



## PE and Sport Premium Action Plan 2024-2025

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><b>Concentrating Cleo</b></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 <b>improve</b> things</p>
<p><b>Don't Give Up Derek</b></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 <b>improve</b> if I keep trying</p>
<p><b>Be Creative Bertie</b></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><b>Have A Go Howard</b></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><b>Cooperative Kate and Kieron</b></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

Created by:



Supported by:



### 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 2024/25. To be spent and reported on by 31st July 2025.

£ 17 588

## Swimming Data

REQUIRED STANDARD	CROOKHILL PRIMARY SCHOOL OUTCOMES Y6 2023-2024
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 <b>over and above</b> 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: 2024/2025		Total fund allocated: £17588		Date Updated:	
<b>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</b>					Percentage of total allocation: <b>£12 563 71.4%</b>
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:
Develop lunchtime and playtime activities to promote physical activity and opportunities for cooperative play.	Reorganise playground – zones for different activities (traditional games, craze of the week, small world play)		£675	More children engaged in physical activity during break and lunch times.	Playtimes have been reorganised successfully. Zones have been created with different activities. Timings have been reorganised to allow for extra staffing. Extra staff employed at lunchtimes to support play. TA apprentice supported in Autumn Term. Playtime friends programme has ensured that Y4/5/6 children are supporting and leading games with younger children. All staff were involved in developing playtimes, training to introduce activities and traditional games. Increased spending on resources to support playground activities.
Develop opportunities for Y4/5/6 children to lead and support games and activities	Inclusion of traditional games that staff lead at playtimes and lunchtimes		Day release for EB to plan and organise (£175) + resources (£500)	Improved levels of activity during breaktimes	
	Increase staff ratios at playtime/lunchtime (existing staff + apprentice in autumn term, extra lunchtime supervisor in Spring and Summer)		£1363	Children have more of an awareness of the benefits of physical exercise.	
	Implement Playground Friends scheme – assembly to launch, children provide applications, selection of ‘friends’, training, supported by adults			Play is purposeful and impacts positively on social skills – cooperation, turn taking, positive interactions	NEXT STEPS: Continue to promote and re-develop active playtimes to suit

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				new playtime structure including Playground Friends.
To engage families in healthy lifestyles and promote physical activity as a tool for improving outcomes.	<p>Continue to promote active ways to travel to school by maintaining and continuing WOW initiative</p> <p>-September 2024 – ‘relaunch’ WOW</p> <p>-Ensure families are aware of park and walk scheme</p> <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>WOW initiative is free</p> <p>£600 for taster days</p>	<p>High levels of engagement – children/families walking, scooting or cycling to school</p> <p>Children/families attend local clubs</p> <p>Children/families spend more time together being physically active</p>	<p>WOW initiative continues to engage children. Increased amount of pupils scooting and cycling to school.</p> <p>Local clubs have been involved in school activities – Taster days, coaching and clubs (Rugby, cricket, scooters) and families signposted to out of school activities</p>
Provide a rich and varied menu of physical activities for children to take part in via afterschool/lunchtime clubs.	<p>Offer ‘active’ clubs each half term to all children at minimal cost - ‘physical activity’ clubs (Staff, coaches)</p> <p>Provide a variety of opportunities using specialist coaches.</p> <p>Utilise staff expertise e.g. football, tennis coaching, forest, fitness</p> <p>Membership of Blaydon and district football league</p>	<p>Specialist coaching: NUF – detailed below</p> <p>Staff Overtime: 30 weeks, 2 ‘active’ clubs with NUF</p> <p>Staff Overtime = £1000</p> <p>£150</p>	<p>Achievement of Bronze or Silver 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>School games award has not been completed this year.</p> <p>Specialist coaches used to enhance provision during and after school.</p> <p>Proportion of children signing up and attending clubs has increased (previous drop -off rates)</p>
Enhance curriculum offer for physical activity which engages children through a variety of opportunities	<p>Extra NUF coaching sessions which provide Commando Joes and specific coaching linked to PE, wider curriculum and school values</p> <p>Develop Forest School sessions across school through Forest School leader sessions</p>	<p>Commando Joes/NUF: £6700</p> <p>NUF x 2 days, bronze package</p> <p>Commando Joes = £1500 for 1 year</p>	<p>Children are physically active throughout the day/week</p> <p>High quality curriculum offer which engages children and develops a range of skills – sport specific, linked to school values</p>	<p>Specialist coaches enhance provision during and after school.</p>

		Release for Forest School staff – see below	Improved awareness of the benefits of physical activity	
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 – playground friends, 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><b>C4L has not ben implemented due to staff availability.</b></p> <p>Pupils identified and encouraged to participate in physical activity. Whole school activities used to ensure all children involved e.g. skipping day, Move-A-Thon, orienteering, Inclusive PE lessons.</p> <p>Walk to school is regularly promoted to parents. Crookhill topped the leaderboard for walking to school in Gateshead.</p> <p>NEXT STEPS: Provide a rich and varied menu of physical activities for children to take part in afterschool or lunch times.</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				<b>£625 3.5%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>Pupils leading their own sports/ school games/ PE lessons/ events to raise self-confidence and promote positive role models</p>	<p>Embed opportunities for sports leadership: Playground Friends - PE lead to lead activities with pupils in the first instance then followed up by staff – PE lessons, on the yard Recruit and train Playground Friends – PE Lead, TA L3 Apprentice  Playground Friends organise/support breaktime events</p>	<p>£175 to release PE lead</p>	<p>At breaktime, children are engaged in a wider range of activities  Increased self confidence in a range of activities  Sports crew develop leadership skills and roles within school.</p>	<p>Playground friends has been successful although needs to be regularly relaunched with children as there is some drop off.  NEXT STEPS – relaunch and train playground friends</p>
<p>Annual programme of whole school activities/events and competitions to earn points and participate in level 0 and 1 competitions</p>	<p>Yearly programme of house team events  Celebration assemblies – rewards and incentives  Reinforce house team spirits/pride in house team – house captains’ role in celebration assemblies. House points in assembly for competitions</p>	<p>£100 to release PE lead</p>	<p>All children take part in level 1 activities at least every term and often more than once  Children are excited and keen to be involved in inter-house competition  Children practise skills on yard  All children achieve a sense of belonging linked to team events.  Achievement of Bronze or Silver school games award</p>	<p>There have been termly house matches to engage all children. House Captains have been very successful in Celebration Assemblies in engaging and enthusing their teams.  NEXT STEPS: planned programme of intra school competitions. Explore opportunities within cluster</p>
<p>Promote PE and sports activities within the whole school community</p>	<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.  Dedicated School Sports page on website to keep record of each tournament, coaching or taster day.</p>	<p>£50</p>	<p>Increased awareness of sporting activities and achievements within the school community</p>	<p>Sporting events and activities are shared regularly with the school community.  NEXT STEPS: sports page on website</p>

Heighten profile of PE/Physical activity throughout school	Ensure children wear PE uniform – restate importance through newsletters, reminder texts  Staff wear PE uniform	£300	Children are correctly dressed for PE  All staff are correctly dressed for PE and sports events in school PE uniform
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation: <b>£1650 9.4%</b>
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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?:
Provide continuous support and CPD to teaching staff team	Audit staff training needs  PE coordinator to attend PE subject leadership training  Joint delivery of PE sessions alongside specialist coaches: Teacher actively take part in sessions – observing and team teaching, apply new skills  Taster Days and trial of new providers – PE lead to contact coaching organisations	£500 to release staff  Curriculum Time – NUF costs – see above  Coaching £1000	Staff are more confident at delivery of PE.  Staff have wide knowledge of varied sports.  Children make expected or above progress  PE subject lead is highly effective in ensuring positive outcomes across school  Integrate into own PE teaching practice  High quality PE lessons
			Sustainability and suggested next steps:  <i>Staff work alongside coaches in PE lessons to ensure strong subject knowledge and confidence. Taster days – scooters and skateboards, rugby, orienteering. Whole school activities – skipping, circuits. NUF plan lessons alongside class teachers long and medium term planning. Creativity week in Spring Term – PE teaching focused on inclusive games.</i>  Next steps: Cont. to promote PE and Sports activities within the whole school community (Marvelous ME/Website/Facebook) Heighten profile of PE/Physical activity throughout school via PE

				& Sport notice board and correct uniform Provide continuous support and CPD to teaching staff. Use of specialized staff and coaches to increase confidence.
Effective use of assessment in PE	Implement assessment from Complete PE  Ongoing support from PE Lead  Use of ipads to record progress and enable evaluation of skills and development  Personal Best competitions used  Pupils who are making less than expected progress are identified and intervention/support is identified  Pupils who are making better than expected progress are challenged and routes to develop skills are identified	£150 annual pass	Staff can assess pupil progress effectively  Pupils who have made less than expected progress identified via core task assessment. Intervention given  Pupils who are exceeding are given extra challenge. Routes to further develop within or outside school are identified and offered.	Complete PE assessment used to track progress and identify next steps. PE lead monitors tracking and has the opportunity to observe lessons to support good practice

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
£2750 15.6%

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:
Children are provided with opportunities to compete with themselves and other schools via an annual programme of	Personal bests		All children experienced a broad range of activities in addition to PE curriculum.	Taster days completed for Rugby through Rugby All-stars and as a result booked a block

events.	Blaydon and District Football competitions/league  Involvement in competitions at Thorp  Trial NUF tournaments	£450 (3 tournaments)  Staffing/ transport: £1300	Children introduced to competition in Key Stage 1.  Some children motivated to join coaching schemes and clubs in individual sports.  Achieve Bronze or silver School Games mark.	booking coaching sessions for Year 5 & 6 Summer 2. More taster days required to cover a range of subjects. Whole school house matches, circuits/personal bests day. Classes throughout school have had forest school sessions, KS2 club. Creativity week in Spring Term
Children experience different types of sports/activities	Taster day sessions for whole school or key stages  Forest School sessions across school	£detailed above  £1000 to release JJ	Children have 2 different experiences across the academic year. Some children are motivated to join clubs outside of school	– PE lessons focused on inclusive games. NEXT STEPS: Explore possibility of tournaments within the cluster and other external agencies e.g. rugby all stars/Falcons, NUF

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:
Participation in competitive sport, including an element of personal challenge.	<p>Programme of tournaments:</p> <ul style="list-style-type: none"> <li>-Enter cluster/Thorp where available</li> <li>-NUF tournaments</li> <li>- In house tournaments</li> <li>-Blaydon and District Football competitions/league</li> <li>-Cricket</li> <li>-Hockey</li> <li>-Orienteering?</li> </ul> <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> <p>Personal Best competitions</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 had access to competitive sport throughout the academic year and participated in house matches (hockey, basketball, football and cricket). Children on the school football team have participated in Ryton league, finishing second and playing in finals.</p> <p>Circuits/Move-a-thon, element of competition and achieving personal bests in PE lessons</p> <p>NEXT STEPS:</p> <p>Liaising with cluster staff to introduce some competition between our schools next academic year.</p> <p>Children to participate in My Personal Best a multi-ability model that is embedded within Complete PE.</p>

<p>Enable all children to set goals and know their targets and how to achieve them.</p>	<p>Personal best activities in PE- staff to incorporate into lessons</p> <p>Provide Personal Best competitions</p> <p>Playground Friends activities</p>		<p>Achieve Bronze/Silver School Games Mark.</p> <p>Children more physically active during break/lunch times.</p> <p>Improved fitness in children.</p> <p>Playground Friends have developed leadership skills.</p>	
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Head Teacher:	Kristine McCormack
Date:	31.10.24
Subject Leader:	Emma Brown
Date:	31.10.24
Governor:	Jon Innerdale
Date:	