



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

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

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

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

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> • Staff are teaching PE lessons in line with curriculum overview and are using the scheme of work • PE Assessments carried out by Newcastle PE and School Sport Service • A wider range of children have accessed a wider range of sports clubs, competitions and festivals 	<ul style="list-style-type: none"> • Progression within and across units and children's skills are developing and staff confidence in teaching PE is increasing • Teachers have an accurate indicator of the children's current ability in fundamental movement skills (data) and with CPD from the PE and School Sport Service, are tailoring activities in PE lessons to build on these skills • More children have been encouraged to lead a healthy, active lifestyle and have experienced different sports to promote lifelong participation and enjoyment 	<ul style="list-style-type: none"> • Children are being taught with a skills-based approach in EYFS and KS1 which is then transferred to a wide range of sports across KS2 • Staff are aware of how vital competent fundamental movement skills are and are becoming more confident at including these in lessons with a targeted approach • Children have thoroughly enjoyed participating in a wider range of inter-school competitions and these have been offered to more groups of children

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> Facilitate the delivery of high-quality PE lessons Ensure inclusivity, consistency and progression in the teaching of PE lessons within and across year groups. Sports mentor provides support in lessons for inclusivity and to provide staff with CPD Continue to improve fundamental movement skills of children. Assessments included in PE SLA Get more support staff on board to facilitate PE and sport interventions 	<ul style="list-style-type: none"> Teachers and pupils Teachers and pupils Teachers and pupils Support staff and pupils 	<p><i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i></p>	<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. Planning scheme purchased and staff CPD planned to implement STEP framework so it can be adapted and scaffolded where necessary. Continue to support staff to use progression of skills document to ensure progression in understanding, activity and vocabulary Progression evident across year groups in different sports and activities. All children are participating in PE lessons and activities with adaptations and support where necessary. Staff more confident in teaching specific aspects of PE PE assessment data identifies gaps in fundamental movement skills and staff meeting CPD shows staff activities to use to improve these skills. Staff use ideas and activities from meetings in lessons. Data to inform future planning for staff so that gaps can be addressed Wider school staff are aware of how fundamental movement skills and supporting children's physical literacy skills can help across the whole curriculum. Wake up Shake up circuits set up on a morning for 	<p>£0</p> <p>£2300</p> <p>£3864</p> <p>£550</p>

<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 attended by staff • New equipment purchased to support curriculum delivery and increase activity in lessons • Fundamental movement skills planning purchased from Newcastle PE School Support Service in response to staff feedback so that there is sustainable planning for all PE units. Staff meeting booked in response to questionnaires to increase staff confidence in specific areas of fundamental skills including dynamic balance, floor movement patterns and agility 	<ul style="list-style-type: none"> • PE Lead and teaching staff • ECTs • Teachers and pupils • Teachers and pupils 		<p>target children to regulate before the school day. Equipment purchased for specialist interventions to continue and lead staff member has worked with SENCo to produce plans for the interventions</p> <ul style="list-style-type: none"> • PE Lead can confidently ensure progression across curriculum and feel confident to support staff in delivering high-quality PE lessons to all pupils. Support staff to assess children’s ability at the end of each PE unit using the milestones document • ECT teachers have more knowledge and understanding of specific and fundamental areas of the curriculum - athletics and gymnastics and can transfer skills and knowledge from CPD courses to their own teaching practice • Staff have commented on the fact that more equipment has enabled them to widen drills and activities taught in PE lessons and get more children active for sustained periods of time • Staff will know how to incorporate activities in their lessons to improve children’s fundamental movement skills and will be able to tailor drills to support more and less able pupils 	<p>£360</p> <p>£340</p> <p>£1150</p> <p>£80</p>
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<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-engagers • 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 	<ul style="list-style-type: none"> • Pupils • Pupils, Lunchtime Supervisors and Teachers • Pupils, Lunchtime Supervisors and Teachers • Pupils and Teachers • Pupils, Parents, Carers, Local Council and SLT 	<p><i>Key Indicator 2:</i> Engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> • Employed dedicated member of staff with experience to deliver range of activities during recreational time including structured games. Children are more settled when they come into class and reports from staff that children are happier and more active playing on the yard • Reviewed equipment to ensure it is suitable for activities planned and purchased new when required. Observations of playtime showed that equipment was being used and that more children were engaging with the planned activities • Timetable of different lunchtime activities has been set up in response to pupil voice e.g. dance parties. School council reports that children enjoy the timetabled lunchtime activities and numbers participating have increased • 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. Rotated equipment and playtime challenges planned to give Sports Leaders more structured activities to do with children • Promote active lessons and staff being aware of resources such as Go Noodle and Super Movers. Staff meeting CPD completed to support staff to find appropriate places on their timetables to incorporate movement breaks • Participated in Big Walk and Wheel and invested in 	<p>£0</p> <p>£8700</p> <p>£1245</p> <p>£0</p> <p>£0</p>
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			<p>areas to safely store travel equipment. Came 2nd in the city for number of children completing active journeys to school and this has been a legacy since the competition with families engaging in active travel</p> <ul style="list-style-type: none"> • Engaged with organisations such as Bikeability and taking part in national initiatives (walk to school month) and Dr Bike has been in school to fix pupils bikes free of charge • School team entered Children’s cancer fun run • A commitment to providing more sports clubs for children to attend and parents have regular communication of when linked clubs in the local community are offering holiday camps and taster sessions • Two sessions of PE per week timetabled for all pupils and in response to staff voice, morning slots have been utilised to allow for more space and longer sessions 	
<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 	<ul style="list-style-type: none"> • Whole school community • Whole school community • Pupils, parents and 	<p><i>Key Indicator 3: The profile of PE and sport is raised across school as a tool for whole school improvement</i></p>	<ul style="list-style-type: none"> • Engaged with Newcastle School PE and Support service, OLT PE Leader meetings, and city-wide network meetings to share how the profile of PE and sport is raised in other schools. Ideas from meetings implemented • Advisory work undertaken with Newcastle School PE and Support service to develop progression of skills and milestones for PE to ensure all staff are consistent in their approach to teaching PE and sport 	<p>£0</p> <p>£0</p> <p>£0</p>

<ul style="list-style-type: none"> • Commit to attending further competitions and having school representation at city-wide events, tournaments and competitions. Competition SLA purchased • PE supports whole school priorities • Encouragement of parental engagement 	<ul style="list-style-type: none"> • staff • Pupils and staff • SLT, whole staff team and pupils • Parents 		<ul style="list-style-type: none"> • Discussion with SLT to incorporate a physical literacy strand into the school development plan and meeting with EYFS Lead to ensure that opportunities for physical development are built into continuous provision • Meetings with parents of EYFS children planned for next academic year to explain the importance of fundamental movement skills and to give ideas of how parents can support the development of these from home by working with school • Commitment from SLT to allow PE Lead to develop and promote the PESSPA offer • Regular meetings with PE link governor on PE curriculum updates and presentation to curriculum governor team to ensure they are aware of the structure and intent behind the PE curriculum and how it is taught across school • Commitment to annual PE assessments for all children to assess fundamental movement skills • Commitment for members of staff to attend events and competitions so that as many children as possible get experience • Sharing successes and achievements in assemblies and sharing competitions and sports event results on the PE notice board, on social media and in newsletters. PE display board updated regularly to increase whole-school awareness of PESSPA • Number of sports events and competitions attended increased and plan to include intra-competitions at the end of nominated KS2 units so 	<p>£500</p> <p>£0</p> <p>£0</p>
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			<p>that all children access a competitive tournament throughout the year</p> <ul style="list-style-type: none"> • New children’s PE kit rolled out across school. Plan to tighten guidelines on PE kit and ensure all families are aware of support for PE kits if they need it • School Games Mark Gold award retained • PE curriculum coverage has been added to curriculum roadmaps that are shared with parents half-termly so that parents know what units children are studying in PE lessons 	
<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 • Facilitate a whole-school Olympics week 	<ul style="list-style-type: none"> • Pupils and staff • Pupils and staff • Pupils, staff, coaches and local sports clubs • Pupils, staff, coaches and local sports clubs 	<p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<ul style="list-style-type: none"> • A broad and balanced PE curriculum is delivered across school which demonstrates commitment to exposing children to different sports and disciplines using their skills for example squash, volleyball, badminton • Increased provision of before and after school clubs for example fencing, taekwondo, Irish dancing, and rugby. Provision has increased for younger children in response to parent feedback with more clubs for Reception and KS1 children • Purchased places at school clubs to enable Pupil Premium children to attend. 60%+ of pupils have attended a sports club before or after school • Used results from pupil voice to inform clubs timetable • Girls football mass participation pledge signed and opportunities provided for girls to play in a number of different events across the city 	<p>£0</p> <p>£250</p> <p>£864</p>

		<ul style="list-style-type: none">• Encourage and re-established links to external sports clubs for example Jesmond Tennis Club for squash, Northumberland Cricket Club. Children have made links with local sports clubs and have been invited to attend extra-curricular sessions and discount codes have been sent to parents as a result of our links with local clubs to encourage children to attend• 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. Interventions have improved the ability of targeted children to participate in PE lessons and clubs e.g. through noticeable improvements in their listening and gross motor skills• Streamlined the way in which parents sign children up for clubs. This is done on an evening to allow fair access and positive feedback has been received• Whole-school Olympic week planned to teach pupils about the Olympic values. Every child has the opportunity to try a new sport e.g. skateboarding, trampolining and take part in a whole school closing ceremony. Children shown clips of Olympic sports and family homework is set to inspire and encourage up-take in sports• Curriculum has been reviewed and tweaked and PE planning scheme adapted to offer pupils as many opportunities as possible• Targeted competitions selected to offer new	
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			opportunities to different pupils for example, SEN Panathlon	
<ul style="list-style-type: none"> Engage with as many competitive opportunities as possible Increase participation in competitions Increase intra-school competition opportunities 	<ul style="list-style-type: none"> Pupils and staff Pupils and staff Pupils and staff 	<p><i>Key Indicator 5: Increased participation in competitive sport</i></p>	<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 basketball, Y1 balance bikes, KS2 football, boccia, Year 3 cricket, KS2 rugby, Y5/6 football leagues for both girls and boys teams Engaged with School Games pathway through competition SLA Prepared children for healthy competition through discussions around appropriate traits (West Jesmond Way and Dojo behaviours) Sports day held for all year groups with very positive parent feedback on the event organisation Increased competitions for inclusivity e.g. SEN and targeted transition competitions entered Sports Festival competition held in school open to all KS2 children to increase opportunities and other local competitions entered Next year plan to include intra-competitions at the end of nominated KS2 units so that all children access a competitive tournament throughout the year Success at different competitions for example Panathlon silver medallists and trust basketball winners 	£1037

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> • Facilitate a whole-school Olympics week • Increase and develop before and after school club timetable • Ensuring PE lessons are active and inclusive for all pupils 	<ul style="list-style-type: none"> • Whole-school Olympic week was planned to teach pupils about the Olympic values. Every child had the opportunity to try a new sport e.g. skateboarding, trampolining and take part in a whole school closing ceremony. Children were shown clips of Olympic sports and family homework was set to inspire and encourage children's participation within and outside of school in sports • Increased provision of before and after school clubs for example fencing, taekwondo, Irish dancing, rugby. Provision has increased for younger children in response to parent feedback with more clubs for Reception and KS1 children • Purchased places at school clubs to enable Pupil Premium children to attend. 60%+ of pupils have attended a sports club before or after school • Used results from pupil voice to inform clubs timetable • Our sports mentor has worked alongside staff in PE lessons and in interventions to ensure that all pupils, regardless of any additional need, have accessed PE provision 	<ul style="list-style-type: none"> • Children engaged brilliantly in the Olympic week and thoroughly enjoyed trying new sports which were used to increase pupils' desire to have lifelong participation in sports and fitness and inspire them to lead a healthy, active lifestyle • Feedback from parents and governors has been extremely positive relating to our extra-curricular clubs offer. There has been an increase in the number of pupils attending and the amount of clubs and local coaches working alongside us to provide opportunities for our pupils • Through adaptation of resources, support or scaffolding using STEP framework, PE lessons have been inclusive

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	70.8%	We have a large number of new pupils join our school in KS2 with no swimming ability. This includes a high number of pupils joining us in Year 5 which means they do not all achieve the 25m by the end of Year 6 despite making progress in the lessons.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65.2%	We have a large number of new pupils join our school in KS2 with no swimming ability. This includes a high number of pupils joining us in Year 5, which means they are not all able to use a range of strokes by the end of Year 6 despite making progress in the lessons.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	65.2%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	For next academic year, we have an additional instructor so there will be three swimming instructors for each swimming lesson with one class.

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The swimming instructors are employed by the pool that we attend for swimming lessons.
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Signed off by

Head Teacher:	Matt Ward (Headteacher)
Subject Leader or the individual responsible for the Primary PE and sport premium:	Katharine Peggs (PE Lead)
Governor:	Deepa Gibson (PE Link Governor)
Date:	5.7.24

