

Herne Bay Junior School Accountability Review 2023-2024



'At Herne Bay Junior School we believe that all children should enjoy physical education and sport. Through physical education and sport we aim to improve health and well-being and promote active participation in a range of physical activities, in a safe and supportive environment.'

Summary of Pupils on roll and Sports Premium received

	2023-2024
Sports Premium Grant	£19,970
Total number of pupils on roll	397

At Herne Bay Junior School, the Governors and Headteacher believe the purpose of the Sports Premium should be;

- To ensure that teachers offer high quality Physical Education as part of the school curriculum and that continual professional development for existing staff is on-going.
- To build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- To provide appropriate competitive school sport opportunities for all children who wish to take part.
- To encourage children and their families to take part in sport in school.
- To identify, enthuse and engage with children and families who are less active and therefore, less likely to choose sport and exercise as a lifestyle choice.
- To increase the number of children who take part in an after school sports club by offering a range of activities.
- To work in partnership with other organisations and schools to maximise the potential of the P.E. and school sport funding and make the best use of the facilities and resources within the school grounds.
- To inspire children to participate in a range of sporting activities.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: (41 responses)
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	61%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke when they left your primary school at the end of last academic year?	56%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	41%
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?	No

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  CSPN  UK COACHING  UK active More people
More active
More often

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year:	Total fund allocated:	Date Updated: July 2024		
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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Continue 'Morning Sports' club and extend to engage more pupils and aid specific children in coming to school earlier. Aim to make the club available for every day of the week to maximise number of children who can participate. 	<ul style="list-style-type: none"> - Identify prospect of increasing number of days for the club to run. - Target vulnerable groups who are the least active and invite them to the club. 	£5,500	<ul style="list-style-type: none"> - Morning Sports Club now runs every day of the week and is open to all year groups. On average, 100 children a day attend the club. This is evidenced through the club participation register. - The member of staff who runs the club, identifies children within PE lessons or children who are persistently late/struggling with attendance and provides them with a personal invite to the club. - The staff who run the club had the aim of getting more girls engaged in sports and this has had a positive impact. They also ran a dance club which helped engage girl's who had not taken part in a 	<ul style="list-style-type: none"> - To continue the running of the morning sports clubs throughout the year next year. - Member of staff who runs the club is committed to running these clubs next year and so the impact will resume. - Continue to identify children who are from vulnerable groups or least active to invite to club using the participation register. - Two female members of staff have already committed to run a girl's active afterschool club next year to encourage more girls to take part in sport.

<ul style="list-style-type: none"> - To promote active break and lunchtimes 	<ul style="list-style-type: none"> - To increase the number of children who are active during break and lunchtimes. 		<p>club before.</p> <ul style="list-style-type: none"> - This year the focus has been on continuing to develop the children in leading and promoting active lunch and breaktimes. Every lunch, the sport leaders and play leaders put on games for Y3/4s (45 minutes). - Equipment was provided to Year 6 Sports Leaders which enabled various activities to run on the field and playground. - Sports Leaders use a rota to split responsibilities across the week. - Play Leaders have been working all year alongside sports crew. - Sports Week- The school held a HBSJ Sports Week where each day a different sport was 	<ul style="list-style-type: none"> - Introduce new equipment to encourage more children to participate in active break and lunchtimes. - Continue to develop ways in increasing the number of children to be active for 30 minutes a day whilst at school. - Ensure that the new play and sports leaders are aware of their role at lunchtimes. Arrange appropriate training for this. - Ensure that Sports Week happens again next year.
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			focused on during lunch and breaktime. House points collected for everyone that had a go and this was celebrated in assembly.	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - 'Sports at HBJS' to raise the profile of PE/Sport/competitions at HBJS. 	<ul style="list-style-type: none"> - Maintain the notice board to keep children, visitors and parents up to date with PE, Sport and competition results at HBJS. - Send out a paragraph every week in the newsletter to parents to inform and celebrate sporting events. - Continue to use social media and the website to keep parents up to date with sports achievements and PE activities on the day. 	£3,500	<ul style="list-style-type: none"> - Notice board has been maintained, with results of competitions. Parents are informed more regularly about sport in school and therefore the profile of PE has been raised in school. - Facebook and Instagram have also been used to promote our sporting events along with the school website. - Winners of the 'The Sports Cup' for PE are announced and celebrated in assembly each week and their photo is published on Facebook/Instagram. 	<ul style="list-style-type: none"> - Board, newsletter and Facebook to continue to be made a key point to raise the profile of PE/Sport/Competitions at HBJS.

<ul style="list-style-type: none"> - Sports Crew competitions to be run by sports leaders who will design and create competitions that the whole school can take part in. 	<ul style="list-style-type: none"> - For sports crew to take the lead on delivering competitions across the whole school. Sports leaders will run these events and therefore be able to inspire others to lead and take part in more PE. - Sports leaders to become an integral part of PE around the school by easily being identified through wearing Sports leaders T-Shirts. 		<ul style="list-style-type: none"> - The Sports Crew competitions are running and every child has had the chance to compete on a whole-school level. - Each sports leader was provided with a T-shirt to promote their role within the school. Sports leader T-shirts are worn at clubs, in PE lessons and for all other sporting events. Other children throughout the school in other year groups have been encouraged and inspired by the current sports leaders to become future sports leaders. - To encourage other year groups into leading sporting activities, we have included Year 5 children in working alongside the current Year 6 sports leaders to shadow their role and responsibilities and learn from their peers. 	<ul style="list-style-type: none"> - New sports Crew will be allocated for the new academic year. They will receive training. - Consider ways of collecting more formal feedback after the sports crew have run their competitions. - Year 5's moving into Year 6 will have an opportunity to apply for the role of becoming a sports leader. They will have the chance to run small sessions within their year group to help teachers identify those with appropriate leadership skills.
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<ul style="list-style-type: none"> - Continue to share a weekly sports award within the Friday whole school assembly. 	<ul style="list-style-type: none"> - Share award to celebrate a range of sporting values. 		<ul style="list-style-type: none"> - The 'Sports Cup' is given out in assembly each week to a child who has demonstrated good sporting values such as determination, bravery, sportsmanship, resilience. - A member of staff who competes globally in running races, organised and completed a 'Run with Mr Hobbs' event. He ran for the whole afternoon and each class came out to run with him for 15 minutes as a class. All children participated. - Local sport club (Herne Bay Hockey Club) sent coaches to work with most classes across the school. The teachers were able to develop their hockey and teaching skills but also this helped raise the profile of the sports with the children and possible links. 	<ul style="list-style-type: none"> - Continue to celebrate a variety of children who have demonstrated a range of sporting values through celebration each week using the Sports Cup. - Speak to SLT to discuss the possibility of holding a fundraising event with an inspirational athlete. - Continue to develop links with local sports clubs to aid development of teaching and profile of specific sports with the children.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Sports Partnership Package - PE leader/Leader of Outdoor Education attends local PE meetings and provided feedback within own school. - Contacts with HBHS (SGO) when support is needed. 	<p>The package:</p> <p>To take advantage of the fantastic facilities we have at Herne Bay High School, and create an opportunity for ALL, this option entitles your school to the following:</p> <ul style="list-style-type: none"> · OAA festival · Alternative Activities event · 2 individualised sessions at HBHS (trampolining/climbing/roller-skating) · A Scheme of Work for a year group/activity of your choice · Inclusive Event · Free access to the Herne Bay and East Kent Coastal Basic Package 	£1,350	<ul style="list-style-type: none"> - PE lead attended CPD training through the partnership and fed back information where appropriate with other staff. - Leader of outdoor education is able to deliver and support with the teaching of the PE curriculum to a high standard. - PE coordinator alongside SLT and leader of outdoor learning monitored teaching throughout the school. 	<ul style="list-style-type: none"> - PE lead to continue to work with new teaching staff and build upon results from a PE confidence survey next year. - PE lead and leader of outdoor learning to continue to be available to offer support and teach PE. Continue to provide support for staff in areas of weakness in the PE curriculum and identified through monitoring of PE lessons.

<ul style="list-style-type: none"> - Develop role of Leader of Outdoor education to deliver high quality PE sessions. 	<ul style="list-style-type: none"> - Leader of outdoor education to deliver high quality lessons whilst also providing other teaching staff with an opportunity to observe their teaching and implement good CPD of PE into their own teaching. 	<p>£4000</p>		<ul style="list-style-type: none"> - Continue to develop the role of the two TAs that support PE coach during PPA PE sessions. - In September, carry out monitoring of all teachers in PE. - PE lead and Leader of outdoor education to run a staff CPD session in response to staff confidence survey. - Purchasing of a new scheme of work and planning to further support teachers- Primary PE Planning - Leader of outdoor learning to consider use of scheme of work. - Develop the 'Forest Ranger' evenings.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - A variety of after school sport clubs run aimed at offering a wider range of sport to appeal to a broader array of children. - Free extra-curricular clubs offered to all children. - Leader of outdoor learning to deliver PE sessions and extra-curricular clubs which are tailored to link to upcoming Kent Sport Games Events. 	<ul style="list-style-type: none"> - Identify people to run a range of clubs to encourage all children to take part in extra-curricular sport. - Increase the variety of clubs that are offered to children. - Identify a wide range of competitions that are offered by Kent school games. 	£4000	<ul style="list-style-type: none"> - A wider range of clubs were offered. Children that were less likely to take part in more traditional sport clubs were identified and chosen to take part in these specific clubs. - Children have more opportunity to take part in a wider range of clubs. - Leader of outdoor learning has tailored PE lessons and extra-curricular clubs to link with the Kent School Games competitions. This has allowed a wider range of pupils across the school to experience different sports and compete in competitions. 	<ul style="list-style-type: none"> - Identify areas and interest of other sports clubs to offer next year. - Speak to SGO about clubs that the Sports Partnership can offer using their facilities (e.g. trampolining, climbing). - Continue to link PE and extra curricula clubs with the cycle of competitions that are offered by the Kent School Games. Ensure that the maximum number of teams are requested so that more children can experience a wider range of sports. - Continue to complete club and competition participation spreadsheet to ensure that a variety of children are being chosen and that target groups are being

				<p>focused on too.</p> <ul style="list-style-type: none"> - Speak to TSC and discuss arranging a new group of Year 6 pupils to take part in the Stronger Futures Programme that we took part in last year.
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Sports Partnership Competition package aimed at providing all children the opportunity to take part in a range of competitions. - Wide range of extra-curricular 	<ul style="list-style-type: none"> - Keep a record of participation for clubs/competitions to ensure a range of children are chosen to take part in competitions 	£1,600	<ul style="list-style-type: none"> - Entered Boys and Girls District competition with both teams. - Our school took part in all possible competitions offered and had more confidence in this due to 	<ul style="list-style-type: none"> - Continue to promote competitive sport in PE lessons and with extra-curricular clubs and competitions. - Continue to complete the competition

<p>clubs aimed at children.</p> <ul style="list-style-type: none"> - Run more intra-house competitions - Run trials within PPA PE to allow all children to have the chance to be part of a club or competition. More inclusive. 	<ul style="list-style-type: none"> - Plan teaching of PE curriculum around the competitive competition schedule to increase participation levels for the extra-curricular clubs and competition entries. - Use lunchtimes to run intra-house competitions. 		<p>the extra-curricular clubs that were run beforehand.</p> <ul style="list-style-type: none"> - Our school took part in an Alternative Activities Festival which was a non-competitive event. It gave a group of children who had not previously taken part in a sporting competition the experience of a competition without the pressure of a normal event. 	<p>participation spreadsheet to ensure that a wide range of children have the opportunity to take part in competitive sport.</p> <ul style="list-style-type: none"> - Buddied up Y3 and Y6 classes to support participation and confidence and inspiration.
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