

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport 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

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.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:		
Playground Leaders Free Clubs -access for all Silver award in Sports Mark Booster sessions	Application of skill to competitive games for KS1 children Increased participation for girls in sports Change 4 Life opportunities for less active children		
Meeting national curriculum requirements for swimming and water safe	ety	Please complete all of the below:	
What percentage of your Year 6 pupils could swim competently, confident of at least 25 metres when they left your primary school at the end of la	YEAR 3: 68%		
What percentage of your Year 6 pupils could use a range of strokes effective backstroke and breaststroke] when they left your primary school at the	YEAR 3: 68% YEAR 3: 80% Front crawl and backstroke		
What percentage of your Year 6 pupils could perform safe self-rescue in when they left your primary school at the end of last academic year?	100%		
Schools can choose to use the Primary PE and Sport Premium to provide but this must be for activity over and above the national curriculum req way?	Yes/ <mark>No</mark>		











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 students today and for the future.

Academic Year: 2017/18	Total fund allocated: £18,400	Date Updated	l: July 2018	
Key indicator 1: The engagement recommend that primary school of	Percentage of total allocation: 7.5%			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children are more active throughout lessons.	Use Go Noodle for 10 minutes every morning before registration.	£0	Children regularly ask for Go Noodle and demonstrate enthusiasm towards many of the guided dance routines. Children learn about their bodies through aspects of the site, e.g. My Racing Heart. It has supported "wet playtimes" and kept children active.	During Sports Week, reset each class's champ and see who can have the most active minutes.
	All class teachers to complete heatmap via School Games website to identify least active times of the day and plan to alter this.	£0	Staff aware of the times of each day that their class may need a more practical element/lesson or merely a "brain break" to keep moving.	PE coordinator used heatmap and realised there was a pattern in inactive lessons. Share ideas on how this was addressed.











	PE Leader to subscribe to the Maths of the Day subscription. - PE Leader as class teacher in Class 3 to implement No Chair Tuesday through Maths of the Day Scheme. - Make staff aware of scheme and demonstrate ease of website.	£594	Children access the National Curriculum in a more active way, games can be used in both Maths and PE. Impact has been seen in other areas of the curriculum now that ideas for active lessons have been trialled. Trialling "No Chair Tuesday" in maths lessons which has seen all pupils in the lessons actively engaged in a maths activity which requires physical activity.	Share ideas with staff on how to make all lessons more active.
Children use higher activity levels during outdoor play.	Staff to implement games during Key Stage 1 Afternoon Playtime.	£300 Playtime equipment	Afternoon Play increases the KS1 pupils' daily outdoor activity from 55 minutes a day to 1 hour 10 minutes. Children more enthusiastic and have expressed enjoyment when adults join in. Regularly ask staff to play the games they have been introduced to.	Promote independence now that the children can select players and follow rules without support.
Improved behaviour/interest at playtimes due to Y4 playground leaders.	Year 4 to complete Playground Leaders course and implement activities during morning playtimes.	Included in SLA.	Children actively engaged and more active during outdoor playtimes.	Work with Playground Leaders to develop the rota most effectively – what works? What doesn't?









Fewer children trying to stay inside at play times due to more options on the yard; higher activity levels for all children.	PE Leader to produce outdoor display board and rota for Playground Leaders to use. Communicate with PTFA about use of board.	£0	Children use suggestions from board to take part in activities that raise their heartrate and ensure they are active.	
Children aware of the need for daily activity due to staff CPD.	PE coordinator attending half termly citywide meetings. March 2018 – Active 30 Minutes. PE coordinator half termly meetings with SLA to meet yearly requirements.	Included in Gold SLA. Supply costs £80 per ½ day meeting - £480	Y1 children, when asked by PE coordinator, know they need 1 hour of exercise daily, sleep, water and balanced diets to stay healthy.	Most children keen to lead an active lifestyle and try hard in PE lessons. Look at ways of supporting the less active KS1 children – early intervention.







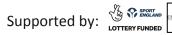




Key indicator 2: The profile of PE a	and sport being raised across the so	chool as a tool f	for whole school improvement	Percentage of total allocation:
				17.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children understand the importance of leading a healthy active lifestyle.	 Take part in Joe Wicks Schools Week Implement a whole school Run, Jog, Walk. Advertise for the Cancer Run 	£0 £0 £0	Provided whole school with opportunity to take part in The Body Coach Schools workout. Used Twitter to advertise Cancer Run; had children sign up through a team name to track number of those who took part.	Follow Body Coach and Cancer Run on Twitter to hear about future events.
Children are confident and competent in PE so as to continue to enjoy sport as they grow and develop into adults.	Purchase SLA Gold Level Package. All year groups to have opportunities to attend Healthy Lifestyle Festivals.	£2950	The profile of PE and Sport was raised across the school as all children have the opportunity to take part in an activity, regardless of sporting abilities. Children used skills they have developed in PE to get their bodies active and try new aspects of Multi Skills and dance.	Repurchase the same level package next academic year to allow all children an opportunity to try different events.
Increased female attendance/participation in sport with clubs before school.	Take a survey of which girls would attend a club before school; highlight less active children. Run a half termly intervention teaching a sporting activity chosen by the girls.	included in Gold SLA. Activity	Y4 girls have a variety of sport interests to take forward and maintain in middle school.	Re-survey the female pupils and learn what they would like in future.





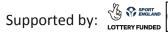




		dependent.		
Increased wellbeing and attention for all children.	PE Coordinator to work with PSHE coorindator to rebrand Sports Week with some wellness activities – consider Healthy Bodies, Healthy Minds.	£0	Children aware of their own wellbeing and their emotions. Children use exercise to contribute to these positive feelings.	July 2018
Children aware that there is a PE noticeboard updated with pictures and events.	All staff to show children during a PE lesson where the board is, and highlight the core values.	£0	Children understand the core values of PE and Sport, and use these daily.	Children to maintain these values and discuss throughout future lessons.
Increased interest from children in sporting activities by communicating the importance of an active lifestyle with parents via school blog, newsletter and Twitter.	Staff to regularly blog and Tweet about sporting events. Submit any events/achievements for the school newsletter.	£0	Parents aware of the impact physical activity is having on their child(ren).	Parents attended dance festival and were impressed by the standard of the children. Comments passed on promotion of being active and increased confidence in some children.
Children enjoy sports outside of school due to promoting local links with parents via school blog, newsletter and Twitter.	Staff to regularly send written information home advertising local sporting activities.	£0	Parents aware of vast options in local area and can apply for a space for their child(ren).	Children gaining their further 30minutes outside of school. Continue to advertise.
Children enjoy a different variety of sporting events each half term.	PE Coordinator sends out detailed email each half term to all staff including events and CPD.	3 x CPD included in	Staff aware and able to plan around these events. Timeframe allows for practice through PE or lunch time intervention.	Continue to send half termly email as all AFS staff are aware of possible events and children have been able to attend more activities with larger timeframes given.











Children are coached by knowledgeable staff who promote the importance of Physical Education.	All staff are aware of any activities the children are to attend and offer their expertise/assistance where	Gold SLA. Supply cover for CPD £160	Staff confidence and knowledge increased – new ideas and keenness to teach outstanding PE to the pupils.	Staff willing to participate and communicate with PE coordinator when they need advice/CPD.
	possible. Staff offered CPD and accept where they see fit.	Supply cover for TA CPD x 2 = £160		







Key indicator 3: Increased confiden	ce, knowledge and skills of all sta	off in teaching PE	E and sport	Percentage of total allocation: 2.7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils receive well planned and resourced PE lessons, allowing them to become more confident and competent across the PE curriculum.	development to include teachers, teaching assistants and lunchtime supervisors. - PE coordinator to attend half termly meetings with SLA, and citywide CPD.	Gold SLA	Staff attended professional development afternoon which resulted in increased confidence in multi skills lessons and understanding of assessment data. PE coordinator feels supported in her role and is able to delegate PE curriculum to a knowledgeable staff team. PE coordinator regularly attended Gosforth Trust meetings and also Citywide Networking meetings to develop good practice and share with staff.	PE coordinator to support new staff in school with planning for delivery of physical education. Re-take the confidence surveys to track staff progression at end of year. Arrange future team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment across PE curriculum.
	with PE and Sport Service to deliver in lesson support to teachers. Teachers to discuss positive outcomes and what areas there are for further development.	6 x weeks Y1 = £150	As a result pupils made good or better progress both in lessons and over time (see teachers' planning and records). PE provision audit supported PE leader in finding the gaps in	PE coordinator to identify any staff who need further support and to provide appropriate professional learning. Further professional learning opportunities for staff who request it. For









	provide staff with new lesson ideas that they children can access competently.		PE provision/resources.	buddy up and carry out peer observations to support continual learning.
Pupils' developmental stages are noted through assessments carried out by SLA. Used to support planning – progressions and pupil's improvements from previous year.	Staff to use assessments to select target children in PE lessons. Staff to consider how	Included in Gold SLA Release time for PE leader £160	All pupils were assessed by external agency feedback of data highlighted target children in lessons. Booster session analysis demonstrated improvement.	PE coordinator to monitor and to provide support as appropriate to ensure progress and achievement are maintained by all pupils.
Pupils are offered sporting activities that they are interested in. Therefore there is a greater uptake.	1 . 0	TBC – sport choice dependent.	The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve. Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE.	PE Coordinator networks with colleagues at other schools to encourage ongoing sharing of good practice across schools.







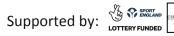




Key indicator 4: Broader experienc	e of a range of sports and activiti	es offered to all	pupils	Percentage of total allocation:
				52.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased participation of girls in	Change 4 Life Girls Club. Girls	£0. Setup	Pupils choose to experience a	PE Leader to assess the
sports.	to vote on what they would	included in	variety of sports and find an	skills developed by pupils
	like to do over a half term/ six activities they'd like to	Gold SLA.	activity they enjoy taking part in. Clubs are regularly	attending these clubs.
	complete.		subscribed to voluntarily.	Continue to increase
	·		,	female-only opportunities.
Pupils access a variety of sports within and beyond PE lessons.	External agencies to be employed to offer a variety of sports to pupils, both during the school day and as an extracurricular option.			Reassess the clubs that children are interested in. Expand oversubscribed clubs.
Pupil experience in school leads	Pupils signposted via Twitter			
to a take up of sporting activities outside of school.	and written letters to local sporting clubs/events.			
Pupils access a curriculum with a	Taekwondo	£1200	Yoga: staff were impressed by	Repeat Yoga Summer 1 for
wide variety of activities which	KS Gymnastics	£3120	the capabilities and interest of	another group of children.
change each year.	Falcons Rugby	£1140	the children; this activity was	Expand the Dance club now
PLEASE SEE EXTRA-CURRICULAR	NUFC Football	£1000	great for mindfulness of the	that HAL event is over –
TIMETABLE.	LS Multi skills x 2 clubs, plus a		children.	numbers are no longer
	mini tennis club (2017-18)	£2,225	Dance: Comments were	limited.
	Football Competition	£100	passed on promotion of being	
	Dance	£0	active and increased	
	Cross Country	£0	confidence in some children.	HAL Multi Skills proved
	Yoga	£175 x2= £350		particularly inclusive. Look









	I	l		
		£0		into other events for this
		£0		age groups.
		£0		
		£0		
		£180		
		£100		
		£0		
	Dancercise	£0		
	Skipping	£250		
				Highlight those taking part
		£0		in nothing – how can we
	extracurricular clubs to be			change this?
	tracked by end of year and			
	analysed for following term.			
Children's voices gathered and	PE coordinator to organise	TBC	Children expressing interests in	Follow the lead of the
listened to. Children have	taster sessions for sports that		sports which they had not	children where possible for
opportunities relevant to them.	children may not experience		already considered. Possible	future tasters/ in lesson
	otherwise. E.g. Squash.		impact of increased activity	support, etc.
			outside of school.	
	Gosforth Trust to work	£0		
	together to plan a variety of			
	events through Gosforth Gets			
	Going.			
	PE representatives on School			
	Council to meet with a range of			
	pupils to talk about their			
	interests and to ascertain the			
	best clubs to provide.			
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Children attend HAL events	1 ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	Included in		Promote build up to these
throughout the year.	Y1/2: 10/10/17 and 7/18	Gold SLA	healthy and active lifestyle,	events next year.











-	15/5/18 e: Y3/4: 27 th March 2018.	and use these skills competitively in future.	





Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				(including below) 16.1%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Pupils that excel in sport have opportunities to play competitively.	Take part in School 500 Games, selecting G&T children who have missed other opportunities. Take A and B teams.	£30 per event = £210	G&T children have opportunities to compete against children of a similar nature and develop core values.	Suggest GGG to include both non-competitive and competitive elements.	
All pupils have opportunities to use their taught skills and core values in a competitive nature.	Advertise local businesses that allow children to be competitive, e.g. Lee Sterry Holiday Camps.	£0	Children who enjoy competitive opportunities in school now have opportunity to be active outside of school.	Further advertise local clubs for parents to read about.	
Children have competitive elements brought into KS1 curriculum.	Upskilling of Year 1 on how to use taught skills in an appropriate competitive game. Year 1 CPD in games.	Calculated in Key Indicator 3.	Children move up the school with experiences of using taught skills competitively.	Staff to implement in- lesson support in to next year's planning.	
All pupils further develop understanding of core values in competitive sports.	Attend Skipping Festival and GGG events. Skills to be taught as intervention in advance.	£250	Children recall and use the core values in all aspects of their active lives.	Roll core values out into other areas of learning. Hold an assembly.	

- Transport Costs for Attendance: Taxi £500, Bus £500
- Supply Costs for staff overtime and cover for attendance at events: £1500







