>Ensure football fixtures are adhered to.</li> </ul>



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	Wrenthorpe Rangers to utilise the schools facilities for matches and training.			
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