

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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 gov.uk 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 [publish details](#) 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. 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	0%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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	37%
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

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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:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Timetables PE lessons for 2 hours a week. Each class will also complete a daily mile during break-time. 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 engagement and supervision. 		£3380	<p>Every pupil receives 2 hours pe each week.</p> <p>Nearly every single pupil in KS1 and 2 attended a club for at least half a term.</p> <p>Lunchtime and playtimes are far more active – pupils have engaged well with staff and the new equipment.</p> <p>All pupils complete a daily mile and over the course of the year have improved their stamina.</p>	<p>Lunchtime equipment sometimes gets lost / broken – it will need to be maintained and repurchased to continue to have an impact.</p> <p>Staff need more training and there needs to be more staff on duty to fully engage all children every day.</p> <p>Some children could not stay after school for clubs – can we offer more lunchtime options?</p> <p>*Due to repairs on the track Daily Mile can be affected – put in place alternative option such as Go Noodle.</p>

<p>each half term will help engage pupils, inspiring them to take part in more sport.</p>	<ul style="list-style-type: none"> • Curriculum plans updated to ensure core sports supplemented by interesting new sports such as archery, curling handball and golf. • Coaches booked to offer clubs at lunch and after school. Clubs to be chosen to attract and engage ALL pupils while reinforcing core curriculum elements - eg Dance, Futsal, Athletics, Football, Basketball, Multiskills, Cricket and Squash • 	<p>Costed in K12</p>		
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£4000 = 22.7%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> All children have 2 hours allocated PE time each week. Children have access to equipment during all playtimes Children develop a healthy relationship and understanding of sport and active living Pupils have clear role models in school and during extra curricular activities. 	<ul style="list-style-type: none"> HT and DHT to timetable at least 2h for PE each week for pupils. Additional staff available at lunchtimes and break to set up playground equipment Additional playtime equipment purchased Timetables for equipment implemented if necessary 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. Staff to wear sports kit for PE lessons and lead by example. Buy school sports tops for staff and TA's to wear 	<p>£ Costed in KI4</p> <p>£3650</p> <p>£ 350</p>	<p>The whole school has a more 'sporty' feel as pupils uniform is sporty and staff are always dressed in sports clothes on days where they teach PE.</p> <p>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 lifestyle.</p> <p>New equipment has enthused 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.</p> <p>Staff all wear sports kit when teaching PE - this has helped create the feel of being a 'Sporty School'. Due to a change in provider, staff are still waiting for their 'Dinnington' PE tops -</p>	<p>Continue to timetable 2 hours of PE</p> <p>Re invest in playtime equipment - carry out school council questionnaire to find out what pupils want</p> <p>Continue to support staff in purchasing Dinnington PE Kit * New kit could help staff stand out from children.</p> <p>Arrange for more sports ambassadors to visit the school</p> <p>Develop links with local clubs and display the information on boards around the playground and on the web page.</p>

<ul style="list-style-type: none"> • Sport and PE is promoted at school 	<ul style="list-style-type: none"> • All pupils to have the opportunity to work with external providers who are passionate about their sports. • Twitter, website, newsletters are used to celebrate PE both in and out of school • Sports visitors invited in from local clubs eg Squash / Karate / Athletics - talk to children and promote their sport. 		<p>the order is still being processed.</p> <p>Visits from local clubs and sports people to deliver taster sessions and assemblies had given children a new insight into sport. Some children have taken up new sports.</p> <p>External providers have offered high quality clubs that are oversubscribed. Pupils are excited and motivated to learn from specialists. Clubs have included football, futsal, cricket, squash, dodgeball and athletics.</p> <p>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.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<ul style="list-style-type: none"> Identify gaps in staff knowledge / areas of low confidence Improve subject knowledge of ECTs in areas identified by staff survey Support the PE lead in developing subject knowledge Improve staff confidence and knowledge of PE whilst ensuring there is progression between year groups 	<ul style="list-style-type: none"> Survey staff on subject confidence Book on dance and netball courses. Release experienced staff to team teach PE with ECTs SLA bronze package Release time for subject lead to liaise with other subject leaders Release time for subject lead to support and monitor other teachers Purchase PE scheme of work that covers key curriculum areas - especially dance and drama 	<p>£640</p> <p>£900</p> <p>£600 (£120 / day x5)</p> <p>£350</p>	<p>ECT's had dance and gymnastics training and questionnaires show that they feel more delivering teaching in these areas.</p> <p>Through team teaching staff grew in confidence enough to set up an after school netball club which children loved.</p> <p>The PE lead has a good understanding of the curriculum and has developed PE within the school so that there is a fantastic buzz around the subject and pupils experience a broad range of sports.</p> <p>Staff in all year groups have been supported through a mixture of team teaching with experienced</p>	<p>Annual staff audit of staff confidence and skills</p> <p>Continue to offer ECTs training opportunities and time to work with experienced staff.</p> <p>Continue to buy in to LA support.</p> <p>Continue to subscribe to PE planning scheme to ensure progression and continuity.</p>

<ul style="list-style-type: none"> Hire experienced coaches to work alongside staff to develop confidence and knowledge of core skills 	<ul style="list-style-type: none"> Deliver staff training on new scheme. Weekly sessions for teachers in KS2 and KS1 where coach team teaches ball skills, throwing and catching and invasion games. 		<p>staff member and sports specialists. This has led to more confidence in leading pe lessons in all year groups.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £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:
<ul style="list-style-type: none"> Develop sports that do not require a ball (Pupils enjoyed the climbing and the traversing wall at last years residential) Introduce KS2 frisbee club Introduce games to lunchtimes in order to improve hand and eye coordination and throwing accuracy. These sports will also engage reluctant participators. 	<ul style="list-style-type: none"> 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 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 Research potential games Purchase boules and hoopla games. Teach lunchtime supervisors 	<p>£2800</p> <p>* Due to illness and staffing issues with the supplier, this installation has been delayed but will be completed as soon as possible</p> <p>£360</p> <p>£250</p>	<p>Pupils love the outdoor adventurous elements of our 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 their core strength.</p> <p>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 active play and an improvement in throwing and catching.</p> <p>Although resources for lunchtimes were purchased,</p>	<p>Continue to develop opportunities for PE in areas that do not require balls. → Outdoor adventurous?</p> <p>Forest school training for staff</p> <p>Develop site for forest school activities</p>

<ul style="list-style-type: none"> Encourage children to play games other than football at breaktime. Arrange taster sessions from local clubs 	<p>how to setup and use equipment.</p> <ul style="list-style-type: none"> 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. Northumberland cricket, NUFC, Gosforth Squash, Little Kickers, Cycling Proficiency sessions organized. 	<p>£1600</p> <p>£1400</p>	<p>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.</p> <p>Basketball hoops have been a great success. Pupils use them before and after school as well as 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.</p>	<p>→ Look at staffing for next year. Could equipment be timetabled for play. Also try to create clearer zones for different sports.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1330 = 7.6%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Book into Gosforth trust events • Book into area tournaments • Increase internal competition opportunities 	<ul style="list-style-type: none"> • Pupils take part in Gosforth gets going events (including football, basketball, cricket and archery) • Inter school football competition for Newcastle entered. • Cross Country at Temple park entered • End of unit competitive inter-class matches for football, cricket and hockey. • Competitive running and throwing events to be added to the round robin events on sports day. Medals and certificates to be presented to winners. 	<p>£680</p> <p>£560</p> <p>£90</p>	<p>Pupils competed in the Gosforth Trust football event. Due to bad weather orienteering was cancelled.</p> <p>Pupils both boys and girls competed in the Newcastle area football tournament.</p> <p>Pupils competed in the Northern cross country trials held at Temple Park in South shields.</p> <p>Pupils have enjoyed the end of unit competitive mini games.</p> <p>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.</p>	<p>Due to expansion of the school to two form, there are not enough opportunities for all children to compete. We will try to organize some additional matches against local schools next year for Football, Netball, etc. We will also try and host an archery competition for the Trust.</p>

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