



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

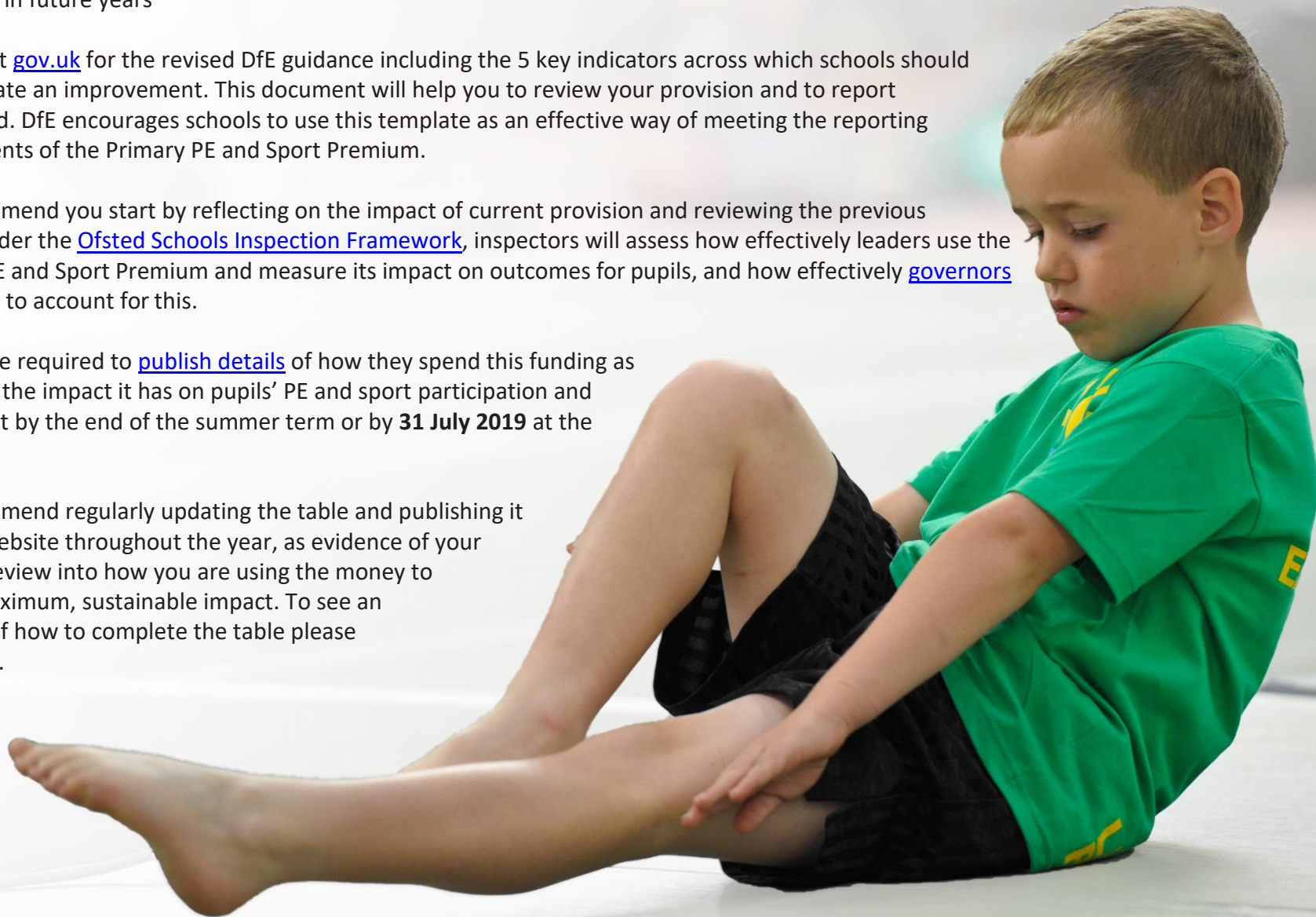
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Achieving 'Gold' School Games Mark for the first year at St. Charles' which shows increased contribution and promotion of PE throughout the school. - Teaching of PE throughout the school is at least good in every lesson with particular strengths lying in Key Stage 2 and EYFS in academic year 2018-19. - Whole school events were a huge success (including sports day and Go Run for Fun). Positive feedback received from parents and governors. 	<ul style="list-style-type: none"> - Parent and pupil questionnaires to be given out in Autumn term to gain feedback from pupils and parents on where further improvements across PE should be made. - The implementation of an 'active playground' which encourages active 30 minutes and more input from playground leaders. - Increased pupil voice in the school on reporting what is happening through sport through the use of Blogging and the implementation of a sports council.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	Yes

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: 2018/19		Total fund allocated: £17,800	Date Updated: 19.07.2019	
Key indicator 1: 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: 70%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop and sustain quality of teaching to be at least good throughout the school resulting in pupils making at least good progress within PE, enabling children to develop the required fundamental movement skills and the confidence to participate in regular physical activity and adopt Healthy Active Lifestyles.	Purchase of gold service level agreement with Newcastle PE and School Sport Service to help lead PE and sport within school including competitive events, creating a healthy active lifestyle and supporting teacher development in PE.	£2,950	Half-termly planning meetings with a member of staff from the School Sport Service to discuss and review PE provision throughout school and extra-curricular events that the children get involved in. Impact: increased confidence in planning and leading the curriculum and PE lead was able to pass on planning and delivery ideas to other members of staff to increase confidence in teaching PE.	Next year, signed up to School Sport Service at silver level. This aids St. Charles' in leading PE and sport more independently and become more self-sustaining.
	Six half termly meetings scheduled in to help PE coordinator to plan and review impact of PE and quality of teaching.		Additional meeting in the final half term between PE lead, deputy head and a member of the School Sport Service to discuss and plan curriculum for 2019-20. Impact: A comprehensive curriculum which allows children to prepare for competitions (including the school games) through PE lessons.	CPD from School Sport Service to be built on with a fundamentals session in next year's Autumn term. Dance notes from last year's CPD will be passed on to new staff members.
	Audit of PE provision to highlight needs for academic year. Result from 2017-18 impact summary, continue initiatives to create a more active school, up-skill teachers in planning and preparing block of PE lessons and create a robust assessment system.		CPD sessions for PE lead including "Leading PE in your school" and	After the School Sport Service conduct next year's PE assessments, a staff meeting will follow. This meeting will inform staff of how best to utilise the data acquired in assessments in order to build on fundamental skills. This will also identify any students
	Sharing of best practice from other			

	<p>Newcastle schools via half termly network meetings. Opportunity to meet outside providers who can provide alternative forms of PE and sport that can be utilised to engage all pupils.</p>	<p>termly network meetings where all PE leads share best practice, are introduced to new coaches and initiatives, and where a CPD session is delivered. Impact: Increased confidence in teaching PE as a direct result of CPD sessions. Sharing best practice notes passed on to staff to aid whole school teaching.</p> <p>Two NQTs attended the NQT gymnastics CPD session led by the School Sport Service to improve confidence in teaching PE. Impact: Increased confidence in teaching PE as a direct result of CPD sessions. This session up-skilled teachers in planning a block of lessons and identifying the impact of the lessons which led to children making at least good progress throughout a unit.</p> <p>Whole school CPD session on dance delivered by the School Sport Service which included how to incorporate in-class topics in to PE. Impact: children engaged in dance during PE and allows staff to independently plan a unit of lessons which builds on skills each lesson.</p> <p>Healthy active lifestyle events for all year groups (except Year 1 whose event was cancelled). Impact: This allowed children to see the impact</p>	<p>which need further support and can be targeted using a change for life club or in-school booster.</p> <p>Sign up to DDMIX dance next year. This will increase engagement in the subject, get children more active and ensure that staff are confident in delivering a sequence of dance sessions throughout the school. This includes two INSET sessions and planning to inform assessment.</p>
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			<p>and enjoyment implemented as a result of a healthy active lifestyle. It also allowed children to develop fundamental movement skills and confidence to participate in regular physical exercise.</p> <p>Taking part in the school games:</p> <ul style="list-style-type: none"> • Cross country • Tag Rugby • Y3/4 Quadkids • Y5/6 Quadkids • Y5/6 Cycling • In2 Hockey <p>Impact: This increased confidence to participate in regular physical activity and adopt a healthy active lifestyle.</p>	
<p>Developing confidence in adults and pupils to lead others in playground activities. Developing a student voice for PE and sport.</p> <p>Inspiring the least active pupils to become more active</p>	<p>Sports leadership programme scheduled in for ten Year 6 children to develop their playground leader skills.</p> <p>Training for lunchtime staff in organising games and play opportunities at lunch time.</p> <p>Pupil and parent questionnaires with regards to preferred extra-curricular clubs disseminated in Summer term 2018 in preparation for new academic year.</p> <p>Set up of a change 4 life intervention club targeted at the</p>	(Part of Gold SLA package)	<p>Sports leaders checked in with sports lead throughout the year to receive updates on personal challenge. They attended training sessions with the School Sport Service. Impact: playground leaders led personal challenge in the playground throughout the year to encourage children to partake in active 30 minutes. Children competed against their own score rather than other children to inspire even less active children to become more active.</p> <p>Lunchtime staff were informed of how to organise games and opportunities to play actively and break and</p>	<p>Next year, reorganise the structure of the junior leadership team and allocate a sports council – one boy and one girl from years 3-6. These children can be updates in how to lead personal challenge on the playground for key stages 1 and 2 to encourage at least 30 minutes of exercise each day. Children can apply for this role and present to the class and will be voted in by their peers; therefore, it can be a less active pupil and this group should be encouraged to apply by class teachers.</p>

	less active and disengaged pupils.		lunchtimes. Impact: Children were encouraged to partake in active 30 minutes at break and lunchtimes.	<p>Next year, organise a sports blog which will be run by the sports council. When events have taken place (competitions both in house and outside of school) these can be written about and posted on the school website by the school council. This will increase student voice in sports and encourage participation by even the less active pupils.</p> <p>Change for life club targeted to the less active pupils; however, students which were hand-selected did not necessarily attend. Next year, advertise this club differently. It will be called, “bring a friend sports club” and will be at lunchtime rather than after school. This will avoid the need for parents to organise pick up times to be changed and give children power over who they bring to the club which will make them more likely to attend and give them confidence, control and a more positive attitude towards sport and exercise.</p> <p>Send out parent survey monkey on how PE and sport is taught</p>
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				<p>and delivered in school. This will provide feedback on how to deliver a diverse and engaging curriculum and after school programme.</p> <p>Sports council to work with playground leaders next year on a more organised rota to encourage pupil led activities each day.</p>
<p>Creation of an active playground to enable all pupils to receive 30 minutes of exercise daily including investment in improving playground equipment.</p>	<p>PE coordinator working alongside playground leaders to continue the Golden Mile. KS1 teachers providing Golden Mile time during afternoon playtimes. Golden Mile time as part of KS2 curriculum time as a form of a movement break.</p> <p>School competition with regards to Golden Mile, with classes competing against each other to run the furthest throughout the school year. Separate KS1 and KS2 prizes.</p> <p>Go Noodle competition for all classes with a half termly prize. Questionnaires to be submitted to pupils via the playground leaders questioning sports and equipment desired.</p>	<p>£290</p> <p>£200</p>	<p>At least three times per week, children in KS1 and KS2 partake in the daily mile. Impact: This has improved fitness and stamina in children in school and develop gross motor skills. It breaks up the amount of time children are still sedentary and allows them to do more moderate to vigorous activity at their own pace. Additionally, after running and jogging for 15 minutes, greater focus and concentration is evident in class.</p> <p>Children took part in super movers during curriculum time. Impact: consolidates learning and gets children active in the classroom in a fun and engaging way. This contributes towards the children's active 30 minutes.</p> <p>Child survey on what sports equipment they would like for the playground. Identified equipment</p>	<p>Look into 'Opal Playground' for 2019/20 to mentor the school in to providing a cultural and practical transformation of the way that play is thought about, planned for, resourced and staffed. There is evidence to suggest that Opal playgrounds are able to greatly increase the physical activity of all children and get more children, more active more of the time, and sustain those benefits over many years.</p>

			children would like to play with. Impact: more equipment for the children to play with at break and lunchtime which encouraged active 30 minutes.	
Development of extra-curricular clubs and opportunities for all pupils.	<p>Purchasing variety of equipment based on pupil's interests.</p> <p>Organise after school clubs based on pupil interests and availability within school for KS1 and KS2 via pupil and parent questionnaires in Summer 2018.</p>	£5,860	<p>A wide variety of extra-curricular clubs and activities provided and offered to all year groups (including EYFS). Impact: a variety of types of clubs for various age ranges encourages children to participate in extra-curricular activities which encourages active 30 minutes and a healthy active lifestyle.</p> <p>Purchased a variety of equipment (including badminton set and goalposts) to encourage active playground and to facilitate clubs and PE in school. Impact: children more engaged in active 30 minutes on the playground. Children more engaged in extra-curricular activities and PE lessons.</p>	<p>Feedback from parents mentioned that there was not as many opportunities for KS1 in the summer term. To rectify this, St. Charles' will ensure that opportunities are available in all terms. The KS1 football club will be expanded next year and offered to boys and girls in KS1 in the summer term.</p> <p>Next year's extra-curricular sports clubs in Autumn term include:</p> <ul style="list-style-type: none"> • London Ballet Company • Girls' Football (KS2) • Boys' Football (UKS2) • Badminton • Irish Dancing • Taekwondo • Netball • Running Club • Gymnastics
<p>To ensure all pupils leaving KS2 are able to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres 	Increased provision of a block of swimming lessons for all pupils in Years 5 and 6 that have not met the minimum swimming requirements for the end of KS2.	£1,000 (top up swimming intervention in spring term).	Children in Y4 attended swimming lessons for the Autumn term. Swimming data showed that 21 children can swim to the national standard of 25m. 1 child was absent for assessment. 8 children only swam	Next year, increased swimming provision which targets year 4 in Autumn and Spring term then offers boosters to children in Years 4, 5 and 6 who cannot yet swim 25m. These children

<ul style="list-style-type: none"> - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations 			<p>10 metres. Swimming intervention for children that could not swim 25 metres in the Spring term.</p> <p>Impact: 70% of the class are now able to swim to the national standard, are confident in using a range of strokes effectively and can perform a safe self-recue in water based situations.</p> <p>St. Charles' entered the Newcastle swimming gala in the spring term.</p> <p>Impact: This enabled pupils to swim competitively against children in other schools and develop confidence for the sport.</p>	<p>will be targeted and taken swimming during school time so that all children can swim competently, confidently and proficiently before leaving St. Charles'.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise the profile and awareness of PE and School Sport across the whole school environment from governors, SLT, to pupils and parents.	Purchase of Gold Service Level Agreement from the Newcastle PE and School Sport Service. Governor curriculum updates termly.	Reported above	This year St. Charles' achieved the Gold School Games Mark for their commitment to the development of competition and promoting physical activity in school and within the community. Impact: clearly states to teachers, parents, governors and children how much St. Charles' value sport, exercise and competition. School governors noted an increased excitement and engagement in both competitive and non-competitive sport in St. Charles' this academic year and are pleased with the progress that has been made.	Retain the Gold School Games Mark for the next four years with an aim to move up to platinum.

<p>Celebrate the achievements of our pupils in PE and School Sport</p> <p>Highlight outstanding athletic performances to parents and the wider community.</p>	<p>Celebration assemblies held to ensure the whole school is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved.</p> <p>Achievements celebrated in assembly including match results and weekly update of the Golden Mile competition.</p> <p>Termly sports assembly celebrating achievements.</p>	N/A	<p>Organised “Sports Personality” awards to add to celebration assembly each half term. Children who show that they have achieved something great in PE or have tried something new (which should be recognised in order to encourage participation) is celebrated alongside academic achievement. Impact: this shows children that sporting achievements are also important and it encourages children to get involved in sporting activities to strive towards winning the award. This also shares achievements with parents.</p> <p>Sporting achievements are shared with the whole school in classes, assemblies or times when the school is gathered together. For example, when the boys’ football team were in the final, this was shared in assembly. As was the results of the cross country competition in which certain children excelled. Impact: this gives children pride in what they have achieved and encourages involvement to show a sense of community and pride in representing St. Charles’ in sporting competitions and festivals.</p> <p>In final celebration assembly of the year, a child from each class is identified as showing an outstanding contribution to sport throughout the</p>	<p>Teacher’s to send home at least one postcard per half term to promote sporting ability or participation. This will share in the children’s successes and encourage further participation.</p> <p>Continue to give out sports personality of the half-term. Split this in to KS1, LKS2 and UKS2 to provide more opportunity for children to win this prestigious award. This is added to the sports notice board.</p> <p>Sports council to share sporting achievements when the school is gathered together to promote pupil voice in sport throughout the school.</p>
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			<p>year. Impact: Shares success with parents and gives children pride in representing the school. Shows that hard work in sport is recognised in St. Charles'.</p> <p>Shared sporting and extra-curricular achievements with parents at parent meetings as well as academic achievement. Impact: informs parents and carers of how much St. Charles' value extra-curricular activity, competition and promoting healthy active lifestyles. In turn, this encourages parents to promote this at home.</p> <p>This year, St. Charles' have features in the local newspaper (The Chronicle) three times (Cross Country, Boys' Football, and Our School including Girls' Football and Hand Jive competition). Impact: Raised the profile of the importance of sport St. Charles' within the local community and gives children pride in their sporting achievements.</p>	
PE and School Sport Noticeboard displayed in the main school corridor to raise the profile of PE and Sport for pupils, visitors and parents.	<p>Continue the school sports blog focusing on sporting achievements by pupils representing the school at competitive events as well as updates of sport within school.</p> <p>Continue to award sports personality of the year for one boy</p>	N/A	<p>Sporting achievement recognised on the school newsletter which is communicated with parents and on the class blogs when children in that class took part in sporting activities. Impact: Parents recognise sporting achievements in school and encourage child participation in</p>	<p>Sports blog run by school council.</p> <p>Collate sports boards so they are in a central place (intervention room at the bottom of the KS2 corridor). This will focus the board so that</p>

	<p>and girl who has shown commitment and excellence in PE and Sport as part of Y6 leavers awards.</p> <p>Creation of a sports noticeboard highlighting pupils' achievements through photographs for this academic year.</p>		<p>competitions and festivals.</p> <p>Y6 sports award awarded to one boy and one girl leaver. Impact: promotes the profile of sport and PE within school.</p> <p>Pupil noticeboard visible outside staffroom to promote events that children have taken part in and sports personality board in KS1 corridor.</p> <p>Impact: Shows children what participation in sport can lead to and celebrates the enjoyment to be had by leading a healthy active lifestyle.</p>	<p>sport is celebrated in a central place within school and is located next to the St. Charles' trophy cabinet which celebrates successes.</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:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To up skill staff in planning and delivering a sequence of PE lessons where the quality of teaching is at least good. Delivering an enriched PE provision to all pupils.	<p>Beginning of each academic year all members of teaching staff to complete a PE confidence survey.</p> <p>Purchase of Newcastle United Foundation schools coaching programme.</p> <p>Allocation of CPD booklet to be used by all teachers during coaching to record lesson details.</p>	£5,000	<p>Staff completed a confidence survey to show where their strengths lay, in the delivery of PE where they felt they needed additional CPD. Impact: allowed the PE lead to organise CPD sessions in the next academic year.</p> <p>NUFC coaches sent through planning from sessions which have been delivered throughout the year. Impact: teachers have planning resources available in order to work towards becoming self-sustaining in delivering PE.</p>	<p>The survey identified that a member of staff would like assistance in planning and delivering a sequence of lessons. This will be taught in dance through DDMIX INSET sessions and through SLA fundamentals CPD in the 2019/20 school year.</p> <p>A member of staff needed support in the rules of KS2 PE activities. PE lead to discuss this with a one-to-one basis with staff when skills are being taught through specific sports including how to challenge higher ability pupils to ensure they are achieving their full potential through our PE curriculum.</p> <p>Purchase Newcastle United Foundation coaching (sports package). PE lead to ensure that NUFC coaches who come in to school provide the teacher working alongside staff with planning and encourage participation. If</p>

				<p>teacher feels confident, encourage team teaching to up-skill teachers in this area. Acts as ongoing CPD for all staff in KS1 and 2 throughout the year.</p> <p>CPD on teaching fundamental skills across the school (from EYFS to KS2). Staff meeting booked in for Autumn term which will also be followed up with how to utilise assessment data in order to target the skills of each child.</p> <p>Complete another staff confidence survey at the end of the academic year to see where teachers need upskilled.</p>
To up skill staff in teaching skipping within Years 2 and 4.	<p>Training days for Years 2 and 4 to be booked in with specialist coaches demonstrating the teaching of a variety of skipping techniques.</p> <p>Y2 and Y4 teachers to deliver skipping lessons in the curriculum.</p>	£500	<p>Teachers in Y2 and 4 provided with specialist coaching on teaching a variety of skipping techniques. Teachers then implemented training in teaching skipping and preparing a sequence for the skipping competition.</p> <p>Impact: children learn a new skill. Learning and practicing for the skipping competition contributes to the active 30 minutes. It allows children who are less active in school to engage in sport.</p>	Member of staff who received specialist coaching (SK) in skipping this academic year can train new Year 4 teacher on how to implement skipping techniques. SK in Year 2 next year and can adapt skipping training to create a sequence in KS1.
Putting a plan in place to support the	Twilights to be confirmed	Part of Gold SLA	Whole school CPD session on	Next year, implement DDMIX

needs of teachers to develop their knowledge, skills and understanding of teaching PE.	<p>following analysis of confidence surveys – Dance CPD.</p> <p>Roll out Dance Resources and teaching staff to deliver in Curriculum PE.</p> <p>Observe lessons involving Dance – assess confidence and competence of staff.</p> <p>PE action planning meetings, staff identified to attend specific training opportunities based on their level of confidence/competence to teach PE. Establishing dates when cover is required and appointing cover staff.</p>		<p>dance delivered by the School Sport Service which included how to incorporate in-class topics in to PE. Impact: children engaged in dance during PE and allows staff to independently plan a unit of lessons which builds on skills each lesson.</p> <p>Two NQTs attended NQT gymnastics CPD session. Impact: Staff feel more confident in teaching and delivering a sequence of lessons in gymnastics. Allows for a better understanding of formative assessment within gymnastics.</p> <p>PE lead attending network meetings which incorporate CPD in sport and PE. Included dance and tennis CPD. Impact: PE lead feels more confident in teaching and delivering a sequence of lessons in dance and tennis. Allows for a better understanding of formative assessment and PE lead fed back and shared notes with the rest of the staff.</p>	<p>in to the dance curriculum to support teachers in developing their knowledge, skills and understanding of teaching dance productively. This is accompanied by two INSET days (CPD) and full sets of planning across the school.</p> <p>In Spring term, PE lead to assess teacher's confidence and competency in teaching dance through the delivery of DDMIX sessions through observation and feedback.</p> <p>In Autumn term, assess teacher's confidence and competency in teaching FUNS as a result of the CPD session implemented by the SLA.</p>
To provide teachers with the expertise and confidence to make robust assessments within PE and sport.	Confidence survey to be circulated to staff to assess school staff training needs.	Part of Gold SLA	Assessment data from School Sport Service indicated which children had made progress from the previous year through PE	Create an in-house assessment method to gain formative assessment at the start, end and throughout a sequence of

	<p>Observation of PE lessons identifying areas of good practice and improvement in Summer term.</p> <p>Creation of in-house assessment sessions in conjunction with Newcastle PE and School Sport Service in Summer term.</p>		<p>teaching on fundamental skills. Impact: children targeted in PE lessons to work on fundamental skills.</p> <p>Staff completed a confidence survey to show where their strengths lay, in the delivery of PE where they felt they needed additional CPD. Impact: allowed the PE lead to organise CPD sessions in the next academic year.</p> <p>PE across the school at St. Charles' this year was judged as good by the head teacher. Strengths particularly lay in KS2 and EYFS.</p>	<p>lessons in PE. This will identify which children have mastered particular skills and which will need further support in future lessons.</p> <p>A CPD session organised following data collection of children's PE assessments from the School Sport Service to inform teachers of how to utilise data in order to provide the optimum outcome for children.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>	<p>Involve external coaches to lead clubs and when appropriate work with staff in clubs.</p> <p>Survey members of staff with regards to interests in leading clubs within school, September 2018.</p> <p>Organise variety of clubs based on</p>	N/A	<p>External coaches which provided clubs and activities this year:</p> <ul style="list-style-type: none"> - Badminton (Martin Fagan) - Skipping (Chris Corcoran) - Cycling (Adam Brooks from British Cycling) - Taekwondo (Faye Allman from North East Martial Arts) - UKS2 Boys' Football (NUFC) - LKS2 Boys' Football (NUFC) 	<p>Continue to ask teachers each half term if they would be willing to run an extra-curricular club to support sport development.</p> <p>Continue to attend network meetings in which the PE lead can liaise with additional contacts to get new sports clubs in to school.</p>

<p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>pupils' interests with help of pupil and parent questionnaire distributed Summer 2018.</p>		<ul style="list-style-type: none"> - KS1 Boys' Football (NUFC) - Multi-skills (NUFC) - Swimming (Katherine Brown) - Mindfulness (Rachel Ferguson) - Irish Dancing (Kelly Hendry) - KS2 Skill Booster (School Sport Service) <p>Internal staff providing clubs this year:</p> <ul style="list-style-type: none"> - Girls Football (J.Kelly) - KS1 Multi Skills (T.Williams) - KS1 Team Games (K.Kelly) - KS2 Girls' Dance (R.Bell) - Hand Jive (J.Kelly and R.Bell) - Rugby (B.Morris and C.Haley) - KS2 Multi-skills (N.Carlin) - Forest School (G.Owens) - KS2 Running Club (T.Ambrose) - KS1 Running Club (T.Ambrose) - Netball (E.Clasper) <p>Impact: provides children with additional opportunities to get involved in sport and exercise. This contributes towards active 30</p>	<p>Next year, the additional activities from the previous year will continue (except mindfulness) and new clubs (so far) include:</p> <ul style="list-style-type: none"> - Gymnastics (Jeff Cooper) - Dance (London Ballet Company) <p>Questionnaire to be distributed to parents and students to gather their opinions of how PE is taught at St. Charles' and whether the offer of clubs is sufficient. This will aid provision in year 2019/20.</p>
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			<p>minutes and encourages children to participate in competitive sport. The staff (both external and internal) inform children of clubs they can join outside of school to encourage wider participation in sport.</p> <p>Years 5 and 6 attended a 2-day residential (Hawkhurst and Borrowdale respectively). Impact: this provided children with a broader experience of sport and physical exercise. It contributed to active 30 minutes each day. The children had a fantastic time on both trips which develops a positive attitude towards a healthy active lifestyle.</p>	
Provision of high quality, non-competitive opportunities for pupils to participate in. Raising participation by engaging pupils in less traditional activities, encouraging them to be more active. Pupils are rewarded on the values of Team Work, Determination, Passion, Respect, Honesty and Self-Belief.	A calendar of opportunities is available to all classes to link to the PE curriculum.	N/A	<p>Go PE lead organised “Go Run for Fun” event. The whole school (including nursery) ran at least one mile around the school field and the public field adjacent to school. Impact: developed resilience and enjoyment of running by creating a positive, fun atmosphere. Children were rewarded for the core values and this was celebrated by staff, parent volunteers and other children.</p> <p>Healthy active lifestyle events</p>	<p>Next year, once again visit the healthy active lifestyle events. Share buses with St. Oswald’s to reduce transport costs.</p> <p>Organise another fun whole school event to develop the core values in a non-competitive, enjoyable environment.</p> <p>Sports leaders to be involved in personal challenge on the school yard. Children do not</p>

			<p>included children visiting the Walker Activity Dome to partake in multi-skills events. Impact: this was a fun opportunity for children to get involved in a number of activities alongside their classmates in a non-competitive manner. It increased children's enjoyment for port, encouraged a healthy active lifestyle and contributed towards the active 30 minutes.</p> <p>Y5/6 Tag rugby festival. This was a non-competitive event in which children consolidated their knowledge of the rules of tag rugby. Impact: children could enjoy learning a new sport in a non-competitive environment.</p>	<p>compete against others; they beat their own time or score.</p> <p>As part of active playground, add music to the playground so children can dance/do other activities at break and lunchtimes.</p>
Providing a high quality opportunity for pupils to link PE with performance.	Entry into the Newcastle City Dance Festival.	Part of SLA.	<p>Year 3 class practiced for and entered the dance festival led by R. Bell. The children dressed up, practiced in PE and went on a school trip to perform. Impact: Feedback from the children included that it was a fun day and they would recommend it to next year's class.</p>	Attend the Dance Festival again next year. Year 3 teacher staying in the same year group so CPD in this area is not required.
Key indicator 5: Increased participation in competitive sport				<p>Percentage of total allocation:</p> <p>11%</p>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>To continue attendance of competitive sports via school clubs as a way of allocating team places.</p>	<p>Introduction of clubs in order to create teams to compete in competitive arena.</p>		<p>Competitive events attended this year (not incl. school games):</p> <ul style="list-style-type: none"> - KS2 Girls' Football (MNDA Cup) - KS2 Girls' Football (Tony Knox Cup) - KS2 Girls' Football (Knockout Cup) - KS2 Boys' Football (Simpson League) - KS2 Girls' Football (Northern Cross Cup) - KS2 Boys' Football (Bishop's Cup) - KS2 Boys' Football (Bob Maddison Cup) - KS2 Boys' Football (Knockout) - KS2 Boys' Football (ESFA Competition) - KS2 Girls' Football (ESFA Competition) - KS2 Netball competition against St. Oswalds' - Newcastle City Running Competition - Catholic Cross Country Competition - U9 Boys' Football (Newcastle School's FA) - Newcastle Swimming Gala - U9 Boys' Football (Catholic Competition) - The big pedal (whole 	<p>Continue to attend all of the competitions entered this year.</p> <p>Enter the KS2 girls' football team in to a league rather than just cups so that they are playing consistently as a team. This will encourage children to join sports clubs externally.</p> <p>Hold trials for sports teams (particularly football) to increase the competitive nature of sport in St. Charles'.</p>
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			<p>school incentive)</p> <ul style="list-style-type: none"> - Hand Jive (DDMIX). <p>Impact: a variety of sports and competitions has allowed for an increased engagement in sport and participation in exercise. Additionally, as a direct result of attending some of these events, eight of our Y5/6 children were asked to attend country football trials which directly impacts the amount of competitive sport they will engage in (outside of school) and increases confidence.</p> <p>Pupil premium children targeted for competitions. Impact: Disadvantaged children increasing engagement in sports and exercise.</p>	
Engage more girls in school teams, particularly those who have previously been non-attenders.	Continuation of Y5/6 girls' football and netball team with coaching provided by NUFC foundation.	N/A	Coaching for girls' football provided by J. Kelly in Autumn term. Impact: Increased involvement in girls' football (particularly in Year 5) and more children able to participate in competitive games. As a result, 4 girls from year 5 have joined external football teams in which they play in regularly as a result of recommendations. Additionally, 3 girls were scouted for the country	<p>Set up a change for life club which targets specific girls who are non-attenders of extracurricular activities. This club will be at lunchtime to encourage participation.</p> <p>Continue to run girls football in the Autumn term (J.Kelly).</p> <p>Enter the KS2 girls' football team in to a league rather than</p>

			<p>team and plan to attend trials in September.</p> <p>Coaching for netball provided by E.Clasper in Autumn term. Impact: increased participation in netball (from girls in years 5 and 6). Girls were able to competitively play in matches against St. Oswald's.</p> <p>KS2 girls' dance club set up by R.Bell in summer term to encourage more girls to compete in dance competitions.</p>	<p>just cups so that they are playing consistently as a team. This will encourage children to join sports clubs externally.</p>
<p>Continue to engage with the national school games competition programme and attendance at traditional competitive events including those within the local Catholic school cluster.</p>	<p>Attend School games competitions.</p> <p>Ensure PE curriculum is planned so that children receive appropriate teaching and support to prepare them for competitive opportunities throughout the academic year.</p> <p>Apply for school games mark</p>	<p>£2,000 transport and cover cost for staff attending.</p>	<p>Competitive school games events attended this year:</p> <ul style="list-style-type: none"> - Y5/6 Mixed Hockey - Y3/4 Quad Kids - Y5/6 Quad Kids - Virtual Quad Kids - Y5/6 Tag Rugby - Y5/6 Cycling (incl. finals) <p>Impact: Increased participation in sport across the school. Encourages children to get involved in a wider variety of sport and promotes extra-curricular clubs both internally and externally.</p> <p>This year St. Charles' achieved the Gold School Games Mark for their commitment to the development of competition and promoting</p>	<p>PE curriculum for 2019/20 was planned (with the assistance of the School Sport Service) so that the skills taught in school line up with the school games and children are prepared well for competition.</p> <p>Continue to enter as many competition relating to the school games as possible. Staffing and transport to be organised accordingly.</p>

			physical activity in school and within the community. Impact: Previously, the school has only achieved silver which clearly states to teachers, parents, governors and children how much St. Charles' value sport, exercise and competition.	
Provide opportunities for SEN children to represent the school competitively.	SEN competitive events.	N/A	<p>Sports day and Go Run For Fun was fully inclusive. Impact: All children were able to join in with their peers and gain confidence in their abilities. Additionally, this counts towards promoting an active lifestyle and active 30 minutes.</p> <p>Not enough SEND children in school to attend the SEND competition organised by the SLA.</p>	<p>Attend the SLA organised SEND competitive events next year to increase confidence in partaking in sports events.</p> <p>Continue to make whole school events (such as sports day) fully inclusive.</p>