



PE and Sport Premium Action Plan 2023-2024

REVIEW JULY 2024

PE and Sports Coordinator: Emma Brown

At Crookhill Primary School, we value the contribution physical activity brings to both the physical and emotional wellbeing of our children and families. There is significant evidence to show the positive effects of sport and exercise on children's physical health, growth and development. Furthermore, sport also provides a healthy environment for young people to learn how to deal with competition and how to cope with both winning and losing.

All classes have 2 x 1-hour sessions of PE each week. Our PE curriculum plans have been reviewed and ensure skills progression across school. We are also involved in the Healthy Schools Award. A Forest School programme runs in school and promotes physical activity. One teacher is a fully trained Forest School Leader and another is completing training this year. We have held the Gold School Games Award several times since 2016. Being involved in physical activity and sport gives children opportunities to develop important characteristics and behaviour which are embodied in our school learning muscles.

Our Learning Muscles

<p>Concentrating Cleo</p>	
<p>Successful people learn to give their full attention to whatever they are doing. Allowing children to focus on things that interest them, whilst at the same time learning all of the content that is required, is a great way to secure engagement.</p>	<p>I don't get distracted I don't distract others I am focused on my work I get lost in the task I plan and do things in order I check what I am doing and improve things</p>
<p>Don't Give Up Derek</p>	
<p>Successful people need to push themselves. A great curriculum needs to push children and teach them about the need to push themselves. Of course, it is much easier to push yourself if you see the point to what you are doing. The curriculum needs a certain degree of danger and risk if children are to experience the real world. They need opportunities to fail in a safe environment and learn to have another go. Children need to complete open ended puzzles and activities so they get used to developing perseverance.</p>	<p>I work hard I practise lots I keep going (persevere) I try new strategies I ask for help I start again if I need to I know I can improve if I keep trying</p>
<p>Be Creative Bertie</p>	
<p>Successful people have ideas. They use their imagination and are prepared to be wrong. Children should understand that to be successful they need to try and think around the problem- don't expect the answer to just be obvious. They need to be encouraged to ask questions to deepen their learning and explain their thinking through words and/or diagrams.</p>	<p>I'm creative I let my brain go wild I think of new ideas and ways to do things I think of new questions I use my imagination</p>
<p>Have A Go Howard</p>	
<p>If children are willing to try new things, they may just find something they are good at. Even better than this, they may find something that they love doing. Most successful people love what they do. Often when you just have a go, you surprise yourself.</p>	<p>I have a growth mindset I don't worry if things go wrong I learn from my mistakes I am excited to try new things</p>
<p>Cooperative Kate and Kieron</p>	
<p>No one has experienced success by thinking about themselves. Successful people understand others. The curriculum needs to help children to realise that collaboration is what the real world is about. Children need to work in groups of all sizes and abilities with an opportunity to be both the teacher and learner. Speaking and listening skills will be developed to explain thinking and reasoning.</p>	<p>I listen to others I say when I don't understand I'm kind when I disagree with someone I explain things to help others I am tolerant</p>

NATIONAL CURRICULUM GUIDELINES FOR KS1:

- Children should master fundamental movement skills and be increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Children should have the opportunity to participate in team games, developing simple tactics for attacking and defending / perform dances using simple movement patterns.

NATIONAL CURRICULUM GUIDELINES FOR KS2:

- Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

GOVERNMENT GUIDANCE FOR PE FUNDING:

- Develop or add to the PE, physical activity 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
- Engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed
- physical activity across your school
- Hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- Partner with other schools to run sports activities and clubs
- Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2
- Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

The use of PE and sport premium:

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The PE and sport premium must be used to secure improvements in the following 5 key indicators.

Engagement of all pupils in regular physical activity

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

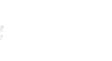
Broader experience of a range of sports and activities offered to all pupils, for example by:

- introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

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Increased participation in competitive sport by:

- increasing and actively encouraging pupils' participation in the [School Games](#)
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

Funding

Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.

£ 17 617

Swimming Data

REQUIRED STANDARD	CROOKHILL PRIMARY SCHOOL OUTCOMES Y6 2022-2023
Swim competently, confidently and proficiently over a distance of at least 25 metres	100%
Use a range of strokes effectively	73%
Perform safe self-rescue in different water-based situations.	100%
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

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: 2023/2024		Total fund allocated: £17 617		Date Updated: 31.7.23	
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: £8300 = 47%
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:
Further develop lunchtime and playtime activities to promote physical activity and opportunities for children to lead activities and challenge themselves	Order equipment as needed		£300 for new resources	More children engaged in physical activity during break and lunch times.	almost all children are engaged in activities at playtime. Children are aware of benefits of physical activity through PE, PSHE and science lessons, assemblies.
Further develop role of Sports Apprentice	Identify and train new Sports Crew Leaders – led by Sports Apprentice			Improved levels of activity during breaktimes	
	Rota of activities to ensure variety, provide challenge – Sports apprentice to lead daily		£2800 – employed until March (+ ppg funding) – Sports Apprentice	Children have more of an awareness of the benefits of physical exercise.	Sports leadership this needs to be developed throughout school. Some older children have been very good at supporting others at playtime but this needs to be developed throughout school and with more support from staff. Initiatives are not always sustained in the longer term.
	Sports Crew to lead activities e.g. hockey, parachute, dancing, daily mile				
	Staff CPD on Active Play/Playground Activity training		Part of SLA		
To engage families in healthy lifestyles and promote physical activity as a tool for improving outcomes.	Continue to promote active ways to travel to school by maintaining and continuing WOW initiative -September 2023 – ‘relaunch’ WOW -Ensure families are aware of park and walk scheme		WOW initiative is free (Note – funding to be confirmed for 2023-24)	High levels of engagement – children/families walking, scooting or cycling to school Children/families attend local clubs	Our school were Gateshead winners 2023-24 due to high levels of engagement in walking, scooting to school.

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	<p>Signpost to local clubs and run taster sessions from local clubs for children to access</p> <p>Signpost families to local clubs and activities (Facebook, newsletter etc)</p>	<p>£300 for taster days</p>	<p>Children/families spend more time together being physically active</p>	<p>Links with local clubs needs to be developed further</p>
<p>Provide a rich and varied menu of physical activities for children to take part in via afterschool/lunchtime clubs.</p>	<p>Offer free 'active' clubs each half term to all children – increase 'physical activity' clubs (Staff, sports apprentice, coaches)</p> <p>Provide a variety of opportunities using specialist coaches.</p> <p>Utilise staff expertise e.g. football, tennis coaching, forest</p> <p>Membership of Blaydon and district football league</p>	<p>Specialist coaching: Basketball/NUF – detailed below Staff Overtime: 30 weeks, 2 'active' clubs NUF/Eagles - £1500 extra curric Staff Overtime = £700 £150</p>	<p>Achievement of GOLD school games mark</p> <p>High proportions of children engaged in afterschool activities on the school premises.</p> <p>Links to local clubs established.</p>	<p>Active clubs offered – Basketball, multi-skills, football, gymnastics, team sports, forest school. All free until Summer 2024 due to budget constraint. All clubs are well-attended.</p>
<p>Incorporate 'active' lessons across school</p>	<p>One lesson per week taught with an element of physical activity eg SuperMovers</p> <p>Outdoor space used by teachers to deliver curriculum and engage children in 'active learning' including use of Forest area</p> <p>Commando Joe sessions – link to PSHE and PE lessons</p> <p>Develop Forest School sessions across school through Forest School leader sessions and CPD for all staff</p>	<p>Commando Joes/NUF: £1475</p> <p>Release for Forest School staff £500</p>	<p>Children are physically active throughout the day/week</p> <p>Improved awareness of the benefits of physical activity</p>	<p>Lessons with an element of physical activity – needs more consistency across school.</p> <p>Outdoor space is used effectively by staff for active learning – use of forest area, school grounds e.g. orienteering, science</p> <p>Forest School sessions for Y6, Rec, Y2, clubs for KS2. Possible further development.</p> <p>Children are physically active throughout the week through PE lessons, playtimes, active lessons.</p>

Address needs of pupils and families with sedentary lifestyles	<p>Staff to identify children 'at risk' of not achieving physical milestones, becoming obese or not active</p> <p>Implement C4L programme or similar (NUF family sessions)</p> <p>Target identified pupils at breaktimes – sports crew activities, staff, apprentice</p> <p>Development of 'Disney' sports training to encourage participation by girls</p> <p>Encourage family participation in Walk to school initiative</p>	Health and Wellbeing SLA £575	<p>Identified children are more engaged in a variety of physical activities.</p> <p>Children are motivated in PE and school sport.</p> <p>Families are more engaged</p>	<p>C4L – has not been completed this year. Possibly revisit next year.</p> <p>Team sports club, girls football to encourage more participation. 10/11 Y6 girls took part in Girls' football.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: £550= 3%</p>
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Pupils leading their own sports/ school games/ PE lessons/ events to raise self-confidence and promote positive role models	<p>Embed opportunities for sports leadership: sports crew, sports apprentice/PE lead to lead activities with pupils</p> <p>Recruit and train new sports crew leaders – Sports apprentice</p> <p>Sports crew organise breaktime events and house matches</p>	£100 to release PE lead	<p>At breaktime, children are engaged in a wider range of activities</p> <p>Increased self confidence in a range of activities</p> <p>Sports crew develop leadership skills and roles within school.</p>	Sports leadership needs to be further developed across school and formalised so that more children are engaged and there are wider opportunities.
Annual programme of whole school activities/events and competitions to earn points and participate in level 0	<p>Yearly programme of house team events</p> <p>Celebration assemblies – rewards and</p>	£100 to release PE lead	All children take part in level 1 activities at least every term and often more than once	Children are highly engaged in house competitions. Successes are celebrated in Celebration

and 1 competitions	<p>incentives</p> <p>Reinforce house team spirits/pride in house team – house captains’ role in celebration assemblies. House points in assembly for competitions</p>		<p>Children are excited and keen to be involved in inter-house competition</p> <p>Children practise skills on yard</p> <p>All children achieve a sense of belonging linked to team events.</p> <p>Achievement of GOLD school games award</p>	<p>Assembly. House Captain’s role continues to develop and further enhance team spirit</p> <p>It is anticipated that we will achieve bronze school games award</p>
Promote PE and sports activities within the whole school community	<p>Use of Marvellous Me, Star of the Week, Facebook to keep parents up to date with sporting achievements. Regularly update school website with sport and physical activity.</p> <p>Dedicated School Sports page on website to keep record of each tournament, coaching or taster day.</p>	£50	<p>Increased awareness of sporting activities and achievements within the school community</p>	<p>Regular posts on Facebook about sport events and achievements</p> <p>New website launched June 2024 – develop sports page in 2024-25?</p>
Heighten profile of PE/Physical activity throughout school	<p>Ensure children wear PE uniform – restate importance through newsletters, reminder texts</p> <p>Staff wear PE uniform</p> <p>Staff participation in Inspire 150 events (Health and Wellbeing SLA)</p>	£300	<p>Children are correctly dressed for PE</p> <p>All staff are correctly dressed for PE and sports events in school PE uniform</p>	<p>Almost all children wear correct PE uniform. Reminders and regular monitoring have ensured this is maintained.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation	Impact	£3667 = 21%	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p>			<p>changed?:</p>	
<p>Provide continuous support and CPD to teaching staff team</p>	<p>Audit staff training needs</p> <p>PE coordinator to attend PE conference, subject leadership training</p> <p>Joint delivery of PE sessions alongside specialist coaches: Teacher actively take part in sessions – observing and team teaching, apply new skills</p>	<p>£317 to release staff</p> <p>Curriculum Time: Newcastle Eagles: £1500 NUF: £1850</p>	<p>Staff are more confident at delivery of PE.</p> <p>Staff have wide knowledge of varied sports.</p> <p>Children make expected or above progress</p> <p>PE subject lead is highly effective in ensuring positive outcomes across school</p> <p>Integrate into own PE teaching practice</p> <p>High quality PE lessons</p>	<p>Audit needs to be revisited and CPD identified</p>
<p>Effective use of assessment in PE</p>	<p>Implement assessment from Complete PE</p> <p>Ongoing support from PE Lead</p> <p>Use of ipads to record progress and enable evaluation of skills and development</p> <p>Personal Best competitions used</p> <p>Pupils who are making less than expected progress are identified and intervention/support is identified</p> <p>Pupils who are making better than expected progress are challenged and routes to develop skills are identified</p>		<p>Staff can assess pupil progress effectively</p> <p>Pupils who have made less than expected progress identified via core task assessment. Intervention given</p> <p>Pupils who are exceeding are given extra challenge. Routes to further develop within or outside school are identified and offered.</p>	<p>Complete PE is embedded across school and is delivered effectively. Children make at least expected progress in PE</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	£5100 = 29%
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:
Children are provided with opportunities to compete with themselves and other schools via an annual programme of events.	<p>Renew SSP membership (Premium)</p> <p>Perform at Gateshead Schools Dance Festival</p> <p>Buy credits package from Gateshead SLA to enter cluster and borough wide tournaments.</p> <p>Each class will attend at least one tournament.</p> <p>Hoops 4 Health Basketball competition</p> <p>Blaydon and District Football competitions/league</p> <p>Involvement in competitions at Thorp</p>	<p>Gateshead SSP £3300</p> <p>Hoops for Health: £ 500</p> <p>Staffing/transpo rt: £1300</p>	<p>All children experienced a broad range of activities in addition to PE curriculum.</p> <p>Children introduced to competition in Key Stage 1.</p> <p>Some children motivated to join coaching schemes and clubs in individual sports.</p> <p>Achieve GOLD School Games mark.</p>	<p>Children have participated in:</p> <p>Basketball tournaments – cluster and hoops for health, Y5/6</p> <p>Football – Y5/6</p> <p>Girls’ football – Y5/6</p> <p>Hockey – Y3/4, Y5/6</p> <p>Dance Festival – Y3/4</p> <p>Cricket – Y3/4, Y5/6</p> <p>House matches Rec – Y6 – basketball, football, cricket</p> <p>Sports Day</p>
Children experience different types of sports/activities	<p>Taster day sessions for whole school or key stages</p> <p>Forest School sessions across school</p>	£detailed above	<p>Children have 2 different experiences across the academic year. Some children are motivated to join clubs outside of school</p>	<p>Basketball day</p> <p>Rec, Y2, Y6 - Forest</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
Increase participation in competitive sport, including an element of personal challenge.	<p>Renew SSP membership (Premium)</p> <p>Perform at Gateshead Schools Dance Festival</p> <p>Programme of tournaments:</p> <ul style="list-style-type: none"> -Enter cluster and borough wide tournaments. -Each class will attend at least one tournament. -Hoops 4 Health Basketball competition -Blaydon and District Football competitions/league -Cricket -Hockey -Orienteering? -Involvement in competitions at Thorp <p>Allow children to compete against each other within lessons.</p> <p>House competitions held as concluding activity in PE lessons.</p> <p>Programme of house matches</p> <p>Sainsbury's School Games Day</p>	£detailed above	<p>All children have the opportunity to participate in/play a competitive sport</p> <p>Children are able to improve their skills</p> <p>Achievement of GOLD School Games Award</p>	<p>All children have competed in at least 1 competition outside of school or within school</p> <p>Personal best activities – circuits, skipping</p>

	Personal Best competitions			
Enable all children to set goals and know their targets and how to achieve them.	Personal best activities in PE- staff to incorporate into lessons Provide Personal Best competitions Sports crew goals incorporated into breaktime activities		Achieve GOLD School Games Mark. Children more physically active during break/lunch times. Improved fitness in children. Sports Crew have developed leadership skills.	Develop role of sports crew next year

Signed off by	
Head Teacher:	Kristine McCormack
Date:	31.7.23
Subject Leader:	Emma Brown
Date:	31.7.23
Governor:	Jon Innerdale
Date:	31.7.23