

Total amount allocated for 2021/22	£18,760
Total amount allocated for 2022/23	£18,760
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,760
Total Spend this for 2022/23	£
Amount Carried Forward to 2023/24	£

<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 practised 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>	52%
<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%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	33%

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?	No
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Academic Year: 2022/2023	Total fund allocated: £18,760	Date Updated: July 2023		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>1.1 Increased physical activity for all pupils</p>	<p>Y3 Hoopstarz Programme (Autumn 2022) – In school delivery of Hoopstarz Festival, personal challenges and inter-school competition</p> <p>Y5 Skipping Programme (Spring 2023) – in school delivery of Skipping Workshop, personal challenges and virtual inter-school class competition. Face-to-face team competition. Children provided with individual skipping ropes</p>		<p>All Year 3 pupils were engaged in physical activity. Pupils motivated to practice and compete, improve their personal best. SH3/4 were the most improved class in inter school competition.</p> <p>Skipping workshops provided by specialist inspired children to be physically active and practice skipping at break times. Y5 taught younger children how to skip. SB5 most improved class during inter school competition.</p>	<p>Children to compete in hoopstarz next year. Funding put aside in 23-24 to replace hula hoops.</p> <p>Funding for Skipping programme in 23-24. Money available to buy and replace skipping ropes.</p>
<p>1.2 Increased opportunities for daily physical activity during the school day</p>	<p>Promote active travel</p> <p>Encourage all staff to deliver active lessons when appropriate</p> <p>Encourage staff to use active breaks during/between lessons (link to Y3 hooping and Y5 skipping projects)</p>		<p>Pupils encouraged to find different ways to get to school including walk, scooter or cycle. Lots of children took part in walk to school week.</p> <p>Children recognise the importance of brain breaks and are enjoy being active in breaks between</p>	<p>Continue to promote active travel in 23-24 including assemblies walk to school week.</p>

			lessons.	
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	New playground equipment purchased for active break times.	£115	More opportunities for children to be physically active at break time. The children have enjoyed having new equipment and alternatives to their normal playground games.	Regular checks of equipment, use funding for 23-24 to replace any broken equipment. Choose monitors to look after equipment and be in charge of handing out at break times.
1.3 Engage more children, particularly less active children, in extra-curricular activities	Identify children who don't already take part in extra-curricular activities Consult with pupils via School Council re extra-curricular activities and add new activities to extra-curricular programme	£779.17	Pupil voice identified activities that would encourage those less active to take part in extra-curricular activities. Archery, tri-golf, cricket, judo and lacrosse clubs provided to encourage participation based on pupil voice.	Pupil voice for 23-24 to see what clubs children would like to take part in. Providers contacted to introduce new activities such as bushcraft, geo-catching and paddlesports.
1.4 Use Sports Leaders to increase physical activity levels in the playground	Train and deploy leaders to engage less active children in playground activity		Y6 pupils trained as sports leaders to work with younger children from all year groups and provide games to play at break time and increase physical activity.	Train new sports leaders for next year and allocate money to buy new playtime equipment.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>2.1 Celebrate sporting successes to raise self-esteem and aspirations and develop team spirit</p>	<p>Recognition of team and individual success in PE and sport activities</p> <p>Following the delivery of Y3 Hoopstarz Festival/Y5 Skipping workshop, pupils given opportunity to take part in the personal challenges and inter-school challenge and progress and achievements shared and celebrated</p> <p>Year 6 girls football team winning county cup</p>		<p>Celebration of success for those children that took part inspired other children to take part in hula hooping and skipping.</p> <p>Year 5 children used skipping ropes at play time and encouraged children from other year groups to join in with skipping games.</p> <p>Year 3 developed their balance, coordination and general fitness levels by practising hula hooping in preparation for hoopstarz.</p> <p>Assembly to celebrate success of Year 6 football team, inspiring younger children and increasing overall interest in football.</p>	<p>Continue to encourage children to give their best and take part in competitions. Celebrate sporting success within school as well as promoting to parents via school website and social media.</p>
<p>2.2</p> <p>Providing pupils with opportunities for student voice and leadership responsibilities</p>	<p>School Sport Organising Crew</p> <p>Sports Leaders</p> <p>School Council</p>		<p>UKS2 pupils thrived when given responsibility. SSCO and sports leaders encouraged physical activity at break times and introduced younger children to new games. Sports leaders enjoyed helping out with the KS1 playground games festival and were good role models.</p>	<p>Continue to allow children in UKS2 to work with younger children and be given responsibility.</p>

	Equipment monitors			
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<p>2.3</p> <p>Make school community aware of PE, sport and physical activity within school</p> <p>2.4 Engage parents and wider school community in PE, sport and physical activities</p> <p>2.5 Pupils take part in range of wider activities using PE, sport and physical activity to engage learning</p>	<p>Share activities on school social media</p> <p>Share SSP Newsletter each term via school website</p> <p>Colour run</p> <p>Y6 First Aid training</p> <p>Y6 STEM workshop at Newcastle Eagles</p>		<p>Promoting sporting success, PE and clubs on school newsletter encouraged new clubs. Cramlington Blue ran a football club in summer term for Years 1-6 to encourage participation in football.</p> <p>Parents and children from all year groups took part in a colour run at the end of summer term. Opportunity for parents to be physically active with their children.</p> <p>Y6 pupils developed basic first aid knowledge. All y6 pupils took part in STEM workshop which inspired children through basketball with cross curricular links to maths and science.</p>	<p>Continue to share sporting achievements and PE via these channels. Bluestar will be returning in 23-24 to run a football club.</p> <p>Organise colour run for 23-24.</p> <p>Build on these events and look for other opportunities that engage children through sport.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
3.1 Increase staff skills, knowledge and confidence in different areas of the PE curriculum	KS1 staff work with specialist PE teacher in autumn term for CPD and upskilling Continued investment in Complete PE resource. Staff attended Gymnastics and OAA CPD led by Catherine Fitzpatrick of Complete PE	£11,330 £105	Retained School games platinum award. Increased confidence for KS1 staff who will be delivering PE. Children and staff gained skills and knowledge from a PE specialist. Consistent approach to delivering PE across school.	KS1 staff to deliver PE curriculum in 23-24. Staff training for 23-24 on using complete PE, online CPD available for staff who wish to develop their knowledge and confidence further. Learning walks and check ins with PE lead.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	

<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>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 know what to do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>4.1</p> <p>New activities included in PE curriculum</p>	<p>Member of staff worked alongside SSP Coordinator to deliver lacrosse as an extra-curricular club. Pupils took part in Orienteering and Archery.</p>		<p>Pupils introduced to new activities that they may not access outside of school. Children showed enthusiasm for trying new activities and enjoyed talking about what they had done.</p>	<p>Continue to introduce new activities to curriculum in 23-24. Embed into curriculum map and provide activities for all children.</p>
<p>4.2 All pupils experience a range of sports and activities to increase activity levels, particularly in the least active pupils</p>	<p>Participate in whole year group festivals and workshops -Y3 Hoopstarz -Y5 Skipping</p> <p>Sports leaders led festivals -KS1 Playground Games</p> <p>Every girl in KS1 and KS2 participated in FA's "Biggest Ever Football Session" delivered by Cramlington United's Wildcats programme</p>		<p>All children given opportunity to be physically active. Increased participation levels in those who are least active.</p> <p>Y6 pupils developed leadership skills and enabled KS1 children to be physically active.</p> <p>All girls provided with opportunity to get involved with football and links to external clubs to encourage further participation.</p>	
<p>4.3 Allow pupils to experience new activities to encourage more pupils to be active</p>	<p>Participate in SSP FAST! Activities (Fun and Active Summer Term)</p>		<p>Activities allowed all children to take part in fun and active</p>	<p>Continue to work with</p>

	<ul style="list-style-type: none"> -Roundnet -Little Movers -Karate -Circus Skills <p>Taster sessions linking to community clubs:</p> <ul style="list-style-type: none"> -Active Future Judo -Go Jiu Jitsu -Wildcats Girls' Football -Control and Move Fitness Acrobatics <p>Y6 Paddle boarding and Team challenge afternoons.</p>		<p>summer term. Pupils enjoyed trying new activities and had fun while being physically active. Children have attended external clubs based on their enjoyment of the FAST sessions.</p> <p>Year 6 developed their knowledge of safety around water and had developed their ability to work as a team.</p>	<p>providers to allow children to experience a range of new activities. Ask pupils what other activities they would like to try.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>5.1 Y3 children experience benefits of appropriate competition</p>	<p>School Games Y3 Multiskills Challenge Y3 Hoopstarz Festival, personal challenge and virtual inter-school competition</p>		<p>Children (including SEND) have had the opportunity to be involved in competitive sport. Many children have had opportunities to compete in competitions outside of school. This has encouraged them to compete for a place in the school team and represent the school, while showing resilience, desire and fairness towards others. Children have had experience of giving their best and competing against themselves and others.</p>	<p>Continue to provide a range of opportunities that allow children to compete against others. Continue to celebrate the success of children when they give their best and compete. Work with other schools to offer a range of inter school competitions.</p>
<p>5.2 Y4 children experience benefits of appropriate competition</p>	<p>School Games Y4 Multiskills Challenge School Games KS2 Rugby Festival School Games Y4 Gymnastics</p>		<p>Year 6 girls shared their county cup success in assembly and they also qualified for the regional finals.</p>	
<p>5.3 Y5 children experience benefits of appropriate competition</p>	<p>School Games Y5 Multiskills Challenge Y5 Skipping Workshop, personal challenges and inter-school competition</p>			
<p>5.4 Y6 children experience benefits of appropriate competition</p>	<p>School Games Y6 Multiskills Challenge School Games Y5/6 Badminton Festival School Games Y5/6 Netball competition</p> <p>Girls football trials and county tournament.</p>			
<p>Work with the school sports partnership to provide a range of</p>	<p>Partnership provided transport to and from festivals, opportunities to</p>	<p>£6301</p>		

<p>competitive experiences for all children.</p>	<p>work with specialist coordinators,</p>		<p>All children had opportunities to take part in competitive sports throughout the year. Children developed their ability to work as a team, resilience, experienced winning and losing. Children were supported by specialist coordinator at competitions.</p>	
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