

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the **Quality of Education** Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit <u>gov.uk</u> for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

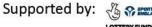
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.















Details with regard to funding Please complete the table below.

Total amount carried over from 2020/21	£7822
Total amount allocated for 2021/22	£17378
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17610
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17610

Swimming Data

Please report on your Swimming Data below.

*NOTE: As a first school we do not have Year 6, so swimming data is presented for Year 4

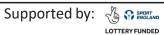
Meeting national curriculum requirements for swimming and water safety.	0%
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	37%
N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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















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 pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:]
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: £3380 = 19.3%	
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:
 All pupils will receive at least 2 hours PE each week. To ensure more engagement with sport during play and lunch additional equipment will be purchased and staff will be trained in how to use it. Lunchtime clubs and after school clubs targeted at particular year groups, key stages and individuals will help ensure more sporting take up and regular activity. A varied curriculum with a competitive element at the end of 	Staff to complete the daily mile with pupils - Rota created if necessary. • Equipment audit carried out • Equipment purchased to engage pupils in sport - Rota created to keep pupils interested: skipping, football, Frisbee, boules, quoits, hula-hoops, soft balls for catch, basketball, tag games, table tennis. • Training for TA by and experienced member of staff to enable effective playtime		Every pupil receives 2 hours pe each week. Nearly every single pupil in KS1 and 2 attended a club for at least half a term. Lunchtime and playtimes are far more active – pupils have engaged well with staff and the new equipment. All pupils complete a daily mile and over the course of the year have improved their stamina.	Lunchtime equipment sometimes gets lost / broken - it will need to be maintained and repurchased to continue to have an impact. Staff need more training and there needs to be more staff on duty to fully engage all children every day. Some children could not stay after school for clubs - can we offer more lunchtime options? *Due to repairs on the track Daily Mile can be affected - put in place alternative option such as Go Noodle.













Dance, Futsal, Athletics, Football, Basketball, Multiskills, Cricket and Squash













Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
			T	£4000 = 22.7%
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:
 All children have 2hours allocated PE time each week. 	 HT and DHT to timetable at least 2h for PE each week for pupils. 		The whole school has a more 'sporty' feel as pupils uniform is sporty and staff are always dressed in sports clothes on days	
 Children have access to equipment during all playtimes 	 Additional staff available at lunchtimes and break to set up playground equipment Additional playtime equipment purchased Timetables for equipment implemented if necessary 		where they teach PE. Pupils engage in more than 2hrs sport each week and are keen to learn new sporting skills. Pupils understand the importance exercise plays in a healthy	equipment – carry out school council questionnaire to find out what pupils want
 Children develop a healthy relationship and understanding of sport and active living 	 Offer a wide variety of extra curricular sporting clubs. Clubs attended by 50% of pupils Assembly visits from sports people who share their life experiences. 	£3650	kids about sport and active play. This has raised the profile of sport with them and the parents who like to stay after school and play with their kids.	Develop links with local clubs
 Pupíls have clear role models in school and during extra curricular activities. 	 Staff to wear sports kit for PE lessons and lead by example. Buy school sports tops for staff and TA's to wear 	£ 350	1	page.













the order is still being processed. All pupils to have the Vísits from local clubs and opportunity to work with sports people to deliver taster external providers who are sessions and assemblies had passionate about their sports. aíven children a new insiaht into sport. Some children have taken up new sports. • Sport and PE is promoted at • Twitter, website, newsletters are school used to celebrate PE both in and out of school External providers have offered • Sports visitors invited in from hígh quality clubs that are local clubs eg Squash / Karate oversubscríbed. Pupíls are excíted / Athletics - talk to children and motivated to learn from and promote their sport. specialists. Clubs have included football, futsal, cricket, squash, dodgeball and athletics. classes tweet about sports to make parents aware of what is being learnt in school. Key sporting events are shared through the school newsletter and facebook.













Key indicator 3: Increased confidence,	knowledge and skills of all staff in t	eaching PE and s	port	Percentage of total allocation:
				£2490 = 14.1%
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:
• Identify gaps in staff knowledge	 Survey staff on subject 		ECT's had dance and	Annual staff audít of staff
/ areas of low confidence	confidence		gymnastics training and questionnaires show that they	confídence and skílls
 Improve subject knowledge of ECTs in areas identified by staff 	 Book on dance and netball courses. 	£640		Continue to offer ECTs training opportunities and
survey	 Release experienced staff to team teach PE with ECTs 		Through team teaching staff grew in confidence enough to set	time to work with experienced staff.
• Support the PE lead in	 SLA bronze package 	£900		Contínue to buy in to LA support.
developing subject knowledge	 Release time for subject lead to liaise with other subject leaders 	£600 (£120 / day x5)	understanding of the curriculum and has developed PE within the	Contínue to subscríbe to PE planning scheme to ensure progression and continuity.
 Improve staff confidence and knowledge of PE whilst ensuring there is progression between year 	 Release time for subject lead to support and monitor other teachers Purchase PE scheme of work 		school so that there is a fantastic buzz around the subject and pupils experience a broad range of sports.	
groups	that covers key currículum areas - especíally dance and drama	£350	Staff in all year groups have been supported through a mixture of team teaching with experienced	













	Delíver staff training on new scheme.	staff member and sports specialists. This has led to more confidence in leading pe lessons	
 Híre experíenced coaches to work alongsíde staff to develop confídence and knowledge of core skílls 	 Weekly sessions for teachers in KS2 and KS1 where coach team teaches ball skills, throwing and catching and invasion games. 	in all year groups.	











Key indicator 4: Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
			Γ	£6410 = 36.3%
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:
 Develop sports that do not require a ball (Pupils enjoyed the climbing and the traversing wall at last years residential) 	 Cost out a traversing wall. Plan an area of the school to install a traversing wall where there will be most access. Install traversing wall. Staff and pupil training on how to use the traversing wall. Timetable for usage 	the supplier. this	residential. One in particular was the traversing wall. We hope that pupils who are less engaged in ball sports are more active at playtimes as they can practice their climbing and thus improve	Continue to develop opportunities for PE in areas that do not require balls. Outdoor adventurous? Forest school training for staff Develop site for forest school activities
• Introduce KS2 frísbee club	 Buy more robust Frisbee goals and Frisbees that are easier to throw than Frisbee golf. Set up Frisbee pitch Run Frisbee lunch club for KS2 pupils 	£360	Frisbee was originally introduced for KS2 children, but it was so popular when structured with a staff member that KS1 children also wanted to join in. As a result more Frisbees were bought for playtimes. This has led to more	
 Introduce games to lunchtimes in order to improve hand and eye coordination and throwing accuracy. These sports will also engage reluctant participators. 	 Research potential games Purchase boules and hoopla games. Teach lunchtime supervisors 	£250	active play and an improvement in throwing and catching. Although resources for lunchtimes were purchased,	













• Encourage children to play games other than football at breaktime.	how to setup and use equipment. Set out at lunchtime for classes in KS1 and 2 Install basketball hoops on KS2 yard. These will be used on a class rota and also during KS2 basketball sessions.	£1600	putting enough staff outside has proved difficult. Pupils engage best to structured play where an adult is involved. Where equipment is just provided less pupils engage and/ or equipment gets damaged. Basketball hoops have been a great success. Pupils use them before and after school as well as	→ Look at staffing for next year. Could equipment be timetabled for play. Also try to create clearer zones for different sports.
 Arrange taster sessions from local clubs 	 Northumberland cricket, NUFC, Gosforth Squash, Little Kickers, Cycling Proficiency sessions organized. 	£1400	at playtime and lunchtime. They have helped engage pupils who are less interested in football as well as a good mix of boys and girls.	













Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				£1330 = 7.6%
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:
Book into Gosforth trust events	 Pupils take part in Gosforth gets going events (including football, basketball, cricket and archery) 	£680	Pupils competed in the Gosforth Trust football event. Due to bad weather orienteering was cancelled.	Due to expansion of the school to two form, there are not enough opportunities for all children to compete. We will try to organize
Book into area tournaments	 Inter school football competition for Newcastle entered. Cross Country at Temple park entered 	£560	Pupils both boys and girls competed in the Newcastle area football tournament. Pupils competed in the Northern	some additional matches against local schools next year for Football, Netball, etc. We will also try and host an archery competition for the Trust.
	 End of unit competitive inter-class matches for football, cricket and hockey. 	£90	cross country trials held at Temple Park in South shields. Pupils have enjoyed the end of unit	
 Increase internal competition opportunities 	 Competitive running and throwing events to be added to the round robin events on sports day. Medals and certificates to be presented to winners. 		competitive mini games. Competitive theme at sports day was a success with even parents requesting some races at the end as well. Medals for best sports people were well received in KS1 and 2.	













Signed off by	
Head Teacher:	Caroline Ash
Date:	July 2023
Subject Leader:	R Donnelly
Date:	July 2023
Governor:	Mrs J Davison
Date:	January 2024











