

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA 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 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.

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 **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	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.	
<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 2020.</p>	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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,800	Date Updated: 01.05.2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				Actual: 43%
				Planned: 45%
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: Actual Spend reported in black. Planned Spend (before Covid-19) reported in red.	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Continue to 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 silver 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, supporting teacher development in PE and becoming more self-sufficient in leading PE. Six half termly meetings scheduled in to help PE coordinator to plan and review impact of PE and quality of teaching.	£1,895	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. The impact of this was an increased confidence in planning and leading the curriculum and PE lead was able to pass of planning and delivery ideas to other members of staff to increase confidence in teaching PE.	Buy in to the silver 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, supporting teacher development in PE and becoming more self-sufficient in leading PE. Planning meetings half termly to continue to update, adapt and ensure a high quality of

	<p>Sharing of best practice from other 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>NQT to attend NQT CPD sessions provided through SLA to upskill quality of teaching.</p> <p>Teachers to attend CPD sessions where gaps in knowledge/experience was highlighted through a staff confidence survey.</p> <p>Sign up to DDMIX dance 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> <p>Purchasing variety of equipment required to effectively teach the curriculum which is planned out according to the School Games Calendar.</p>	<p>£0 £400</p> <p>£750</p> <p>£250 £1,415</p>	<p>Summer meetings were unable to take place due to Covid-19 lockdown.</p> <p>NQT was booked onto CPD sessions which were unable to take place due to Covid-19.</p> <p>Teachers feel more confident in their abilities to effectively teach the skills and knowledge associated with dance. The school bought in to a programme (DDMIX) which provides online resources which were also used in fundraising activities.</p> <p>Netball bibs. Sports leader equipment. Planned to buy additional equipment to aid in the training and preparation of school games</p>	<p>teaching and good extra-curricular opportunities for the children throughout the school.</p> <p>Attend (now termly) network meetings to share best practice with other schools and take part in PE CPD within Newcastle PE and sport.</p> <p>NQTs in school to attend NQT training following a staff confidence audit to be carried out in spring term.</p> <p>Plan whole staff training in gymnastics following whole school staff audit from 19-20 in order to increase confidence and ensure a high quality of teaching throughout early years, KS1 and KS2.</p> <p>Monitor the impact of DDMIX sessions and offer further support and guidance to staff who require it.</p> <p>Purchase a variety of equipment to allow for socially distanced PE lessons, break times and clubs and to prepare for (potentially virtual) school game 20-21.</p>
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			<p>but they were unable to take place due to Covid-19.</p> <p>Healthy active lifestyle events for all year groups (except the year group's events which were cancelled due to Covid-19). The impact of this was that it allowed children to see the impact 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>Arrange assessments and assessment meetings to monitor the children's progress within fundamental skills. Additionally, use in-house assessment processes developed by PE lead to monitor progress within the different strands of PE (e.g. invasion games, net and wall etc.).</p> <p>Take part in school games (potentially virtual) to develop the required fundamental movement skills and the confidence to participate in regular physical activity and adopt healthy active lifestyles.</p>
<p>Train the junior leadership team (JLT) and sports council to engage children in regular physical activity in break and lunchtime. This is pupil led to raise pupil voice and to encourage leadership skills and confidence in children to include others in sport and exercise.</p>	<p>Sports leadership programme scheduled in for ten Year 6 children to develop their playground leader skills run in school by PE co-ordinator.</p> <p>Pupil and parent questionnaires with regards to engagement to be disseminated in Autumn term 2019 to monitor commitment to sport and exercise in PE lessons and at break and lunchtime.</p> <p>Set up of a change 4 life intervention club targeted at the less active and disengaged pupils during lunchtimes.</p>	£100	<p>The school bought additional equipment and high-visibility vests so that the sports leaders were able to stand own and take ownership over activities and games for the younger children. This increased confidence in the year 6 children as they were trained in house by the PE lead and were able to set up their own games and activities. It increased their leadership skills and ability to share their ideas (pupil voice) both inside and outside of the classroom.</p> <p>The pupil voice provided</p>	<p>Due to Covid-19, sports leaders to be set up in spring or summer term and trained internally by PE lead. More equipment to be purchased to facilitate this including an outdoor shed area for storage.</p> <p>Pupil voice to formally assess the use of DDMIX (many units not explicitly taught due to Covid-19).</p> <p>Change for life club to go ahead next year to once again target the less active pupils in the school as this club was very</p>

	<p>Start a sports blog which will be run by the JLT and sports council to raise pupil voice, engagement and the profile of sports throughout the school.</p>	<p>information on what the children thought of PE at St. Charles'. It seemed that dance was a lesson which was not always enjoyed – particularly by boys. Through conversations and monitoring, it seems that the quality of teaching and therefore the enjoyment and knowledge of key skills has greatly increased since the implementation of DDMIX.</p> <p>Change for life club led by the PE lead targeted the less active children. It was advertised as 'bring a friend' club which created enthusiasm and a desire to become active in these select children. Afterwards, it was clear to see the selected children playing more of these activities on the yard (as many were able to be taught without the use of equipment).</p> <p>The sports blog (which is now on the school website) reported activities and events related to sport and exercise which the children took part in. This blog celebrated achievements and encouraged children to participate in regular activities (both internal and external such as games and competitions children did outside of school</p>	<p>successful in Spring term.</p> <p>Sports blog to continue – increase ownership by asking more pupils to write articles. Due to Covid-19, encourage children to celebrate out of school activities through use of the blog.</p>
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			such as county football games) to see these celebrated on the school website. Additionally, the blog was often reported by the sports leaders which increased ownership of the blog and encouraged leadership and confidence. It also incorporated cross-curricular links as the children were able to articulate their achievements in writing.	
Continue to encourage the use of an active playground to enable all pupils to receive <i>at least</i> 30 minutes of exercise daily including investment in improving playground equipment.	<p>Purchase signage for the daily mile track within the school grounds.</p> <p>Teachers to implement daily mile at least 3 afternoons per week in KS2. Set up a competition starting from Summer term where daily mile is recorded accurately by class teachers and children have the opportunity to win a class prize, an active trip for their class. KS1 to be encouraged to have an active playtime during afternoon break.</p>	<p>£0 £1,000</p> <p>£0 £600</p>	<p>Despite the fact signage was unfortunately unable to be purchased due to Covid-19, children were still able to at least three times per week, partake in the daily mile. 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 and DDMIX dance sessions (as part of a charity activity) during curriculum time. This consolidated learning and got children active in the classroom in a fun and engaging way. This contributed towards</p>	<p>Buy signage for the daily mile which was intended to be purchased in the year 19-20.</p> <p>Implement an incentive for daily mile (rewards unable to be provided due to Covid-19).</p>

			the children's active 30 minutes.	
Continue to provide opportunities for extra-curricular clubs for all pupils.	Organise breakfast clubs and after school clubs based on pupil interests and availability within school for KS1 and KS2. Clubs for the Autumn term include: badminton, ballet, gymnastics, boys' football, girls' football, Irish dancing, netball, running, taekwondo.	Boys' Football paid for as part of NUFC package. Some clubs ran in house by PE lead and some were parent funded.	Autumn – taekwondo, gymnastics, boys' football, girls' football, badminton, running club, ballet, Irish dancing. Spring - taekwondo, gymnastics, boys' football, change 4 life, badminton, running club, ballet, Irish dancing, girls' football. Summer – no clubs due to Covid – 19. 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.	Continue to run a variety of clubs (including breakfast, lunchtime and after school) where possible due to Covid-19.
Ensure 100% of children leave year 6 with the ability to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based	Swimming provision is allocated to Y4 for Autumn and Spring term as one term was not enough last year. The summer term will be used for booster sessions: any children in years 4, 5 and 6 who have not met the minimum swimming requirements, will attend these sessions.	£1,000 £1,500	Swimming was able to take place up until Spring term. Due to Covid-19, Y4 did not finish their full swimming programme and interventions were unable to take place due to Covid-19.	Y4 to attend swimming lessons for the Autumn and Spring term. Y 4, 5 and 6 to attend swimming interventions during Summer term if they have not reached the required standards. Pupils to trial for and attend

situations.				the swimming gala in the spring term to compete against other schools.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				Actual: 0% Planned: 0%
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:
Continue to raise the profile and awareness of PE and School Sport across the whole school environment from governors, SLT, to pupils and parents.	<p>Purchase of Silver Service Level Agreement from the Newcastle PE and School Sport Service. Governor curriculum updates termly.</p> <p>Retain the Gold School Games Mark for the second year: ensure that children attend as many school games as possible, encourage an active playground, ensure children have a pupil voice with regards to sport and exercise throughout the school and ensure that attitudes towards sport and exercise at St. Charles' is positive throughout the year.</p>	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. This 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 three years with an aim to move up to platinum.
Celebrate the achievements of our pupils in PE and School Sport and continue to highlight outstanding athletic performances to parents and the wider community through	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. JLT and	N/A	Sports awards were given out half termly as part of celebration assembly to acknowledge sport achievements rather than purely academia. This celebrates the	Once again, nominate sports leaders to guide and lead younger pupils and to act as sports role models throughout the school.

<p>social media, the press and parent-teacher interaction.</p>	<p>sports council to be involved in announcing achievements.</p> <p>Achievements celebrated in assembly including match results and weekly update of the Daily Mile competition. 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>Teacher's to send home at least one certificate per half term to promote sporting ability or participation. This will share in the children's successes and encourage further participation.</p>	<p>children's achievements and also their attitudes towards teamwork, resilience and learning new skills.</p> <p>There were regular updates placed on the PE notice board which was situated in the KS2 corridor. This publicly (throughout the school) celebrated extra-curricular achievements.</p> <p>Additionally, achievements were publicly celebrated on the new school sports blog.</p> <p>Teachers shared sporting and extra-curricular achievements with parents at parent meetings as well as academic achievement. This 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>All of 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</p>	<p>Continue to celebrate achievements at parent's evenings, through celebration assemblies and during weekly rewards.</p> <p>Sports council and leaders to run the school blog and add more out of school sporting achievement posts.</p> <p>Sports council to share sporting achievements when the school is gathered to promote pupil voice in sport throughout the school.</p>
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			parents.	
PE and School Sport Noticeboard displayed in the main school corridor to raise the profile of PE and Sport for pupils, visitors and parents.	Sports blog run by sports council. 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 sport is celebrated in a central place within school and is located next to the St. Charles' trophy cabinet which celebrates successes.	N/A	Sports council was set up (two pupils from year 6) and identified on the PE notice board. They oversaw updating the sports blog, celebrating sports success in assemblies and being excellent sports role models both in and out of school. They also updated the sports display with regular updates of extra-curricular events.	Sports council to continue to run the school celebrations, blogs and update the PE notice board displayed on the main school corridor in order to raise the profile of PE and sport for pupils, visitors and staff. The focus for this year's PE notice board is to celebrate the values required in sport using the Commando Joes 'RESPECT' framework. Y6 leavers sports award awarded to one boy and one girl leaver to promote the profile of sport and PE within school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Actual: 37% Planned: 19%
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:
Ensure all staff has the knowledge and confidence to effectively teach PE throughout the school. This includes utilising resources and ensuring all PE lessons are fully active and informative. Focus particularly on the quality of dance provision throughout the school.	<p>New staff to take PE confidence survey to see where any knowledge gaps may lie.</p> <p>Purchase of Newcastle United Foundation schools coaching programme. This acts as teaching CPD and is accompanied by planning which ensures the school can become self-sustaining in teaching a variety of skills.</p> <p>Purchase of dance CPD and resources through DDMIX.</p> <p>CPD sessions implemented through Newcastle PE and School Sport Service. This will include a session on how to best utilise PE assessment data in the Autumn term and will focus on the implementation of teaching fundamental skills across the school.</p> <p>Lesson monitoring through</p>	<p>£2,850</p> <p>Reported Above</p> <p>Reported Above</p>	<p>Completed with new staff. Identified dance as an area for improvement – implemented DDMIX training to increase confidence and directly impact quality of teaching and learning.</p> <p>NUFC coaches sent through planning from sessions which have been delivered throughout the year. This allowed teachers to obtain planning resources available in order to work towards becoming self-sustaining in delivering PE.</p> <p>DDMIX purchased (reported above) to increase confidence in teaching dance – which was identified as an area for improvement – and therefore, improve the skills of the children.</p> <p>Assessment meetings from the SLA were 1 to 1 with staff on 10.12.2019 to show where the</p>	<p>Buy into a gymnastics scheme which has been identified as a focus for improvement during this academic year.</p> <p>PE has produced planning examples and documents to aid staff in effectively teaching the curriculum outlined in the overview.</p> <p>Purchase Newcastle United Foundation coaching (sports package). PE lead to ensure that NUFC coaches who come into school provide the teacher working alongside staff with planning and encourage participation. If 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>Complete another staff</p>

	observation and feedback in place in Autumn and Spring term by the sports co-ordinator to support teachers in implementing the new dance scheme and identify gaps in knowledge.		children had improved and identified areas for improvement. Teachers were also provided with a list of activities which can target key areas for improvement. Lesson monitoring carried out by scrutinising planning and book creators. Feedback was given based on this, and support and guidance was implemented where necessary. A guidance document was produced in order to aid coherence and continuity throughout the school.	confidence survey at the end of the academic year to see where teachers need upskilled for 21-22. Identify NQT areas for improvement and send on NQT training courses where necessary.
To up skill staff in teaching skipping within Year 4.	Training days for Years 4 teacher to be booked in with specialist coaches demonstrating the teaching of a variety of skipping techniques. Support provided by Year 2 teacher who has experience in delivering the skipping curriculum. Y2 and Y4 teachers to deliver skipping lessons in the curriculum.	£500 February 2020	Teacher in Y4 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. The children were able to 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.	Skipping training to be obtained for Y2 teacher (new to the skipping curriculum) and to also be supported by the Y4 teacher who was able to undergo this training in this academic year.
To provide teachers with the expertise and confidence to make robust assessments within PE and sport.	Create an in-house assessment method to gain formative assessment at the start, end and throughout a sequence of lessons in PE. This will identify which children have mastered particular skills and which will need further	Reported above	PE lead has developed an in-house assessment system which was used alongside the FUNS PE assessment from the SLA. This meant children were able to be assessed in different areas of the curriculum rather than simply in	Teachers to use in-house assessment for PE planning and assessing. SLA assessment and subsequent meetings to be organised for the Autumn term

	support in future lessons. 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.		FUNS skills. Assessment feedback with SLA undergone on 10.12.19.	2020. Assessment data to be used to explicitly identify areas where children lack skills and knowledge and address this.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Actual: 13% Planned: 30%
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Ask teachers each half term if they would be willing to run an extra-curricular club to support sport development throughout the year. Suggest clubs which will align with school games competitions or change for life clubs. Continue to attend network meetings in which the PE lead can liaise with additional contacts to get new sports clubs in to school. Questionnaire to be distributed to parents and students at the end of the Autumn term to gather their opinions of how PE is taught at St.	n/a	A variety of clubs were run (in house by staff and by external staff). Clubs are listed in KI1. This meant that the school were able to offer a wide variety of activities to all children. This provided children with additional opportunities to get involved in sport and exercise. This contributed towards active 30 minutes and encouraged 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.	Notice in staff room put up to ask which staff were willing to carry out clubs in the following school year. This will be implemented where possible however, due to Covid-19, may not be possible. Continue to attend network meetings in which the PE lead can liaise with additional contacts to get new sports clubs in to school. Unfortunately, children were unable to attend residential trips this year. Covid-19

	<p>Charles' and whether the offer of clubs is sufficient.</p> <p>Year 6 children to attend Borrowdale in the summer term; an outdoor activity centre residential where children will engage in physical activity for 3 days.</p>		<p>PE lead attended network meetings to liaise with contacts. New clubs brought in this year were Change4Life club and Ballet (through The London Ballet Company). This provided children with further opportunities to access new activities and Change4Life encouraged the less active pupils to engage in sport and exercise more.</p> <p>Questionnaire to children identified that gymnastics is an area to focus on for improvement. The impact of this monitoring is to ensure high quality teaching and learning throughout all PE and sport activities and is to continually improve the schemes and ease of teaching throughout the school. High quality teaching will ensure children will enjoy PE and sport and be more likely to want to partake in these activities as extra-curricular activities.</p> <p>Year 5 parents asked for a residential to be booked in. Unfortunately, neither Year 5 or Year 6 were able to attend residentials due to Covid-19.</p>	<p>permitting, children to go on residential trips to allow for out of school sport and exercise experiences.</p> <p>Look into buying into a gymnastics scheme to improve high quality teaching and learning in this area and also, improve student engagement (particularly boys who were identified as less engaged in this area). Children enjoyed the offer of clubs at school but would enjoy a netball club with further opportunities of competitive sports in this area. Ask in-house if any members of staff would like to run a netball club next year or seek an external club to host this.</p> <p>Unfortunately, children were unable to attend residential trips this year. Covid-19 permitting, children to go on residential trips to allow for out of school sport and exercise experiences.</p>
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<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.</p>	<p>Visit the healthy active lifestyle events. Share buses with St. Oswald's to reduce transport costs.</p>	<p>£1,000 £630 (£105 per event) for buses.</p>	<p>Healthy active lifestyle events included children visiting the Walker Activity Dome to partake in multi-skills events. This was a fun opportunity for children to get involved in several 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>Unfortunately, not all children were able to partake in HAL events – some were cancelled due to Covid-19. Next academic year, if HAL events are unable to go ahead, children to partake in virtual HAL events within school bubbles.</p>
	<p>Organise another fun whole school event to develop the core values in a non-competitive, enjoyable environment. (E.g. colour fun run).</p>	<p>£500</p>	<p>Colour fun run raised money for sport relief and was a huge success throughout school. It got children active and contributed towards the active 30 minutes.</p>	<p>Organise a fun whole school event to develop the core values in a non-competitive, enjoyable environment. (E.g. golf championship, Wimbledon event, Olympic games, mobile rock-climbing tower).</p>
	<p>Sports leaders to be involved in personal challenge on the school yard. Children do not compete against others; they beat their own time or score. Playground leaders on a rota to run both KS1 and KS2 challenges.</p>	<p>£3,800</p>	<p>Playground leaders were given laminated monthly personal challenges and actively promoted them on the playground. This allowed children (and encouraged children who prefer not to compete actively against other children) to try new activities with no pressure of competition. It also promoted key values (such as teamwork and leadership) within the sports leaders.</p>	<p>Covid-19 permitting, train sports leaders once again to carry out these duties. Encourage children to organise their own personal challenges for the playground.</p>
	<p>As part of active playground, add music to the playground so</p>			

	children can dance/do other activities at break and lunchtimes.		Unable to buy speaker system due to Covid-19.	When government guidelines permit, implement speaker system as part of the active playground.
Providing a high-quality opportunity for pupils to link PE with performance.	Entry into the Newcastle City Dance Festival. CPD not required as Y3 teacher has experience in choreography, coaching and delivery.	Reported above (Newcastle SLA).	Unable to go ahead due to Covid-19.	Entry into the Newcastle City Dance Festival. CPD not required as Y3 teacher has experience in choreography, coaching and delivery (Covid-19 permitting).

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Actual: 5% Planned: 8%
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:
To continue attendance of competitive sports via school clubs as a way of allocating team places.	Introduction of clubs in order to create teams to compete in competitive arena. Hold trials for sports teams (particularly football) to increase the competitive nature of sport in St. Charles'.	Entry Fees: £40	<p>Sports trials held for UKS2 boys' and girls' football teams. This meant that teams were more competitive, and children showed a sense of achievement to get a place on the team. A variety of sports and competitions has allowed for an increased engagement in sport and participation in exercise. Pupil premium children were targeted for competitions where possible. This allowed for disadvantaged children to increase their engagement in sports and exercise.</p> <p>Cross country event held in Autumn term for Year 6 pupils. This allowed children to compete against a huge variety of other schools (including schools in other counties). One St. Charles' pupil even came 2nd out of almost 200 competitors which is a huge achievement.</p>	<p>Continue to host trials for competitive clubs to ensure children compete at a high level against other schools.</p> <p>Continue to attend all the competitions (including football, cross country, hockey, etc.) entered this year.</p> <p>Host a netball club and enter into competitions (through school games). Prepare for competitions by setting up friendly games or a tournament hosted by St. Charles'.</p>

	Enter the KS2 girls' football team into a league rather than just cups so that they are playing consistently as a team. This will encourage children to join sports clubs externally.	Entry fees reported above.	<p>This is the first year St. Charles' has entered a girls' football league. The children thoroughly enjoyed an increase in competitive games against Newcastle schools (Walbottle League) and competed fantastically against other teams. Information was provided to a number of girls with regards to external sports teams (including one team who went on to represent the county competitively).</p> <p>Pupil premium children targeted for competitions. Increased engagement of advantaged children in sports and exercise.</p>	
Engage more girls in school teams, particularly those who have previously been non-attenders and ensure that school offers equal opportunities for girls and boys in line with the Equality Act.	<p>Girls football in the Autumn term ran internally by staff members.</p> <p>Inclusive co-ed clubs ran throughout the school year (including dance, netball,</p>	N/A	<p>The girls' football was run internally by the PE lead – it was at full capacity which showed that there was a lot of interest. Following this, another member of staff ran a UKS2 football club for girls which many girls attended. This allows girls to have equal opportunities and encouraged more girls to take part (even the less active pupils).</p> <p>Clubs reported above. A variety of sports and competitions has allowed for an increased</p>	<p>Organise a netball club and competitions (including potentially a tournament run by St. Charles') as this has been requested by several UKS2 girls.</p> <p>Continue to offer both UKS2 girls' football and LKS2 girls to encourage participation. Continue to ensure KS1 football is mixed to encourage participation.</p> <p>Enter all girls football league</p>

	<p>badminton etc.).</p> <p>Set up a change for life club which targets specific children who are non-attenders of extracurricular activities run internally by a member of staff. This club will be at lunchtime to encourage participation.</p> <p>Enter the KS2 girls' football team into a league rather than just cups so that they are playing consistently as a team. Introduce girls to opportunities which are available outside of school to join clubs and competitions.</p>		<p>engagement for girls in sport and participation in exercise.</p> <p>Whilst this was a mixed group, it increased the participation of less active pupils in sport and games which, in some cases, led to engaging girls in school teams.</p> <p>Reported above.</p>	<p>for UKS2 girls to engage more girls in school teams to play competitively.</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 as many School games competitions as possible. PE curriculum for 2019/20 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>Aim to retain gold school games mark.</p>	<p>£200 transport and cover cost for staff attending. £1,200</p>	<p>Some school games attended (such as hockey) and other competitions (such as cross country); however, most were cancelled due to Covid-19.</p> <p>Retained Gold school games mark for the 2nd year.</p>	<p>Retain Gold school games mark for the 3rd year (with an aim to turn platinum after year 5).</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 competitions relating to the</p>

				school games as possible. Staffing and transport to be organised accordingly.
Provide opportunities for SEN children to represent the school competitively.	<p>SENS competitive events to be attended to SEND children this year – organised through the SLA.</p> <p>Continue to make whole school events (such as sports day and colour run) fully inclusive.</p>	<p>£250 – staffing and transport.</p> <p>£0</p>	<p>Colour run for sports relief was fully inclusive for all children (including SEND). All children were able to raise money for a charity and join in with the colour run in some capacity.</p> <p>Unable to attend SEND access event due to Covid-19.</p> <p>Sports day unable to go ahead due to Covid-19.</p>	<p>Continue to make whole school events (such as sports day) fully inclusive.</p> <p>Attend the SLA organised SEND competitive events next year to increase confidence in partaking in sports events.</p>
Overall Spend:		<p>Planned:</p> <p>£17,800</p> <p>Actual:</p> <p>£8,965</p>		

Signed off by	
Head Teacher:	<i>Mealing</i>
Date:	01.05.2020
Subject Leader:	<i>J. Kelly</i>

Date:	01.05.2020
Governor:	<i>J Devine</i>
Date:	01.05.2020