

# Emmaville Primary School

## PE & Sport Premium Action Plan

2023 - 2024

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

Review of achievements 2022-23	Areas for further improvement and baseline evidence of need:
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	
<ul style="list-style-type: none"> <li>- Increased activity at break and lunchtimes: Pupil survey conducted and playground equipment restocked in yard sheds to encourage children to be active at lunchtimes.</li> <li>- Additional guidance provided to playground staff of how to manage equipment</li> <li>- Achieved silver award with Gateshead Health and Wellbeing</li> <li>- Wellbeing Enrichment Week held</li> <li>- A range of ASC and lunchtime clubs provided for Years 2 - 6 .All clubs provided for free</li> <li>- Children identified and target for clubs and events</li> <li>- All classes now using Living Streets Travel Tracker to promote and praise active travel. Increased no. of children travelling to school in an active way.</li> <li>- PE resources audited and purchased to ensure high quality lessons/ active breaktimes</li> <li>- Additional PE kit purchased which enabled greater access to lessons, events and clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Train lunchtime staff to encourage games/active play and maintain equipment</li> <li>- Continue with Gateshead Health and Wellbeing award. Use action plan to address areas of improvement</li> <li>- Review club opportunities and consult pupils as to which clubs sports they would like</li> <li>- Provide staff with CPD from external coaches and training courses</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	
<ul style="list-style-type: none"> <li>- Parents were provided greater opportunities to attend events and festivals and encouraged to attend (letters and school media)</li> </ul>	<ul style="list-style-type: none"> <li>- Review system of house points</li> <li>- Winning house team (house points to be provided and end of year reward)</li> </ul>

<ul style="list-style-type: none"> <li>- All staff were provided the means to nominate pupils for the GSSP awards and were encouraged to do so</li> <li>- Won 3 of the GSSP awards- girls football team, and two individual awards (Zoe B and Nicholas D). All children attended the event along with parents for individual winners.</li> <li>- Reviewed curriculum map to maintain progression of skills and provided a broad range of opportunities</li> <li>- Reviewed EYFS curriculum to provide a more linear progression across the EYFS and into KS1</li> <li>- New assessment process implemented in line with whole school policy</li> <li>- Positive feedback (including use of Microsoft Forms) from staff and children regarding the curriculum and sporting opportunities</li> <li>- Promoted and incorporated GSSP 'Blazing the Trail' activities into curriculum and achieved the 'Gold' award</li> <li>- Formal method of pupil voice developed with Microsoft Forms - these included surveys for events and PE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- PE Team to identify key sporting events to promote and link to units of study</li> <li>- Monitor use and application of assessment process to ensure best practice</li> <li>- Carry out lesson observations to monitor curriculum application and consistent best practice</li> <li>- EYFS teaching staff to join PE team and provide further input on EYFS curriculum</li> <li>- Develop formal methods for parent voice</li> <li>- Review formal structures to engage young people through Sports Leaders, School Games Crews and buddies</li> </ul>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

<ul style="list-style-type: none"> <li>- Staff CPD: Each year group provided one term of coaching from an external coach. Staff supported and learnt from expert.</li> <li>- New assessment process applied in line with whole school policy with the aim of helping staff identify gaps in individual and whole class needs.</li> <li>- PE Team attended GSSP network meetings and PE conference to keep up to date with events, advice and best practice</li> </ul>	<ul style="list-style-type: none"> <li>- Observe staff in CPD areas and monitor impact</li> <li>- Observe staff to provide support</li> <li>- Provide online and F2F CPD training opportunities</li> <li>- Review use and application of assessment process</li> </ul>
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#### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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| <ul style="list-style-type: none"> <li>- Reviewed curriculum to provide a broad range of sporting opportunities</li> <li>- All children have attended at least one sporting event organised by either Thorp Academy cluster or GSSP</li> <li>- Provided a wide-range of competitive and non-competitive sport events in partnership with GSSP, B&amp;D FA and Thorp Cluster.</li> <li>- Children selected for different events depending on the purpose - competition, personal development, social development etc</li> <li>- Provided SEND specific sporting events</li> <li>- Provided opportunities for children 'Showing potential'</li> <li>- Children nominated for and attend GSSP Sports Awards</li> <li>- A range of ASC and lunchtime clubs provided for Years 2 - 6 .All clubs provided for free. &gt;50% children accessed at least one during or after-school club.</li> <li>- Provided additional opportunities for girls only football with over 60 girls from years 4, 5 and 6 attending football clubs, training, trials or events</li> <li>- Promoted and incorporated GSSP 'Blazing the Trail' activities into curriculum and achieved the 'Gold' award</li> <li>- Organised and delivered a 'Rainbow Run'</li> <li>- Held an annual school 'sports day', working alongside GSSP to plan and deliver an intra sports event.</li> </ul> | <ul style="list-style-type: none"> <li>- Review curriculum to ensure brevity of opportunity's and progression</li> <li>- Review events calendar and prioritise events to align with children's needs and the school curriculum</li> <li>- Plan clubs and external coaching and providers to align with events and the school curriculum (YogaBugs EG)</li> <li>- Review afterschool club provision to align with pupil voice, curriculum and events</li> <li>- Review of OAA opportunities for 2023/24</li> <li>- Review provision of swimming booster session to provided greater opportunity for Y6 children to achieve KS2 objective</li> </ul> |
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#### Key indicator 5: Increased participation in competitive sport

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| <ul style="list-style-type: none"> <li>- All children have attended at least one sporting event organised by either Thorp Academy cluster or GSSP</li> <li>- Provided a wide-range of competitive and non-competitive sport events in partnership with GSSP, B&amp;D FA and Thorp Cluster.</li> <li>- Held an annual school 'sports day', working alongside GSSP to plan and deliver an intra sports event.</li> <li>- Children took part in the 'Rainbow Fun Run'</li> <li>- Children selected for different events depending on the purpose - competition, personal development, social development etc</li> <li>- Provided SEND specific competitive sporting events</li> </ul> | <ul style="list-style-type: none"> <li>- Continue partnership with GSSP to provide sporting opportunities</li> <li>- Review events and opportunities and prioritise based on school needs</li> <li>- Continue participation in the BTT projects</li> <li>- Provide annual Sports Day with GSSP and incorporate reception</li> <li>- Continue to provide at least one cluster event tournament for each child</li> <li>- Identify and target SEND, less active and other children who could benefit personally and socially from involvement in focused events</li> <li>- Develop and promote intra-school tournament weeks at the end of units</li> </ul> |
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| <ul style="list-style-type: none"> <li>- Completed the BTT project and achieved the 'Gold' award</li> <li>- Year 4, 5 and 6 girls had opportunities to participate in girls only football events with GSSP, B&amp;D FA and NUF.</li> <li>- Intra-Class Tournaments Week held with winning house teams getting trophy in each class</li> </ul> |  |
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:	
	2022/2023	2023/2024
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	92%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%	
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 students today and for the future.

<b>Academic Year: 2022-23</b>	<b>Fund allocated:</b> Approx. £19,000 <b>2021/22 carry forward:</b> 0 <b>Total available:</b> <u>£19,000</u>  <b>Total spend:</b> <b>Total to carry forward:</b>	<b>Date Updated:</b> November 2023		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To enhance physical development by increasing activity levels at playtimes and lunchtimes for KS1 and KS2 children.	Continue use of playground equipment for 2023/24.  Lunchtime staff to attend a GSSP workshop on how to promote active breaks.			
	Monitor and replenish equipment when necessary.			
	Use pupil voice when purchasing equipment.			

To have a whole school awareness of the need for 30+ active minutes per day.	<p>Activity maps to be completed at the start of the academic year alongside class teachers to identify areas of inactivity and address those. Monitor and adapt throughout the year.</p> <p>PE team to monitor and look into any new initiatives to keep children active at any opportunity in lesson times.</p>			
Accreditation from SSP 'Health and Wellbeing programme' with a priority on engaging sedentary or potentially sedentary children in physical activity.	<p>Action areas of improvement identified in 2022/23 action plan review</p> <p>Health and Wellbeing team to keep up to date via network meetings and create a new action plan for Health and Wellbeing. Continue with Health and Wellbeing Award through the use of an action plan to meet the criteria for Silver.</p>	<p>£575 membership</p> <p>£375 extra services</p>		
	<p>Continue use of Travel Tracker and book in termly visits from Strider.</p> <p>Monitor changes in active travel</p>			
<p>Provide a rich and varied menu of activities for children to take part in via afterschool clubs.</p> <p>These will include opportunities not offered via PE.</p>	<p>Review club opportunities for 2023/24 from both school staff and external coaches to align with pupil interests, school curriculum, organised events, and indoor and outdoor space availability.</p>			
	Provide all after-school clubs for			



	free- aim to get 30% of children attending an after-school club.			
	Less active pupils to be targeted to ensure all children are reaching their active minute targets.			
	Maintain, monitor and review and replenish current resources.  Continue to maintain the organisational structure of resources.			
To maximise PE opportunities Spare kit to be available for pupils throughout school, to be used in the event of any incomplete kit.	Apply school field markings in autumn and summer.			
	Review indoor and outdoor timetabling to maximise opportunities.			
	Review and replenish PE kits (for lessons) as well as events PE kit at the start of the year and the throughout it. Swimming resources to be included.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children aspiring to participate in sporting activities, as they see sporting achievements being valued within school.	Provide opportunities to celebrate sporting achievements/watch performances e.g in class, whole school assemblies, news bulletin and nominations for GSSP Awards.			
	Provide rewards for achievements in sport e.g firepit treat, winning house point activities and medals/trophies.			
	Review rewards system and book end of year house points activity in advance.			
Develop the use of house team points within PE and sports	<p>Review purpose and application of house points.</p> <p>Review best practice for class teachers to collect house points.</p> <p>Clarify role and responsibility of House Captains.</p> <p>Select House Captains by vote.</p> <p>House Captains to be given responsibilities during the year.</p> <p>Plan and book winning house team prize in advance. Use pupil voice for suggestions.</p>			
To apply for any deserving applicants	Staff to be aware of the awards			

for the awards at the annual GSSP awards night.	<p>available and to carefully consider any suitable applicants.</p> <p>Celebrate winners to inspire others on display board.</p>			
<p>To offer a progressive PE curriculum across the whole school from EYFS to year 6.</p> <p>To provide a variety of PE and sporting activities which will inspire and enthuse children further when engaging in sports.</p>	<p>Monitor and review 'GetSet4PE' curriculum</p> <p>Use formal method of feedback (Microsoft survey) for teachers to evaluate quality of lessons and resources and organisation of curriculum map.</p> <p>Carry out lesson observations to identify strength and weakness.</p>			
	Monitor and review the EYFS PE curriculum with CF and KW to ensure progression and transition to KS1.			
	Monitor and review PE cupboard equipment through PE Team audit and staff communication.			
	Review indoor PE timetabling to meet teaching needs			
Update physical and online noticeboards	<p>Update physical notice board throughout the year with certificates, photos and reports of events attended.</p> <p>Update physical notice board throughout the year for BTT progress</p> <p>Share PE opportunities in weekly news</p>			

	bulletins  Share PE opportunities on the 'News' page on the website			
To participate in the Blazing the Trail Award	Promote and delegate BTT activities to whole school or specific year groups			
	Blazing the Trail physical display  Review and update with Blazing the Trail 2023/24 photographs/entries.			
Develop formal methods for parent and pupil voice	Analyse surveys and take actions in relation to this.  Identify less active children and offer additional opportunities active opportunities  Use Microsoft surveys to gain information about positive experiences related to sporting opportunities, to identify out of school clubs attended and less active children.			
Promote profile of PE with appropriate sports clothing	Continue to promote the wearing of staff PE clothing for PE lessons and events			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop confidence of staff when teaching PE and sports activities.	<p>Observe staff CPD areas previously provided to monitor impact.</p> <p>Identify different PE areas for staff CPD next year.</p> <p>Analyse staff surveys and determine action.</p>			
To develop confidence in assessing children's progress in PE and identify children for additional support.	<p>Continue new system of assessment.</p> <p>Monitor and review with staff.</p>			
Whole school staff to be well informed about new PE initiatives - receiving support and advice from leading PE and sport specialists.	<p>PE team to attend GSSP and cluster meetings throughout the year and share relevant information.</p> <p>Through the GSSP, advice is at hand from leading physical education and sports specialists.</p>			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Annual programme of events via school cluster events and the GSSP, providing children with opportunities to compete with themselves and other schools.	Membership of Gateshead School Sports Partnership (Premium) allowing all pupils to experience a wide range of activities and sports competitions and festivals.	SSP premium membership £2370		
	Review 2023/24 events calendar and prioritise events to align with children's needs and school curriculum. Plan external coaching and providers to also align with events and curriculum.			
	Ensure that all pupils attend at least one sporting event.			
	Track pupils' access and participation in sporting clubs.			
	Review curriculum map to ensure a wide range of activities for all pupils.			
Children to access a wide variety of sporting events, beyond walking distance.	Provision of transport to and from borough wide events.			
Strong club links to be promoted to encourage children to attend clubs outside of school.	Promote local clubs and coaches in the weekly bulletin.			

Improve football skills in girls from Years 1-6.	<p>Continue previous provisions.</p> <p>Enter into additional mixed and girls only competitions with B&amp;D FA.</p> <p>Review opportunities for girls only football in KS1. Link with FA shooting Stars programme (some teachers have had training)</p>			
All children are taught to swim until they can achieve this over 25 meters. Children learn to swim a variety of strokes and can self-rescue in a swimming pool.	Membership of the ASA aquatic awards scheme to motivate and track pupils' progress in swimming.			
	Ensure all Year 5 pupils attend weekly swimming lessons to be NC objectives.			
	Review provision of booster sessions to provide greater opportunity to achieve KS2 objects for Y6 children who had not already.			
KS2 children to access varied OAA off site.	Review opportunities for 23/24			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased participation in intra and inter competitive sport.	Membership of Gateshead School Sports Partnership, offering all pupils opportunities to engage in competition through comprehensive events on offer.	Cost previously mentioned		
	Each year group to access a minimum of one cluster event and one GSSP event.			
	Review events and opportunities for 2023/24			
	Complete the BTT award which provides inter-school sporting linked competitions.			
	Book sports day with GSSP for 2023/24 and deliver an intra sports event.	£600		
	Plan and deliver 'school games day and events' e.g. 'Rainbow Run' to include inclusive sports and games.			
	Review Sport's Leaders Roles			
	Identify and target SEND, less active and other children who could benefit personally and socially from			



	involvement in focused events			
	Develop and promote intra-school tournament weeks at the end of units			