

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
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TRUST



Details with regard to funding

Please complete the table below.

Total amount of funding allocated for 2022/23.	£18,530
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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?	£5,717 allocated to support top up swimming for Year 6. Children swim in Year 3, 4 and 5 at Carr Hill Community Primary School on a weekly basis.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
Key indicator 1: Engage all pupils in regular physical activity.				Percentage of total allocation: 38%
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: £7075.90	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>PE Curriculum Continue</p> <p>Purchase Complete PE scheme of work to support the delivery and implementation of our updated PE curriculum, and provide ongoing CPD opportunities for staff. Clear progression pathway from early years into key stage 1. Clear focus on SEND and inclusion.</p>	<ul style="list-style-type: none"> Teachers from each key stage to trial the scheme of work and provide feedback. Logins for all teachers to access resources and support from PE Lead on how to use this. Staff to be supported with inclusion element of core tasks (AfL) and lesson planning (ongoing). 	£1,125	<ul style="list-style-type: none"> Clear progression pathway between Early Years and Key Stage 1. Developed staff confidence with demonstrational videos and clear, accessible resources. Using the STEP approach within our new curriculum framework, following staff CPD, has meant that all staff are now able to plan lessons to support inclusion for all. New resources have been shared with staff during staff meetings. 	<ul style="list-style-type: none"> Staff from Complete PE to lead a session with all staff in the Autumn term on how to utilise the available resources. Review of curriculum in Spring term next academic year. Continue to support staff with this element of planning through regular audits. Inclusion to be a focus at the start of PE staff meetings and sharing of good practice will continue to be encouraged. Where necessary, we will liaise

				with GSSP, and the Cedars Special School to seek advice, training or support.
<p>Breaktimes/lunchtimes Continue</p> <p>Provide pupils across school with opportunities at playtimes and lunchtimes to be physically active in age-appropriate games and activities.</p>	<ul style="list-style-type: none"> • Review pupil voice surveys to establish what physical activities/equipment pupils want to outside in the yard. • Review the equipment for playground use and purchase new equipment as appropriate. • Liaise with Hat Trick Coaching to develop a specific lunchtime programme. • Outdoor activity area in use at playtimes and lunchtimes, supervised by teaching staff and lunchtime staff on duty. • CPD for lunchtime supervisors so they can mirror activities. 	£1,950.90	<ul style="list-style-type: none"> • Outdoor activity area in use during playtimes and lunchtimes maximising opportunities for pupils to be active. This is done on a class rota basis. • Staggered playtimes have meant that pupils have more time and access to a variety of equipment and are more active outside. • Teaching staff engage with pupils to encourage them to be physically active. 	<ul style="list-style-type: none"> • Continue to develop confidence of lunchtime supervisors and utilise the Sports Organising Crew to deliver structured physical activities at playtimes and lunchtimes.
<p>Swimming Continue</p> <p>Year 4 and 5 will swim all year and then Year 6 will be allocated funding to top up non swimmers. Year 3 pupils will swim in the final half term in preparation for weekly swimming lessons in September.</p>	<ul style="list-style-type: none"> • Years 4 and 5 will swim as core paid for from the school budget. • Year 6 non-swimmers will receive additional coaching until they achieve National Curriculum standard (or as close to as possible). • Year 3 will receive coaching. 	£4,000	<ul style="list-style-type: none"> • See swimming data above 	<ul style="list-style-type: none"> • Years 3-5 will swim weekly for the entire year. • Continue to use funding to support non-swimmers in upper key stage 2 to provide Top Up lessons.

Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.				Percentage of total allocation: 20%
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: £3747.66	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Before/After School Clubs Continue</p> <p>Provide a full complement of clubs throughout the year for Key Stage 1 and 2, identifying those pupils who are least active.</p>	<ul style="list-style-type: none"> Clubs to run on a rotation basis across all year groups and engage a variety of skills. All clubs are run by SSC, apart from Golf. PE Coordinator to work closely with GSSP and the school sports coaching programme. Use pupil voice when deciding which clubs to run. Invite less-active or disengaged children across years 3-5 to at least one coached club a week for a minimum period of a half term. 	£3,511	<ul style="list-style-type: none"> The following percentages show the number of pupils who have attended at least one before/after school club this academic year: <ul style="list-style-type: none"> Year 1: 64% Year 2: 66% Year 3: 79% Year 4: 72% Year 5: 87% Year 6: 65% 	<ul style="list-style-type: none"> Continue to provide a full complement of clubs in the next academic year. Use the pupil voice sheets to establish clubs in the next academic year. Continue to focus on the least active or disengaged pupils across school –Change 4 Life club. Establish more physical activity within breakfast club.
<p>'Chance to Dance' with Newcastle Eagles Continue</p> <p>Raise the profile of PE through our involvement in the 'Chance to Dance' initiative.</p>	<ul style="list-style-type: none"> PE Coordinator to set up a weekly dance club to prepare for the event. PE Coordinator to liaise with Newcastle Eagles to arrange a 'Chance to Dance' evening at Newcastle Eagles Virtu Arena. PE Coordinator to work closely with a dance coach to 	£236.66	<ul style="list-style-type: none"> This club targeted some of our least active pupils, therefore supporting the health and wellbeing of some of our most needy pupils who weren't accessing other clubs. 	<ul style="list-style-type: none"> Use the pupils who participated this year to support the running of the club and performance next academic year. We will roll this out across the whole of key

	prepare for the event.			<p>stage 2, with a clear focus on least active or disengaged pupils.</p> <ul style="list-style-type: none"> • Increase attendance of boys at this event by raising the profile of Dance in sport.
<p>Progression Pathways Continue</p> <p>Continue to develop links with community clubs to provide pathways of progression for Showing Potential pupils (for example, cricket, boxing, football, gymnastics, dance, rugby and running clubs all operate locally.)</p>	<ul style="list-style-type: none"> • Liaise with parents through letters, school ping and Facebook to promote community clubs to create pathways from school sport into community clubs. • Send out letters/liaise with children who have shown potential to promote out of school clubs to create a pathway from school sport into community clubs. 		<ul style="list-style-type: none"> • The following percentages show the number of pupils who attend a community club: <ul style="list-style-type: none"> • Year 1: 27% • Year 2: 25% • Year 3: 35% • Year 4: 44% • Year 5: 44% • Year 6: 33% 	<ul style="list-style-type: none"> • Continue to liaise with parents and clubs to provide clear pathways for our 'showing potential' pupils. • Create more opportunities for leadership roles for these pupils within school. • Club taster sessions within school (possibly during NSSW.) • Participate in the GSSP 'Showing Potential' programme and staff training.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				0%
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:
<p>Assessment for Learning Continue</p> <p>Embed Assessment for Learning within the PE curriculum</p>	<ul style="list-style-type: none"> PE Coordinator to monitor the success of the AfL scheme after a trial in the Autumn term. Lesson observations, monitoring and staff feedback to take place during this academic year to assess the impact of the Assessment for Learning core tasks on attainment. PE Coordinator to lead whole school staff update training on AfL. This follows the update of our AfL scheme and subsequent new resources. 	£0 – time and cover	<ul style="list-style-type: none"> Through the AfL approach, the delivery of PE is becoming much more tailored to suit the wide-ranging needs of pupils (this was identified in lesson observations carried out by the PE Lead.) Planning is more progressive and adaptive. Teachers have a much better understanding of what their pupils can achieve within PE. 	<ul style="list-style-type: none"> Continue to embed this AfL approach to PE. Develop this alongside the new Complete PE scheme of work.
<p>Early Years PE Curriculum Launch</p> <p>Update current PE curriculum, to ensure key skills are developed within our younger pupils, and there is a clearer progression between EYFS and year 6.</p>	<ul style="list-style-type: none"> PE Coordinator to develop EYFS Development Progression steps for PE working closely with EYFS staff. 	£0 – time and cover	<ul style="list-style-type: none"> Working closely with EYFS staff, and their excellent knowledge of early years, has ensured a better understanding of the progression of PE from early years into key stage 1 and 2. 	<ul style="list-style-type: none"> Meet with EYFS staff on a termly basis to audit curriculum and identify improvements or equipment etc. needed to support the delivery of this.

<p>Early Years PE Overview Launch</p> <p>Develop a yearly overview of PE for EYFS. Identify a suitable scheme of work.</p>	<ul style="list-style-type: none"> • Research and find the most appropriate scheme of work for EYFS. • EYFS staff to trial schemes and find one that complements our Early Years curriculum. • Implement new scheme of work in Summer term. • Develop clear progression pathway into key stage 1 curriculum. 	<p>£0 – time and cover</p>	<ul style="list-style-type: none"> • Early Years staff now have a clear focus of what PE in EYFS looks like and how to deliver this in an age-appropriate way. • This has ensured that the delivery of PE in EYFS is high quality (as identified in lesson observations by PE Lead.) • Staff have access to up-to-date, progressive resources. 	<ul style="list-style-type: none"> • Meet with EYFS staff on a termly basis to audit curriculum and identify improvements or equipment etc. needed to support the delivery of this.
<p>PE Curriculum Continue</p> <p>Continue to embed our new curriculum ensuring that all year groups have a balance of invasion, net/wall games, striking/fielding games, dance and gymnastics.</p>	<ul style="list-style-type: none"> • Continue highly successful year of events and competitions which run alongside the School Sport Partnership events calendar. This will allow coaching to run parallel to centrally organised events. 	<p>£0 – time and cover</p>	<ul style="list-style-type: none"> • Better balance of all areas of PE across the school. • Parallels sporting calendar provided by the GSSP. 	<ul style="list-style-type: none"> • Audit PE curriculum in the summer term • of next academic year. • Identify adaptations/ improvements moving forward into the next academic year.
<p>Ongoing CPD Continue</p> <p>Ensure all staff continue to have access to PE planning and resources, including access to Complete PE, to support lesson planning, delivery and support ongoing CPD. PE Lead and Sports Coordinator to support staff with planning and assessment.</p>	<ul style="list-style-type: none"> • PE Lead to ensure that appropriate PE planning is being used and appropriate resources as tools to guide lesson structures and planning of sequences of lessons. • PE Lead to continue to attend PE courses, network meetings and conferences, feeding back to whole school staff. 		<ul style="list-style-type: none"> • All PE planning and resource tools are stored centrally so that they are easily accessible to all staff. • Staff have the confidence to use each other’s areas of expertise when planning and delivering lessons (professional discussions are commonplace.) 	<ul style="list-style-type: none"> • Carry out staff audit at the beginning of next academic year, especially with staff changes, to identify areas for further CPD and support. • Continue to audit staff needs each half term. • Work closely with support from Complete PE on delivery of staff CPD. • Work closely with GSSP

				on delivery of staff CPD.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
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:
<p>Inclusion</p> <p>Continue</p> <p>SEND sports provision in inter school events across the year.</p>	<ul style="list-style-type: none"> Continue to enter a range of sportsability events arranged by the SSP and the Panathlon events. Remaining allocation of funding to be used to further support inclusion within PE lessons by purchasing appropriate equipment for pupils. 	<p>£0</p> <p>Costing is included below is partnership with SSP</p>	<ul style="list-style-type: none"> All SEND pupils in key stage 1 and 2 have attended at least one inclusion event across the academic year. Pupils from Year 3/4 have represented the school at 2 sporting events. These inclusion events have really supported the confidence and wellbeing of our SEND pupils, some of which would not participate in centrally organise events otherwise. 	<ul style="list-style-type: none"> Continue to make inclusion a focus for the annual sporting calendar. Target the least active/disengaged pupils. Continue to work closely with GSSP and Primary Panathlon to develop more opportunities next academic year for our SEND pupils to participate in competitive sporting events.
<p>EYFS</p> <p>Continue</p> <p>Increase opportunities for EYFS pupils to engage in competitive sporting opportunities.</p>	<ul style="list-style-type: none"> Due to restrictions of number of teams allowed to enter into EYFS competitions last academic year, we intend to enter more teams in centrally organised events, now that more dates are provided. Enter a greater range of 	<p>£0</p> <p>Costing is included below is partnership with SSP</p>	<ul style="list-style-type: none"> 44% of our EYFS pupils have attended an inclusion event this academic year. 	<ul style="list-style-type: none"> Increase the opportunities available to our EYFS pupils to participate in inter- and intra-school events.

	competitions as the full calendar restarts.			
<p>Beach Sports Day Launch</p> <p>Enhance opportunities for pupils in UKS2 to participate in a variety of competitive sports.</p>	<ul style="list-style-type: none"> PE Coordinator liaise with GSSP to establish the format of the event. 	<p>£0</p> <p>Costing is included below is partnership with SSP</p>	<ul style="list-style-type: none"> CPD for PE Lead on the format and delivery of future sports days. 	<ul style="list-style-type: none"> Relevant training provided by working closely with SSP means that PE Lead can now tailor ideas from this sports day format in next academic year.

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				30%
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: £5,560	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Inter-school Sport Continue</p> <p>Provide opportunities for all pupils to compete in at least one competitive event over the academic year, by entering more teams now that further restrictions have been lifted.</p>	<ul style="list-style-type: none"> • Due to restrictions of number of teams allowed to enter into competitions last academic year, we intend to enter more B and C teams in centrally organised events. • Enter a greater range of competitions as the full calendar restarts. 	£4,970 - GSSP package plus £335 H&WB package	<ul style="list-style-type: none"> • Every child from year 1 to year 6 has represented the school in at least one sporting opportunity throughout the academic year. 	<ul style="list-style-type: none"> • Target the least active/disengaged pupils. • Continue to work closely with GSSP to develop more opportunities next academic year for our pupils to participate in competitive sporting events.
<p>Intra-school Sport-Sports Days Continue</p> <p>Enhance competitive opportunities for all pupils by delivering a revamped sports day, delivered by GSSP.</p>	<ul style="list-style-type: none"> • PE Coordinator liaise with GSSP to establish the format of the KS1 and KS2 sports days, incorporating a School Games Day element. 	£255 (Stadium Hire)	<ul style="list-style-type: none"> • Sports day promoted diversity, culture and sport across school and within the local community. • CPD for PE Lead on the format and delivery of future sports days. 	<ul style="list-style-type: none"> • Relevant training provided by working closely with SSP means that PE Lead can now tailor ideas from this sports day format in next academic year.

Signed off by	
Head Teacher:	P. Harris
Date:	20/7/23
Subject Leader:	A. Thompson
Date:	20/7/23
Governor:	L. Wardle
Date:	20/7/23