

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 judgement, 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 offers.
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This is evidence of 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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£21,190
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£21,240
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£21,240

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	72.2%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p> <p>Please see note above</p>	72.2%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75.5%
<p>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?</p>	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: £21,240		Date Updated: 06.07.23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 10%
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> Facilitate the delivery of high-quality PE lessons Ensure consistency and progression in the teaching of PE lessons within and across year groups Continue to improve physical literacy skills of children after COVID-19 pandemic 	<ul style="list-style-type: none"> Targeted and consistent approach through staff questionnaire - GAP analysis Sports mentor undertaken multiple CPD courses CPD provided by sports mentor for PE lessons One half term CPD from specialist coach in gymnastics for all classes Use of PE Planning scheme to support staff CPD in delivery of lessons and to aid with showing progression Advisory work with Newcastle PE School Support Service for PE Lead to create bespoke progression of skills and milestone document PE Assessments by NPSSS to 	<ul style="list-style-type: none"> £2,124 	<ul style="list-style-type: none"> Staff engaging well with the PE planning scheme and positive feedback shows that it has helped with planning and progression in PE lessons Progression evident across year groups in different sports and activities Positive feedback from staff displaying increased confidence levels in terms of the delivery of PE Staff using ideas and activities from staff meetings in lessons More structured activity in PE lessons PE assessments have identified gaps in physical 	<ul style="list-style-type: none"> Purchase fundamental movement skills planning from Newcastle PE School Support Service in response to staff feedback so that there is sustainable planning for all curriculum areas in PE Support staff to use new progression of skills document to ensure continued progression in all areas of PE in both activity and vocabulary Support staff to assess children's ability at the end of each PE unit using the milestones document 	

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	identify baseline data <ul style="list-style-type: none"> PE Lead attended focused CPD to support in the development of provision and sharing best practice through network meetings ECT training courses and Back2PE training courses attended by staff Staff meetings booked in response to questionnaires to increase staff confidence in specific areas of PE curriculum e.g. dance New equipment purchased to support curriculum delivery 		literacy skills across all year groups in school and staff meeting linked to this helped staff to plan lessons which will demonstrate improvements in the fundamental movement skills <ul style="list-style-type: none"> Staff have commented on the fact that more equipment has enabled them to widen the drills and activities taught in PE lessons Sports mentor increasing in confidence in the role and can adapt to needs of staff readily 	
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Key indicator 2: The engagement of all 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:
75%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> Encourage children to adopt a healthy, active lifestyle Encourage and promote opportunities for children to achieve the active 30 minutes by increasing activity levels during break and lunchtimes with particular focus on non- 	<ul style="list-style-type: none"> Employed dedicated member of staff with experience to deliver range of activities during recreational time including structured games Reviewed equipment to ensure it is suitable for activities planned and 	<ul style="list-style-type: none"> £15,930 	<ul style="list-style-type: none"> Children are more settled when they come into class Reports from staff that children are happier and more active playing on the yard Observations of playtime showed that equipment 	<ul style="list-style-type: none"> Continue to respond to pupil voice surveys to ensure the activities over break and lunchtimes are engaging maximum numbers of pupils Ensure that the PE timetable is revised in

<p>engagers</p> <ul style="list-style-type: none"> • Encourage harmonious playtimes and development of collaborative play through structured activities • Weaving activity into lessons and opportunity to be active in lessons • Encourage active travel to and from school and explore possibilities of school streets 	<p>purchased new when required</p> <ul style="list-style-type: none"> • Timetable of different lunchtime activities has been set up in response to pupil voice e.g. dance parties • Healthy active lifestyle events delivered in school by Newcastle PE Support Service • Year 6 Sports Team Leaders and Playground Leaders received training from sports mentor to facilitate structured activities • Promote active lessons and staff being aware of resources such as Go Noodle and Little Movers • Participated in big pedal and invested in areas to safely store travel equipment • Engaged with organisations such as Bikeability and taking part in national initiatives (walk to school month) • School team entered Children's cancer fun run • Chance to Shine cricket tasters offered to all Year 2 and 3 pupils • A commitment to providing more sports clubs for children to attend • Two sessions of PE per week timetabled for all pupils 		<p>was being used and that more children were engaging with the planned activities</p> <ul style="list-style-type: none"> • Staff supported in PE lessons to encourage movement at all times • School council reports that children enjoy the timetabled lunchtime activities and numbers participating have increased • Families engaging with active travel to school and more children cycling and scooting to school 	<p>response to staff voice and spread into morning slots so that classes have more hall space for lessons</p> <ul style="list-style-type: none"> • Cycle of training new staff when required to lead these activities including PE mentor and lunchtime supervisors • Increase Playground Leader training so that children can lead some of the activities that staff currently do
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> • Demonstrate commitment through raising profile of PE and sport • Raise profile of PE throughout school • Celebrate achievements of children • Commit to attending further competitions and having school representation at city-wide events, tournaments and competitions • PE supports whole school priorities • Encouragement of parental engagement 	<ul style="list-style-type: none"> • Engage with Newcastle School PE and Support service, OLT PE Leader meetings, and city-wide network meetings • Advisory work undertaken with Newcastle School PE and Support service to develop progression of skills and milestones for PE • Commitment from SLT to allow PE Lead to develop and promote the PESSPA offer • Regular meetings with PE link governor on PE curriculum updates • Commitment to annual PE assessments for all children to assess fundamental 	<ul style="list-style-type: none"> • £2,124 	<ul style="list-style-type: none"> • Social media feeds and PE notice board reporting participation at events and competitions • Successes at competitions • Celebration assemblies to present trophies and share how proud we are of children taking part in sports • PE display board updated regularly to increase whole-school awareness of PESSPA • Staff wearing school branded PE kit on PE days • Progression of skills document and milestone document ensures that all staff have a clear knowledge of progression and aims in 	<ul style="list-style-type: none"> • Keep momentum going • Roll out parent questionnaire to gain wider insight into the profile of PE and Sport in school • Tighten guidelines on children's PE kit and ensure that families are aware of support for PE kits if they need it • Apply for gold School Games Mark • Ensure PE link governor relationship is nurtured through regular meetings • Add PE curriculum coverage to roadmaps that are shared with

	<p>movement skills</p> <ul style="list-style-type: none"> • Commitment for members of staff to attend events and competitions • New sports kits purchased for staff and new children's PE kit rolled out across school • Sharing successes and achievements in assemblies and sharing competitions and sports event results on the PE notice board, on social media and in newsletters • Number of sports events and competitions attended increased 		<p>PE curriculum and how this fits into whole-school curriculum picture</p> <ul style="list-style-type: none"> • PE assessment data being used by staff to inform lesson plans and to improve fundamental movement skills across school • PE link governor has very good awareness regarding the structure of the PE curriculum and how it is taught across school • 29% of all pupils from year 2 to year 6 have attended an inter-school competition or sports event 	parents half-termly
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils	Percentage of total allocation: 4%
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> • Expose pupils to a wide range of activities and sports • Increase opportunities for children to adopt a healthy, active lifestyle and maintain this • Increase and develop before and after school club timetable 	<ul style="list-style-type: none"> • A broad and balanced PE curriculum is delivered across school • Increased provision of before and after school clubs for example fencing, taekwondo, dance • Purchased places at school clubs to enable Pupil Premium children to attend • Use results from pupil voice to inform clubs timetable • Encourage and re-establish links to external sports clubs for example Jesmond Tennis Club for squash, Northumberland Cricket Club • New sports offered as part of PE lessons for example fencing, squash, modern pentathlon laser • Interventions offered for targeted pupils to support their participation in PE lessons • Streamline the way in which parents sign children up for clubs 	<ul style="list-style-type: none"> • £849.60 	<ul style="list-style-type: none"> • Before and after school club provision increased including clubs such as: fencing, taekwondo, dance, athletics and hockey • 60%+ of pupils have attended a sports club before or after school • PE curriculum demonstrates commitment to exposing children to different sports and disciplines • Girls football mass participation pledge signed and opportunities provided for girls from Year 3 to play in a number of different events across the city • Pupil premium pupils have attended clubs • Children have made links with local sports clubs and have been invited to attend extra-curricular sessions • Discount codes have been sent to parents as a result of our links with local clubs to encourage children to attend • Interventions have improved the ability of targeted children to participate in PE 	<ul style="list-style-type: none"> • Monitor and review uptake in clubs • Create central spreadsheet to track participation and demographic of pupils in before and after school sports clubs • Continue to target vulnerable children and year groups with lower uptake to attend clubs and have access to new opportunities • Send out a parent questionnaire to gain more insight into school's extra-curricular offer • Change time that club sign up is offered in response to parent feedback • Continue to increase club opportunities for Reception and KS1 children
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			lessons and clubs e.g. through noticeable improvements in their listening and gross motor skills	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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"> Engage with as many competitive opportunities as possible Increase participation in competitions 	<ul style="list-style-type: none"> Enter trust competitions Engage with School Games pathway Prepare children for healthy competition through discussions around appropriate traits (West Jesmond Way and Dojo behaviours) Sports day offered to all pupils 	<ul style="list-style-type: none"> £212.40 	<ul style="list-style-type: none"> Vast increase in number of competitions attended and across all year groups including: Y1/2 cross country, Y5/6 athletics, Y1 balance bikes, KS2 football, boccia, Year 3/4 cricket, KS2 rugby, Y5/6 cricket Pathway into external sports through links with local sports clubs and children 	<ul style="list-style-type: none"> Maintain high numbers of competitions attended Provide more opportunity for intra-school sport Apply for gold School Games mark Sign up for competition and events SLA for next academic year

	<ul style="list-style-type: none"> • Increased competitions for inclusivity e.g. SEN competitions • Sports Festival and other local competitions entered 		<p>participating into city/regional finals in competitions</p> <ul style="list-style-type: none"> • Sports day held for all year groups with very positive parent feedback on the event organisation • Success at different competitions for example pentathlon bronze medallists and through to county cricket finals 	
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Signed off by	
Head Teacher:	M Ward
Date:	12.07.23
Subject Leader:	K Smith
Date:	06.07.23
Governor:	Deepa Gibson 
Date:	10.07.23