

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

Please complete the table below.

School Vision for PE & School Sport	
<p>Rowlands Gill Primary School believes that Physical Education (PE) is a unique and vital contributor to a pupil's physical development and well-being. A high-quality PE programme develops knowledge skills and understanding so that pupils can perform with increasing competence and confidence in a range of physical activities. The PE programme at Rowlands Gill aims to contribute to the personal development, health, and well-being, enjoyment, success, and achievement of all pupils across the curriculum and beyond. The PE programme will allow pupils to learn, think and make decisions in diverse ways in responsive to creative, competitive, and challenging activities. PE will also help pupils to develop personally and socially through working in teams and undertaking different roles and responsibilities. The importance of progression throughout the school is highlighted from reception, beginning with the fundamentals of movement towards developing sport specific skills and understanding of tactics as the children move through the year groups. Children participate in a variety of cluster, cross cluster, and authority wide competition events e.g., football, multi-sports, and athletics.</p>	
SOG Mark Target	
Blazing the Trail (Olympics' cross curricular legacy programme).	
Total amount allocated for 2023/24	£17,500
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17,500

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	69.5%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	52.2%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	52.2%
<p>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?</p>	Yes/ 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: 2023/24		Total fund allocated:£17500 (Actual spend £18746)		Date Updated: 17.7.2024	
Key indicator 1: The engagement of all 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:	
				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:	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?	
1.) Ensure least active pupils are provided with opportunities to engage in physical activity- at least 10% from those identified to engage.		1.) Continue to provide free sports club through our ‘Change for Life’ club where children are identified to attend the club and get the first opportunity to sign up. Provide children with reflective Change for Life booklets where they can keep track of their attainment and achievements made throughout the club – create a CFL box of fun sports equipment as incentive prizes. Invest in more playtime equipment that is used just for playtimes – maintained by buddies and sports leaders. Children identified for ‘non-competitive’ events depending on the child and the activity – increase intra competitions in school for the events that cannot be attended. Ensure pupil premium children can attend the residential through extra funding.		£3000 (spent in full on staffing)	
2.) Ensure adherence to the Chief Medical Officer guidelines: all children to engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				Free clubs have a pleasing uptake but still room to expand. Least active children and pupil premium children prioritized. Following this, the group is opened wider. This then targets children identified by class teachers and HLTAs.	
3.) Provide all students with two hours of Physical Education, school sport and physical activity per week- curricular and extra curriculum		2.) Active break and lunch times to		There is now more equipment on the yards. Rackets and balls, footballs, basketball hoop (requested by children during pupil voice). Children are more active during break and lunchtime and the equipment also assists during P.E units (basketball hoop).	
				Buddies have positively	
				Sustainability and suggested next steps:	
				Continue to engage least active children- identified by staff and pupil voice.	
				Change for life club has now been rebranded as skills for life- this has a focus on maintaining a healthy lifestyle- both mentally and physically. There will be a mix of active games, mindful crafts, cooking and gardening which all focus on healthy living.	
				Ensure consistency of equipment across all three yards is maintained throughout the year.	
				Active outdoor learning over lunchtime to be trialed.	

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<p>4.) Provide opportunities that attract less active young people to participate in physical activity</p> <p>5.) Ensure a member of staff has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.</p>	<p>encourage children to be active. Buddy system to encourage games on the yard. This initiative will also give older children responsibility and boost confidence- whilst encouraging them to engage in physical activity when playing with the younger children. Buddy/game training provided by GL/ sports crew resource from SSP.</p> <p>Additional sports equipment on the yard for children to use. Lunchtime supervisors to be trained. File made so staff can access a range of game ideas and resources for classroom active breaks.</p> <p>3.) 2 P.E lesson per week (1 swimming for swimming classes). GL to deliver one session for each class to ensure tracking and assessment is consistent. Opportunities to target specific children who need encouraged to be active.</p> <p>4.) Survey children to ensure that club offers are appropriate for children's interests. Encourage and support children in accessing events and sports opportunities through taster sessions and encouragement during P.E and breaktimes.</p> <p>5.) GL/RW to attend all CPD.</p>	<p>residential</p>	<p>encouraged yard games in KS1 and the children are now more active. Buddying has also given older children responsibility.</p> <p>Young leaders (vice captains and captains) successfully assisted during sports day- both the lead up and the day of the event.</p> <p>Mini-health champions are undergoing training to promote mental well-being.</p> <p>Extra funding was provided for pupil premium children who wanted to attend the residential. This meant that all children who wanted to attend were able to, regardless of the financial situation.</p>	<p>New cohort of buddies to receive training in Autumn term. They have already been shadowing existing buddies in the final half term to learn more about their role in actively playing with the younger children.</p> <p>Train lunchtime staff to engage in games with the children and promote the correct use of any sporting equipment.</p> <p>Roll out mini-health champions.</p> <p>Vice captains and captains to take a more substantial role throughout the year.</p> <p>Reinstate sportsperson of the week certificates.</p> <p>Multi-skills club rebranded to be more sport specific- netball, football and tennis. These sports were chosen to appeal to a range of audiences through the observations from staff and listening to children.</p> <p>KS1 afternoon break to be reinstated. Adventure equipment to be only open on certain playtimes avoided to encourage creativity/collaborative games.</p>
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				School staff to model to children.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				53%
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>1.) Increase the profile of PE and sport across the school and wider community (Inc. parents).</p> <p>2.) Engage with the GSSP Blazing the Trail programme (BTT) to achieve diamond again - Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.</p> <p>3.) Have a system in place to track young people's participation in School Sport, School Games and physical activity.</p> <p>4.) Actively engage with the School Games programme and website resources/tools.</p> <p>5.) Engage with Gateshead School Sport Partnership and access both the CORE and PREMIUM service level agreements.</p>	<p>1.) Continue to attend SSP trips throughout the year, giving all children access to at least 2 trips. SSP wellbeing SLA to raise the profile of wellbeing in P.E throughout school.</p> <p>2.) Continue to delegate to class teachers so all children can be given the opportunity to participate in age-appropriate activity.</p> <p>3.) Continue with tracking and review every half term. Tracking sheet has student profiles included so it is easy to identify children's needs.</p> <p>4.) GL to continue seeking school games resources and sharing with staff. Use active review planner to reflect on PESSPA in school.</p>	<p>£3000 (spent £5810)</p> <p>£500 (spent £753)</p> <p>£3262 (SSP spent £3375)</p>	<p>PE continues to be promoted in school through regular and engaging lessons, after-school clubs and health week.</p> <p>Health week increased the profile of physical and mental education through inviting all parents/carers to get involved and support. Children can now understand the benefits of exercise for their mental and physical well-being after 'mindfulness and meditation' sessions. Health week had a cross-curricular approach which used the concepts of GSSP Blazing the trail.</p> <p>Nursery pre-school have started to implement P.E sessions as part of the summer term.</p>	<p>Use 1 homework per term to engage whole family in healthy lifestyles such as going for a walk. Teachers to encourage class to share this with the rest of the class (class email for example).</p> <p>WOW walk to school tracker to be continued and pushed out further.</p> <p>Encourage staff to explore the local area for all parts of the curriculum, for example war monuments when learning about WWII – this it to promote getting the children walking within the school day.</p> <p>Events and trips to be more synced so that opportunities</p>

	<p>5.) Attend events and networking events/ CPD days. RW and GL to share with staff where appropriate GL to carry out any necessary training with staff.</p>	<p>Gibside extreme forest school sessions have been successful at showing children healthy activities which are close to them and do not require transport to get there. Children received free passes to Gibside for themselves and their family.</p> <p>WOW walking to school tracker introduced to all classes to promote a healthy choice of commuting.</p> <p>All children throughout the year have been provided with a chance to go on a school trip through the SSP. During these trips, they could take part in a range of fun activities which enhanced their sport skills.</p> <p>Active math's day ensured children were learning in a more active way.</p> <p>School Games Mark Gold achieved.</p> <p>Tracking children's progress throughout the curriculum has continued by teachers. We also upload video recordings onto 'Seesaw' which show fundamental skills at the start and end of a unit. This allows all staff to easily identify which children</p>	<p>are more targeted and beneficial to the individual children. Children to engage in an SSP activity once in EYFS/KS1 phase then again in KS2 phase (each child twice in primary school life)</p> <p>Assessment videos to be uploaded to be reviewed/ monitored by PE subject leads.</p> <p>Replacing BTT with more in-house initiatives and awards (health week) to allow more tailored awards.</p> <p>EYFS to continue to be involved in whole school initiatives and the reintroduction of certificates. EYFS to ensure physical activity is maintained throughout the school day.</p> <p>Ensure children not engaging in physical activity are given further opportunities (forest school).</p> <p>Staff to ensure they plan and deliver active lessons which promote every child to get involved.</p> <p>RS/ RGS and LG to monitor tracking sheets and videos</p>
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			have made progress on the key skills and place this into their excel trackers also. These trackers are placed onto a sharepoint for all staff to access.	Continue to engage in school games mark. More focus on intra events throughout the year to provide similar opportunities within the locality. Invite local after school clubs e.g. cricket, rugby, dance etc into school to do taster session to help signpost children to local clubs
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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>1.) Ensure all PE lessons are high quality and progressive.</p> <p>2.) Improve the skills and confidence amongst staff to deliver high quality PE lessons linked to the curriculum map.</p> <p>3.) Engagement with specialist staff to support the delivery of PE/ School Sports Physical activity.</p> <p>4.) Sports specialist in school to deliver extra-curricular activities and ensure a wide variety of sports are planned and delivered correctly with teaching staff.</p>	<p>1.) + 2.) GL to continue offering support to staff through team teaching and regular check ins regarding medium term plans. GL teaching in each class once per week- this will ensure she is aware of P.E across school and is able to offer advice where needed.</p> <p>3.) + 4.) GL to engage in all CPD and update staff and offer advice (team teaching). External coaches to be observed by teaching staff to</p>	£5738 (spent £4305)	<p>GL delivered 2 hour twilight for all staff</p> <p>LG delivering clubs and providing support for staff.</p> <p>LG delivering 1 of 2 P.E lessons in all year groups to ensure children are receiving high-quality P.E lessons and is supporting staff with delivery.</p> <p>Staff (PA) went on active skills</p>	<p>LG to form a system where TAs collect the MTPs from her folder so adaptations can be seen and a handover can take place.</p> <p>MTPs to include assessment points and adaptations including targeted interventions within sessions. Assessment crib sheet for staff to follow.</p> <p>Yard staff to be given areas of development for certain</p>

	increase confidence and gain extra training. Coaches to deliver intra extra-curricular activities e.g. cricket and tennis.		course which was valuable. RGS attended gymnastics training to share with other staff.	children to support addressing misconceptions. Staff training to discuss P.E assessment and importance. LG continue to support staff and teach P.E across school. Seek out CPD opportunities
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	3%

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:
Additional achievements: 1.) Develop A School Sport Organising Crew to influence provision of PE & School Sport. Engage students in the planning and development of School Games activity (student voice). 2.) Ensure extra-curricular sport and physical activity focusses on depth and breadth of provision, engaging at least 35% of pupils.	1.) + 2.) Implement new sports games/areas to offer additional sports during playtimes. E.g. secured basketball nets and table tennis. Invest in wider range of playtime and afterschool equipment to maximise what equipment is being used for PE.	£1000 (Spent £278 equipment) £400 CPD support	School sports organising crew (house captains and vice captains) have been successful during health week and sports days organisation. As a reflection of pupil voice, the school club timetable has been confirmed for next year. This timetable is more specific and	House captains and vice captains to be more involved throughout the year. School council meeting to incorporate current school sport topics to ensure all voices are being heard.

<p>3.) Develop a comprehensive pathway of Sports Leadership Opportunities across the school - Engage a representative group of children.</p> <p>4.) Ensure the PE curriculum and wider school sport is diverse and targets all children in school.</p>	<p>3.) Girls in year 5 to help GL with KS1 football club to introduce girls to football and enjoyment of physical activity from early age.</p> <p>4.) Target curriculum units with SSP events – provide a wider range of external ‘specialist’ coaches. SSP free coaching block for a term – fencing coach.</p>		<p>tailored to children’s interests.</p>	<p>Continue to listen to pupils regarding clubs. Roll out new timetable. School staff to share these as a class before they are added to Arbor so it is more child led than adult choice.</p> <p>KS2 girls to promote girl’s football in KS1 by supporting the afterschool club and helping on the yard (breaktimes).</p> <p>Free coaching to be arranged for spring or summer. Specific clubs for SEND children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1.) Position 'personal challenge' as a key component of the school's PE and School Sport provision.</p> <p>2.) Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition.</p>	<p>1.) Link PE certificates to school values. In conjunction with the structure of praise assembly – children will receive certificates on alternating weeks.</p> <p>2.) Ensure teams are mixed and children have access to both competitive and non-competitive</p>	<p>(Spent £150 FA membership)</p>	<p>Children across school have had opportunities to attend competitive events in school and in the borough.</p> <p>Curriculum trips have a sport aspect- eg. Year 1 trip to beach included sports day practice.</p>	<p>More mental health and meditation practice to encourage focus- especially with older children. Thera play principles to be implemented.</p> <p>Personal goals and targets to be encouraged and modelled to</p>

<p>3.) Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year-round competition programme.</p> <p>4.) Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups to participate in competitions and festivals.</p> <p>5.) Ensure school long term plan (LTP) enables children to have acquired the skills to participate in Gateshead Partnership events when they are running. Edits to LTP to coincide with Gateshead events calendar.</p>	<p>situations, inside and outside of school.</p> <p>3.) Look ahead to a cultural topic which can be used throughout the academic year to provide a build up to the school games day theme. This will allow children to understand what they are working toward and expose them to capital culture.</p> <p>4.) Provide SEND children with more opportunities to go on trips- 3 last year, aim for more. Focus on mainstream as well as ARMs. Tracking to highlight least active children so strategies can be implemented to encourage physical activity- Change for life, clubs and events.</p> <p>5.) Teach plan as intended and amend when needed for the needs of the class or an upcoming event.</p>		<p>Cultural aspect implemented on sports day and health week. All sports had links to other countries and cultures. All children made flags which celebrated the other countries involved in the Olympic games.</p> <p>Y5 and Y6 football teams consist of mixed and female team. Those not competing are still to attend training to ensure all the children have access to both competitive and non-competitive situations.</p>	<p>children to ensure aspirations within sport. Could be part of the assessment points.</p> <p>P.E certificates being reinstated.</p> <p>Using the locality to mimic SSP events as well as attending suitable events provided by the SSP. Children to take part in more events as house groups.</p> <p>7B to use the locality to build life skills and healthy choices.</p> <p>Promote staff taking time away from desk/school once per week e.g. walk or going outdoors</p> <p>Active staff meetings.</p> <p>Sensory circuits to be investigated. Children to be invited to start the day to exert energy/get active. 8.45-9.00. Targeted invitations. 2 children per class initially.</p> <p>Less confident Y5 and Y6 footballers are invited to the Monday club which is open to all KS2 children to increase their confidence.</p> <p>Plan events based on LTP.</p> <p>Contact cricket club to provide club.</p>
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Signed off by	
Head Teacher:	Lindsey Clarke
Date:	19.7.2024
Subject Leader:	Rhonda Stephenson
Date:	17.7.2024
Governor:	Graham Archer
Date:	19.7.24