

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](https://www.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 2021/22	£0
Total amount allocated for 2021/22	£19,470
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 19,470
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19 470

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: 19,470		Date Updated: July 2023	
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:
					51%
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?:
Children to have more opportunities to take part in a wider range of sporting events, including the least active. This will help them learn new sports and develop or consolidate skills through a wider PE & Sports curriculum. We aim to enable children to develop the required fundamental movement skills and the confidence to participate in regular physical activity and adopt healthy active lifestyles.		Purchase of Gold service level agreement with Newcastle PE and School Sport Service to help lead PE and sport within school including competitive events, creating a healthy active lifestyle and supporting teacher development in PE. Six half termly meetings scheduled to help PE coordinator to plan and review impact of PE and quality of teaching PE network support meetings. Sharing best practices with other Take part in Healthy Active Lifestyles (HAL) festivals/events throughout the year delivered on site in school by NCL PE & Sports Service staff.		£3200	Opportunities and expert skills available to enhance provision for all children. Children took part in fun sporting activities to develop confidence, team work and sporting skills after a significant period of disruption to any sporting events. To date, the following year groups have taken part in festivals at school: Reception, Year 1 & Year 2
					Sustainability and suggested next steps: Continue to seek advise and support from external agencies. Continue to access Healthy Lifestyle opportunities for children in school with a focus on Key Stage 2.

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<p>Promote active classrooms with focus on the Fundamentals of Movement.</p>	<p>Continuation of online activities such as Super Movers, Just Dance, Go Noodle and Jump Start Johnnie. Use classroom fundamentals boxes to support daily active minutes.</p>		<p>Pupils accessed 30 minutes of exercise on a daily basis.</p>	<p>Support staff with ideas and opportunities to ensure teachers offer active classrooms opportunities.</p>
<p>Develop active ways for children to travel to school.</p>	<p>Participate in the Walk to school week initiative.</p>		<p>81 % of children actively walked to school.</p>	<p>To continue to offer initiatives which promote active travel to school.</p>
<p>Build and develop sporting provision during playtimes, lunchtimes and throughout the school day, to help children have more opportunities to be active for at least 30 minutes a day at school.</p>	<p>Enhance playground playtime provision to encourage more active playtimes for children throughout school with the purchase of basket ball posts, skipping ropes, balls, tennis rackets and other general equipment.</p> <p>Coaches to deliver lunchtime sports on the MUGA. Timetabled slots to ensure all children across school have access to structured sports opportunities at lunchtime.</p> <p>The implementation of the Brunton Sprint. A daily opportunity for children to be active and develop their all-round fitness</p>	<p>£1300 (Basketball posts)</p> <p>£500 (general equipment)</p> <p>£3500</p> <p>£500</p>	<p>Active playgrounds have increased children’s fitness and developed Fundamental of Movement skills.</p> <p>It has also supported Children in the development of their social skills.</p> <p>Inclusive activity which has enabled children to improve and develop physical, emotional, social and wellbeing skills.</p>	<p>Seek to integrate more opportunities for active breaks into the daily timetable. Continuous review of playtime equipment.</p> <p>Review sessions and seek pupil voice to develop a programme of activities for the next academic year</p> <p>Continue to find opportunities to integrate Brunton Sprint into the daily timetable.</p>
<p>Provide EYFS children with more opportunities to develop motor skills, confidence, dexterity & healthy lifestyle</p>	<p>Worked alongside EYFS lead to identify specific areas for our children’s development in preparation for new</p>	<p>£200</p>	<p>The purchase of general equipment and balance beams has supported the improvement of Gross motor skills.</p>	<p>Continue to review equipment to ensure children’s needs are supported.</p>

Provide equipment, which offers children the opportunity to access a wide and varied curriculum.	curriculum Completed audit of sports equipment to identify areas for improvement.	£600	Purchased new equipment such as rugby balls, tennis rackets, handballs, which has enabled teachers to deliver a broad and varied curriculum. This has enabled children to access new sports they would not normally participate in.	Continue to monitor and review equipment and areas for development. Continue to audit sports equipment in order to ensure a broad and balanced curriculum.
Reviewed curriculum to ensure we offer balanced curriculum, which provides children with wide range of sporting activities, opportunities to develop Fundamentals of Movement skills and enables them to develop a wide range of personal skills.	PE coordinators given time out of classroom to implement the develop of a new curriculum and a progression of skills document.	£160	New curriculum and progression of skills document have enabled staff to build on previous learning and identify gaps in children's learning	Review curriculum and ensure areas for staff CPD are identified early.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

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:
Promote health lifestyles, sports and physical well-being within school to ensure children are aware of the importance of PE and Sport. Encourage all children to aspire to being involved in sporting activity and to lead a healthy active lifestyle. To Raise the profile of PE and School Sport across the	Maintain Gold School Games Mark. Attend Healthy Active Lifestyles events where possible over the year. Promote sporting opportunities across school.		Gold Award achieved for School Games Mark 2022/2023. Reception and Key Stage One children attended Healthy Lifestyle workshops More children enthusiastic to enter and take part in external	Ensure Gold School Games mark criteria is achieved. Continue to access Healthy Lifestyle opportunities. Continue to promote the benefits of PE in and outside of school.

whole school communities from teachers, to pupils and parents.	Ensure staff are visible around school wearing their Brunton PE kit.	£250	competitions. Children see staff in kit and understand it is a PE and sports day.	Ensure new staff have PE kit.
	Use of social media and school newsletter to promote achievements in PE.		Pupils' achievements celebrated on social media, school learning portals and within school.	Encourage staff to post PE sessions on twitter at least once every two weeks.
	Introduce a PE celebration assembly to celebrate teams and individuals who represent school in competitive sports.		Key Stage 2 children have been recognised for their participation in external competitions therefore raising the profile of PE.	Create a termly PE certificates. Seek feedback from pupil voice.
	Purchase of a PE whiteboard for the main hall to support teachers in the delivery of PE and to raise awareness of key vocabulary.	£150	PE board in Main Hall has highlighted key vocabulary for children to use in PE.	Monitor children's use of vocabulary in PE sessions.
	Increase children's awareness of Health and wellbeing.		Fitness coach delivered fitness sessions for Year 2 & 3. These sessions supported children's awareness of healthy lifestyles.	Develop a fitness and well-being programme.
	Facilitate events within school, which raises the profile of PE.	£100 £150 £600	Five individual year group Sports Days. Sports Day were each attended by over 100 people thus raising the profile of PE. Sports Fundays – offering children a wide range of taster sporting activities external coaches	Continue to promote new sporting opportunities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
Improve progress and achievement of all pupils through up-skilling of staff (CPD opportunities). Pupils receive well planned and resourced PE lessons, allowing them to become more confident and competent across the PE curriculum.	Buy in CPD expertise to up-skill teachers in subject knowledge and delivery.	<p>£600</p> <p>£900</p> <p>£1300</p>	<p>Teachers have received specialist CPD delivery from the Newcastle PE and sports service in the following areas. Reception staff – gymnastics and Fundamentals of movement.</p> <p>Three ECT's have attend five training sessions each based around – Fundamentals of Movement, Gymnastics, Dance, Games and Net & Wall games.</p> <p>Northumberland Cricket Board delivered two 6 weeks CPD programme of cricket skills for Year 1 and Year 4.</p> <p>Newcastle United Foundation delivered a 6 week programme of football skills for Year3</p>	<p>Review staff confidence levels through a confidence survey.</p> <p>PE coordinator to observe PE lessons to ensure staff are confident in the delivery of PE and ensure it is consistent across school.</p> <p>Newcastle United foundation to deliver CPD across school for whole of the academic year. PE coordinator to work with staff to devise a CPD timetable.</p>

<p>Children receive a broad and balanced PE curriculum which provides a wide range of sporting activities for them with suitable equipment and resources</p>	<p>Annual PE assessments</p> <p>PE Coordinator to continue to develop own skills and knowledge through opportunities provided through.</p> <p>Purchase of PE planning to ensure teachers have support to deliver a varied PE curriculum.</p>	<p>£300</p> <p>£300</p>	<p>Provide teachers with knowledge of children's fundamental movement skills so they can understand any gaps in skills and how to address them next year Children's progress can be tracked in fundamentals Assessments of all children from reception to Year 4. -Staff meeting held in October to discuss data and ideas to help close gaps next year.</p> <p>PE Coordinator attended Network meetings/calls when and half termly meetings with NCL School and Sports Partnership team to discuss action plan, CPD and other key information.</p> <p>Staff are confident to deliver a sequence of lessons and follow a small steps approach</p>	<p>Distribute data to teachers and highlight areas for development Teachers to embed activities into PE teaching to help close gaps in skills and also provide more opportunities to allow children to practice core movements.</p> <p>PE coordinator and teachers to identify children who require interventions</p> <p>Continue to develop long term plan and look for ways to use CPD to help with catch up in certain areas. Pupil voice feedback results once/twice a year so children's ideas are heard and used to tailor curriculum.</p> <p>PE coordinator to observe PE lessons alongside PE specialist from the Newcastle PE AND Sport Service.</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:
				22%
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:
To provide children with a wide range of activities both within the curriculum, and as extra-curricular activities. Aim to inspire children to try new activities and live a healthy lifestyle.	<p>Children to attend Healthy Active workshops.</p> <p>EYFS, Key Stage 1 and 2 children to participate in the Gosforth Gets Going competition programme organized by the Gosforth Trust PE coordinators.</p> <p>Offer children an After-school and breakfast club programme.</p>	<p>£</p> <p>£ 900</p>	<p>See KI1 for evidence</p> <p>The Gosforth Gets Going competition has provided children across school with opportunities to take part in both competitive and non-competitive activities against children from other schools.</p> <p>Our breakfast club and after school club programme has provided children with a wide range of opportunities throughout the year including – football, karate, tennis, movement to music, archery, kwik cricket, multi -games, dodgeball, hula hoop, tennis, mini tennis, tag rugby, dance mix, gymnastics, futsal, navigation, multi sports, tri golf, ballet, first aid, boxercise, modern</p>	<p>Continue to access Healthy Lifestyle workshops.</p> <p>Continue to work closely with Gosforth Trust PE leads to children throughout the Trust a variety of opportunities.</p> <p>Use pupil voice to ensure pupils have a voice and are listened to as regards to new sporting opportunities.</p>

	<p>Year 4 residential trip</p> <p>Encourage external coaches from the local community to deliver activity sessions.</p>	<p>£1900 (transport)</p> <p>£120</p> <p>£120</p> <p>£1300</p>	<p>street dance & cricket.</p> <p>All children given the opportunity to attend clubs with support offered to cover the cost of clubs. Provided children with support to access after school clubs. Transport cover costs</p> <p>Rugby tots delivered sessions to Year 1 and Year 2. Children were very enthusiastic to participate and we have since set up an after-school club.</p> <p>Northern squash club delivered taster sessions to Year 3 and a number of children have since joined the squash club's junior section.</p> <p>Northumberland Cricket Board ran a full day of taster sessions for All Stars . A number of children have since joined Seaton Burn and South Northumberland Cricket Clubs.</p> <p>SEN activity sessions delivered by local community courses.</p>	<p>Continue to offer children OAA opportunities.</p> <p>Continue to develop links with sports clubs in the local community.</p> <p>Develop partnerships with external coaches with SEN experience.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Provide children with a wide range of opportunities to take part in competitive sporting activities.	<p>Hold 5-sports day afternoons for each year group.</p> <p>Create opportunities for children to participate in competitions and non-competitive activities through the Gosforth Gets Going Programme.</p>	<p>£250</p> <p>£250</p>	<p>Sports Day afternoons took place in July 2022.</p> <p>Children have attended to following competitive – EYFS – Balance Bikes/ Healthy Lifestyle Festival. Year 1 - Zumba/ Healthy Lifestyle Festival. Year 2 – Basketball Year 3 – Cricket & Quad Kids athletics Year 4 – Football tournaments, cricket festival, cross country.</p> <p>Purchased the Newcastle PE and Sport Events SLA, which offers more opportunities for children to participate in competitive sport.</p> <p>See KPI 4</p>	<p>Continue to improve the Sports Day experience and encourage parental participation.</p> <p>Increase opportunities for children to take part in competitions. Work alongside Gosforth Trust PE coordinators to create more competition opportunities</p>
To provide competitive pathways for more able and talented children.	Make links with local sporting clubs within the community.			Made new links with sports clubs in the local community.

Signed off by	
Head Teacher:	Bev Armstrong
Date:	20.7.23
Subject Leader:	Gavin Turnbull
Date:	19.7.23
Governor:	Helen Sykes
Date:	20.7.23