

# Emmaville Primary School

## PE & Sport Premium Action Plan

2022 - 2023

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 2021-22	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>- Pupil survey conducted and equipment restocked in yard sheds to encourage children to be active at lunchtimes.</li> <li>- Achieved bronze award with Gateshead Health and Wellbeing</li> <li>- Children identified and attended Panathlon events as well as sports leaders during Sports Day and Rainbow Run</li> <li>- Whole school implementation of Living Streets Travel Tracker to promote and praise active travel</li> <li>- All clubs provided for free- lunchtime clubs set up by All Stars Rugby to target inactive pupils</li> <li>- Y6 children all received walking boots and completed walks with K.Young</li> <li>- Resources audited and purchased to ensure high quality lessons/ active breaktimes</li> </ul>	<ul style="list-style-type: none"> <li>- Train lunchtime staff to encourage games/active play</li> <li>- Continue with Gateshead Health and Wellbeing award. Use action plan to achieve silver award</li> <li>- Promote Living Streets Travel Tracker during assemblies and termly progress in news bulletin</li> <li>- Carry out trials for next year's football team</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 e.g badminton</li> <li>- Reapply markings in autumn 1 to allow for athletics lessons and football training/ clubs</li> <li>- Carry out audit of spare PE, school team and swimming kits</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>- Celebrated sporting achievement in assemblies and new bulletins</li> <li>- Won 3 of the GSSP awards- football team, dance festival performance and M.Thompson (all children attended the event along with parents for individual winners</li> <li>- Winning house team enjoyed OAA- Laser quest and archery as a reward</li> <li>- Promoted and incorporated GSSP 'Blazing the Trail' activities into curriculum and achieved the 'Diamond' award for the second year running</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to share and celebrate successes via news bulletin, displays, MM etc</li> <li>- Encourage parents to support/ attend competitive events and festivals throughout the year</li> <li>- Nominate House Captains and give responsibilities for keeping track of House Points</li> <li>- All staff to be made aware of GSSP awards and encourage staff to</li> </ul>

<ul style="list-style-type: none"> <li>- Reviewed and evaluated PE scheme and curriculum maps - staff commented on increase in confidence in delivery of PE</li> <li>- Physical and online PE noticeboards regularly updated as well as news bulletin</li> <li>- Raised awareness and promoted CWG 22 through the Blazing the Trail award</li> <li>- Active Selfies display in hall to share children's sporting hobbies and promote PESSPA</li> </ul>	<ul style="list-style-type: none"> <li>- nominate pupils</li> <li>- PE Team to identify key sporting events to promote and link to units of study</li> <li>- Continue participation in BTT project</li> <li>- Develop formal methods for parent and pupil voice</li> <li>- Review and purchase staff PE clothing</li> <li>- Develop formal structures to engage young people through Sports Leaders, School Games Crews,</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 opportunities through team teaching/observing Newcastle Eagles/ Kensho Karate/ ACFC football</li> <li>- PE Team attended GSSP network meetings and PE conference to keep up to date with events, advice and best practice</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Identify area where teachers lack confidence through formal and informal methods.</li> <li>- Address these weaknesses through CPD and use of external coaches to learn from</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

<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>- Reviewed, purchased and introduced new PE scheme and curriculum that offers a broad experience of a range of sports and activities</li> <li>- Promoted and incorporated GSSP 'Blazing the Trail' activities into curriculum and achieved the 'Diamond' 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> <li>- Continued to invite coaches from a range of local clubs to school promote their clubs both in person and via the news bulletin.</li> <li>- Carried out an audit of available spare kit in school and purchased new spare PE kit for all year groups to ensure all pupils have access to PE</li> </ul>	<ul style="list-style-type: none"> <li>- Review events calendar and prioritise events to align with children's needs and the school curriculum</li> <li>- Carry out pupil voice survey to identify afterschool club preferences</li> <li>- Plan external coaching and providers to align with events and the school curriculum</li> <li>- Review afterschool club provision to align with pupil voice, curriculum and events</li> <li>- Invite local clubs into school for taster sessions and promote in news letter</li> <li>- Review of OAA opportunities for 2022/23</li> <li>- Review opportunities to continue Walk and Talk Foundation links</li> </ul>
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<p>lessons.</p> <ul style="list-style-type: none"> <li>- Purchased spare swimming PE kits (including towels) for year 5 swimming lessons.</li> <li>- Year 5 pupils attended surfing lessons at Tynemouth Longsands.</li> <li>- Year 6 pupils attended Clip n Climb</li> <li>- Year 5 pupils attended swimming lessons</li> <li>- Year 6 pupils received booster swimming sessions all year</li> <li>- Winning House team took part archery and laser quest activities</li> <li>- Yogabugs subscription renewed</li> </ul>	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	
<ul style="list-style-type: none"> <li>- All children took part in 'Blazing the Trail' activities that were then submitted for competition against other schools</li> <li>- Children took part in the 'Rainbow Fun Run' for the second year</li> <li>- Held an annual school 'sports day', working alongside GSSP to plan and deliver an intra sports event.</li> <li>- All children attended at least one cluster event and many KS2 children accessed one GSSP event e.g Athletics Festival, Quadkids, Basketball Tournament, multiple football tournaments organised by Blaydon and District</li> <li>- Boys football team won the Blaydon and District League, the North East league and competed in the England School's final at Coventry</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>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:	
	2021/22	2022/2023
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.	98%	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	89%	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%	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?	Yes/ <b>No</b>	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.

Academic Year: 2022-23	Fund allocated: Approx. £19,000 2021/22 carry forward: 0 Total available: <u>£19,000</u>  Total spend: £22647 Total to carry forward: 0	Date Updated: July 26th		
<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 2022/23.  Train lunchtime staff on how to encourage use of equipment of games that can be played.	N/A	Evidence: Use of playground equipment was continued throughout the year.  New guidance was circulated to playground staff (April 2023) on how to manage equipment.  Impact: Children had a range of physical activity opportunities. Children were involved in physical activities.	Continue use of playground equipment for 2023/24.  Lunchtime staff to attend a GSSP workshop on how to promote active breaks.
	Restock playground equipment gaps	£1628	Evidence: Playground equipment was restocked and	Monitor and replenish equipment when necessary.

			reorganised in April 2023.	
			Impact: Children had a broader range of physical activity opportunities. Behaviour improved and arguments reduced (anecdotal evidence)	
	Purchase playground equipment based on children's requests.	N/A	Evidence: Pupil voice surveys were used to collect children's requests.	Continue to use pupil voice when purchasing equipment.
			Impact: Equipment was purchased based on children's wants and needs and as such relevant to them.	
Accreditation from SSP 'Health and Wellbeing programme' with a priority on engaging sedentary or potentially sedentary children in physical activity.	Identify less active children and provide an after-school club to engage them in active lifestyles.  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.	£575 membership  £375 extra services	Achieved silver Health and Wellbeing Award.  Children identified and attended events to increase activity including Panathlon and lunchtime clubs.  JW and NJ attended network meetings and wellbeing conference LP attended mental health first aid training (Summer2)  Summer 2 Wellbeing Enrichment Week inc Mr Skippy workshops and Emma Jenkins Wellbeing workshop Rainbow Fun Run held which promoted involvement in sports and wellbeing	Action plan created to address areas of improvement.

			<p>A range of ASCs provided for Y2 - Y6.</p> <p>Impact: Greater number of children have had the opportunity to access sports and clubs which has led to continued participation with local sporting clubs.</p>	
	<p>Promote active travel through use of Living Streets Travel Tracker via assemblies and in the newsletter with parents. Share impact on a termly basis.</p> <p>Encourage classes to log their travel twice a week- monitor progress and award badges.</p>	N/A	<p>Evidence: All classes are now using the Living Streets Travel Tracker (at least 3 times a week). Strider Mascot visit at home time to promote travel tracker to parents. Badges awarded for children who have travelled actively.</p> <p>Impact: Increased no. of children travel to school in an active way.</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>BE to continue football club and team and enter into regular competitions. Providing coaching session and lessons for younger children to prepare and inspire them to do football. Carry out trials for the following year.</p>	N/A	<p>Evidence: Children took part in tournaments for Y5/6 7-side mixed football, Year 6 7-side girls football, Year 6 5-side girls' football and Year 4 6-side girls' football. Year 5 were to attend tournaments for girls' football but they were cancelled due to poor weather.</p> <p>A girls only Year 4, 5 and 6 tournament was held on Summer 2.</p> <p>Coaching sessions were provided for the Year 5/6 mixed squad, the Year 6 girls squad, the Year 5 girls</p>	<p>Sustainability: Dependent on availability of staff to continue. Discussions with leadership as to alternative provisions.</p> <p>Next steps: Continue to enter children in current tournaments as well as additional tournament for Y6 girls and Y4 mixed through the B&amp;D FA.</p>



			<p>squad, and a mixed Year 5/6 girls sessions.</p> <p>Coaching sessions were provided for Year 2 children by NUF.</p> <p>Lessons were carried out for different year groups.</p> <p>Year 4 and 5 trials were carried out for next year's teams.</p> <p>A girls only Year 4, 5 and 6 tournament was held on Summer 2.</p> <p>Impact: Children had a range of opportunities to engage in both fun and competitive football competitions.</p> <p>The number of girls participating in football increased.</p> <p>Children were well prepared for competition.</p>	
	Continue annual membership of Blaydon and district football league	£50	<p>Evidence: Paid</p> <p>Impact: Children were able to participate in football events organised by B&amp;D FA.</p>	Continue next year. New rate is £150.
	Provide all after-school clubs for free- aim to get 30% of children attending an after-school club.	Y2 Football - £300	Evidence: Club opportunities were reviewed at the beginning of the year and aligned with curriculum and events.	Continue to review club opportunities and align with curriculum.
	Review club opportunities for 2022/23 from both school staff and	Y5/6 Girls Football - £300		Continue to use pupil voice to determine need and wants

	<p>external coaches to align with pupil interests, school curriculum, organised events, and indoor and outdoor space availability.</p> <p>Less active pupils to be targeted to ensure all children are reaching their active minute targets.</p>	<p>Year 2 &amp; 4 Tag Rugby - £512</p>	<p>All after-school (and during school) clubs were provided for free.</p> <p>Clubs offered were Y2 football, Y5/6 girls football coaching, Y2 and 4 tag rugby, Year 5/6 mixed football, Y6 girls football, Y5 girls football, Y4&amp; 5 mixed football trials, Y6 netball, Y5&amp;6 hockey, Y3-6 athletics, Y2 music theatre, Y3 mindfulness club, Y4 &amp; 5 wellbeing club.</p> <p>More than 50% of children attended active either during or ASCs.</p> <p>Impact: Children had a wide range of after and during school clubs for free.</p> <p>Health and fitness, skills development, inspirations, teamwork and social.</p> <p>Children were better prepared for competition by having lessons and/or coaching in advance.</p>	<p>regarding clubs.</p> <p>Identify and target less active children from whole school survey.</p>
To maximise PE opportunities	Review PE resources and purchase required equipment and storage solutions.	£2873	<p>Evidence: PE resources (equipment and clothing) reviewed at start of school year and replenished.</p> <p>PE resources reorganised at same time.</p>	<p>Continue to maintain, monitor and review and replenish current resources.</p> <p>Continue to maintain the organisational structure of resources.</p>

			<p>Impact: Children accessed well resourced lessons and supported teachers in their teaching therefore provided higher quality lessons.</p> <p>Teachers found resources in a timely manner.</p> <p>Children participate in a greater number of sporting opportunities as appropriate kit was available.</p> <p>Children had greater confidence as they had appropriate clothing.</p>	
	Reapply markings on field in autumn 1 ready for athletics sessions and football training.		<p>Evidence: Paid</p> <p>Impact: Children had football and athletics sessions with appropriate markings. Children trained for football and athletics tournaments. Supported PE lessons. Children's skills and development benefitted from this.</p>	Reapply markings in Autumn term 1 ready for the start of the new school year.
Spare kit to be available for pupils throughout school, to be used in the event of any incomplete kit.	<p>Audit to be carried out of available spare kit in school and new kit to be purchased where necessary.</p> <p>Spare swimming PE kits (including towels) to be purchased for swimming lessons.</p>	£1868	<p>Evidence: Spare kit was purchased including rugby tops, cotton athletics t-shirts, football socks, shin guards and goalkeeper gloves.</p> <p>Impact: Children with inappropriate clothing accessed PE lessons and clubs. Children attended events with appropriate clothing.</p>	Continue to review and replenish PE kits (for lessons) as well as events PE kit at the start of the year and the throughout it.

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.	N/A	<p>Evidence: Sporting opportunities and successes shared in weekly news bulletin, display boards, school website and assemblies.</p> <p>Parents and supporters invited and encouraged to attend events; relevant information provided in advance to support this.</p> <p>Children nominated for GSSP awards ceremony (A. Ledger - football, E. Maxwell - running, Z. Bowman - swimming, N. Dixon - various, Y6 Girls Football Squad). Two individual and one team award were recognised.</p> <p>Impact: Children inspired to engage and participate, build pride and confidence in their achievements.</p>	Continue next year
	Provide rewards for achievements in sport e.g firepit treat, winning house point activities and medals/trophies		<p>Evidence: House trophies awarded to each class for winning team during intra-house week (autumn term 1).</p> <p>Impact: Provided motivation and reward for success.</p>	Review rewards system and book end of year house points activity in advance.

To continue to develop the use of house team points within PE and sports	<p>Select House Captains by vote in September.</p> <p>House Captains to be given responsibilities during the year.</p> <p>Review best practice for class teachers to collect house points.</p>	N/A	<p>Evidence: House Captain were selected and have taken on responsibilities this year (giving out intra-house trophies, sharing house points scores at assemblies).</p> <p>Teachers have continued to use the online spreadsheet.</p> <p>Impact: Provide motivate, competitive spirit, team sprit and pride in success.</p>	<p>Next steps: Clarify role and responsibility of House Captains.</p> <p>Review purpose and application of house points.</p> <p>Plan and book winning house team prize in advance. Use pupil voice for suggestions.</p>
To apply for any deserving applicants for the awards at the annual GSSP awards night.	<p>Staff to be aware of the awards available and to carefully consider any suitable applicants.</p> <p>Celebrate winners to inspire others on display board.</p>	N/A	<p>Evidence: Email sent to all staff to inform of GSSP awards and nominate children. Physical applications packs also provided to each class.</p> <p>Children nominated for GSSP awards ceremony (A. Ledger - football, E. Maxwell - running, Z. Bowman - swimming, N. Dixon - various, Y6 Girls Football Squad). Two individual and one team award were recognised.</p> <p>Impact: Children inspired to participate and aim high, to build pride and confidence in their achievements.</p>	Next steps: Continue next year.
To offer a progressive PE curriculum across the whole school from EYFS to year 6.	<p>Monitor and review 'GetSet4PE' curriculum</p> <p>Create formal method of feedback</p>	N/A	<p>Evidence: Curriculum reviewed at the start and during the year and modified to meet the needs of children and the whole school</p>	Next steps: Continue next year but also carry out lesson observations to identify strength and weakness.

<p>To provide a variety of PE and sporting activities which will inspire and enthuse children further when engaging in sports.</p>	<p>(Microsoft survey) for teachers to evaluate quality of lessons and resources and organisation of curriculum map.</p>	<p>N/A</p>	<p>curriculum. Some elements of the curriculum were modified to align with sporting events whilst maintaining skills progression and development.</p> <p>New assessment process implemented in line with whole school policy and in follow up to school improvement offer's recommendations.</p> <p>Formal and informal feedback carried out for staff and children.</p> <p>Impact: Children had a broad and balance range of opportunities that provided progression through the year groups. They were also well prepared for sporting events which was also reflected in the level of success achieved.</p> <p>Consistency across the school in terms of foundation assessment which identifies gaps and supported provided.</p> <p>Identified that staff were confident in the curriculum and lesson resources.</p>	
	<p>Evaluate and review the EYFS PE curriculum with KW to ensure progression and transition to KS1.</p>	<p>N/A</p>	<p>Evidence: Meeting with KW - discussed curriculum, units and progressions. Altered order of units to provide better progression.</p> <p>Impact: More linear progressions</p>	<p>Review in 2023/24</p>

			across the EYFS and into KS1.	
	Monitor and review PE cupboard equipment through PE Team audit and staff communication.	See above	<p>Evidence: Resources (equipment and clothing) reviewed, purchased and reorganised.</p> <p>Impact: Sporting opportunities provided were maximised as was the ability for the children to participate. Children had greater opportunities to be engage with sport and be inspired.</p>	Continue next year
	Review indoor PE timetabling to meet teaching needs	N/A	<p>Evidence: Timetable was reviewed and modified to meet the needs of the children and the school curriculum.</p> <p>Impact: Sporting opportunities provided were maximised as was the ability for the children to participate. Children had greater opportunities to be engage with sport and be inspired.</p>	Continue next year
Update physical and online noticeboards		N/A	<p>Evidence: Physical and online noticeboards were updated throughout the year with up to date sporting opportunities and achievements.</p> <p>Impact: Sport and PE was promoted, creating inspiration, encouraging participating and celebrating success.</p>	Continue next year.
To participate in the Blazing the Trail	Promote and delegate BTT activities	N/A	Evidence: Emmaville participated in	Continue next year.

Award	to whole school or specific year groups		5 of the 7 projects and achieved the Gold award.  Impact: PE and the Olympic values was promoted and linked to cross-curricular activities.	
	Blazing the Trail physical display  Review and update with Blazing the Trail 2022/23 photographs/entries.	N/A	Evidence: BTT display updated with award certificates for each project.  Impact: Promoted PE and the values of the Olympic Games.	Continue next year.
Develop formal methods for parent and pupil voice	Use Microsoft surveys to gain information about positive experiences related to sporting opportunities, to identify out of school clubs attended and less active children.  Less active children to be provided with after school club opportunities.	N/A	Evidence: Microform form surveys created to gather feedback from children regarding 'PE Experiences' and 'Positive Experiences of Competition'. Surveys carried out at different points during the year.  Impact: Have a better awareness of actual experiences and opinions of children.	Next steps: Analyse surveys and take actions in relation to this.  Identify less active children and offer additional opportunities active opportunities
Promote profile of PE with appropriate sports clothing	Review and purchase staff PE clothing		Evidence: New staff clothing was purchased when needed.  Impact: Staff wore appropriate clothing, showing that they valued PE and set the tone for expectations with children. It promoted the profile of PE and Emmaville within the school and out of it.	Continue next year.



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.	Review coaching opportunities next year and providers. Identify areas where teachers lack confidence and support them with coaches to learn from.	Y1&3 - Tag Rugby £1000  Y4 - Hockey - £216  Y5 - Dance - £520  Y6 - Football £420  Y6 - Cricket - £100	Evidence: Each year group was provided with one half-term of external coaching for the class. Year 1 (rugby), Year 2 (football), Year 3 (rugby), Year 4 (hockey), Year 5 (dance) and Year 6 (football and cricket). Staff supported sessions as part of their CPD.  Staff survey carried out regarding needs and training.  Impact: Staff developed their skills within those areas.	Next step: Observe staff within those same areas to monitor impact.  Identify different PE areas for staff CPD next year.  Analyse staff surveys and determine action.
To develop confidence in assessing children's progress in PE and identify children for additional support.	PE team to audit GetSet4PE assessment tracker. Discuss with teachers and adjust to suit needs of our pupils.	N/A	Evidence: A new assessment system was introduced in line with the whole school policy and in response to the school improvement officer's recommendations.  Impact: Assessment in line with whole school system. Gaps in individual and whole class needs identified.	Continue new system next year. Monitor and review with staff.

Whole school staff to be well informed about new PE initiatives - receiving support and advice from leading PE and sport specialists.	PE team to attend GSSP and cluster meetings throughout the year.  Through the GSSP, advice is at hand from leading physical education and sports specialists.	N/A	Evidence: PE team attended all meetings. Ideas and learning were reviewed with PE and SLT and actioned.	Continue next year
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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	<p>Evidence: Attended a broad and balanced range of events that were aligned with curriculum and met the needs of different children. For different events, the purpose and goals were different and as such different children were chosen depending on their needs and abilities.</p> <p>Curriculum, coaching and clubs were aligned with events to ensure children were well prepared.</p> <p>Impact: Children had the opportunity to attend a broad range of competitive events and festivals. Children were well prepared for events.</p>	<p>Continue next year</p> <p>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, curriculum and identified/focused children's needs.</p>
	Review 2022/23 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.	N/A	<p>Evidence: Curriculum, events and clubs aligned to ensure children were prepared for events.</p> <p>Impact: Children were well prepared for events and had positive experiences of competition.</p>	<p>Continue next year</p> <p>YogaBugs afterschool club for targeted children (EG)</p>
	Ensure that all pupils attend at least one sporting event.	N/A	Evidence: All pupils had the opportunity to attend at least one	Continue next year

			<p>sporting events (Throp cluster events, Rainbow Fun Run and Sports Day).</p> <p>Other evenst were selected based on competitive needs, SEND needs, PP needs etc</p> <p>Impact: Health, competition, inspiration, achievement, teamwork.</p>	
	Track pupils' access and participation in sporting clubs.	N/A	<p>Evidence: Registers taken and survey conducted. Clubs planned so that each year group has at least one sporting club opportunity during the year. For non-competitive/selective clubs, equal opportunity access was provided (50:50 ration girls and boys).</p> <p>Impact: &gt;50% of children attend during or after-school clubs (PE and wellbeing).</p>	Continue next year
	Review curriculum map to ensure a wide range of activities for all pupils.		<p>Evidence: Curriculum map was reviewed and modified before the start of academic year but also adapted during the year to meets the needs of the children and the school curriculum.</p> <p>Impact: Children had a broad and balanced range of opportunities to promote health and sport as well</p>	Continue next year

			as find something that they are passionate about.	
Children to access a wide variety of sporting events, beyond walking distance.	Provision of transport to and from borough wide events.	£6000	Evidence: Children attended a wide range of off-site sporting opportunities.  Impact: Health, competition, inspiration, achievement, teamwork	Continue next year
Strong club links to be promoted to encourage children to attend clubs outside of school.	Promote local clubs and coaches in the weekly bulletin	N/A	Evidence: Local clubs were promoted in the Weekly Bulletin  Impact: Raised awareness of local clubs which increased the number of children participating in organised sports.	Continue next year.  NS: Invite clubs in for taster sessions.
Improve football skills in girls from Years 1-6.		N/A	Evidence: Mo Hamida provided Y2 mixed lunchtime football club, Year 6 mixed lessons and Year 5/6 girls only after-school club. NUF provided Y2 mixed lessons and a Y4 girls only tournament. B.Elliott provided Y5/6 mixed football ASC, Year 5 girls only football DSC, Year 6 girls only football ASC, Year 4 mixed trials and Year 5 mixed trials. Emmaville participated in B&D Y5/6 mixed 7-side League and Cup competitions, B&D Year 5/6 girls only league, GSSP Year 5/6 girls only tournament.	Continue next year  Enter into additional mixed and girls only competitions with B&D FA.  Review opportunities for girls only football in KS1. Link with FA shooting Stars programme (some teachers have had training)

			<p>52 girls from years 4-6 participated in an Emmaville Girls United Football Tournament.</p> <p>Addition football provided a break and lunchtime to allow all children (but with girls in mind) to have greater access and opportunity to football.</p> <p>Impact: 19 girls from Year 6 participated in either clubs or tournaments, 20 girls from Year 5 participated in clubs, and 22 girls participated in either clubs or tournaments.</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.	N/A		
	Ensure all Year 5 pupils attend weekly swimming lessons to be NC objectives.	N/A	<p>All Year 5 children attended weekly swimming lessons for the duration of the 2022/23 calendar.</p> <p>Impact: Please see above for swimming figures. In addition, children developed survival skills and a love of water and swimming.</p>	Continue next year
	Provision of continued swimming and 'booster' swimming lessons for any children who have not achieved the 3 swimming objectives by the end of Year 5 swimming lessons.	N/A	<p>Evidence: Four Year 6 children who had not achieved their the 25m target attended swimming sessions in Summer 2.</p> <p>Impact: None of the four children achieved the KS2 objectives.</p>	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.		<p>Year 6 Surfing - £1360</p> <p>Year 5 Residential - £1900 (busses)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>- Year 6 Surfing</li> <li>- Year 5 OAA Residential</li> <li>- Y3 Orienteering Festival</li> </ul> <p>Impact: Health and fitness, enjoyment, inspiration, team building and overcoming fears</p>	Review opportunities for 23/24
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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	See above	See above
	Each year group to access a minimum of one cluster event and one GSSP event. Review events and opportunities for 2022/23	N/A	All children accessed one cluster event (sports festival). All children accessed one GSSP events (Sports Day)	Review events and opportunities for 2023/24
	Complete the BTT Diamond award which provide inter-school sporting linked competitions.	N/A	Each year group was delegated one BTT project. Five year groups achieved their certificate. The school achieved the Gold Award for BTT.  Impact: Participation raised awareness of the Olympic values, promoted PE and linked PE with other subject areas.	Review involvement and impact for 2023/24
To increase participation in intra school sport.	Book sports day with GSSP for 2022/23 and deliver an intra sports event.		Evidence: GSSP Sports Day held. EYFS Sports Day held.  Impact: All children participated in an intra-school event. Health and fitness, inspiration, team work, completion and achievement.	Book sports day with GSSP for 2023/24.



	Plan and deliver 'school games day and events' e.g. 'Rainbow Run' to include inclusive sports and games.  Review Sport's Leaders Roles	£280	Rainbow Fun Run held for whole school.  Sports day held with competitive and non-competitive events.  Year 5 Sports Leaders supported the KS1 Sports Day. Year 4 Sports Leaders supported the EYFS Sports Day. Year 5 Sports Leaders supported the RFR.  Impact: All children participated in inclusive sports and games. Health and fitness, inspiration, team work, completion and achievement. Developed leadership skills.	Review whole school opportunities and the Sports Leaders role for 2022/23
	Continue to provide at least one cluster event tournament for each child	N/A	See above	See above
	Identify and target SEND, less active and other children who could benefit personally and socially from involvement in focused events	N/A	Evidence: All SEND children attended at least one Cluster and GSSP organised event.  Selected SEND children attended GSSP Panathlon events during the year.  Impact: Physical, emotional, teamwork, leadership, pride, confidence.	Continue next year
	Develop and promote intra-school tournament weeks at the end of		Evidence: Inter-school Competition Week (Autumn 1) held with classes	Continue and review for 2023/24

	units		<p>running house competitions within their class based on the sport studied in PE. Winning teams were awarded trophies.</p> <p>Inter-class tournaments held at the end of PE unit blocks.</p> <p>Year 4, 5 and 6 Girls only football tournament held (Summer 2).</p> <p>Whole School Sports Day</p> <p>Impact: Experience of competition. Teamwork. Skills development.</p>	
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