



PE and Sport Premium Policy

Signed by Chair of Governors: Mrs Laura Tullock

Signed by Head Teacher: Mrs Laura Baggett

Sports Leader : Miss Ellen Gibson

Date approved by Governors: October 2024

To be reviewed annually: July 2025

Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,801
How much (if any) do you intend to carry over from this total fund into 2024/25	£17,801

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 2024/25 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. 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	97%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 2024/25 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. Please see note above	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? 2024/25 Please see note above	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 2024/25	97%
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

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: 2024/25		Total fund allocated:		Date Updated: X	
<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		
<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 now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>	
<p>To give our children the means to be active through play times and lunch times (through games opportunities, staff supervision and facilitation)</p>	<p>10 children from Year 5 have been given sports leaders training (from NTPESSPA SLA) and then another training session with our SGO.</p> <p>Plan for Yr5 sports leaders to support play across school during break and lunch-times.</p> <p>Staff facilitation of games play at lunchtime to encourage and support children to be more physically active.</p> <p>As per a survey from staff, children and parents, more active lunch-time clubs are now available</p>	<p><i>Costs allocated within following funding allocations</i></p>	<p>There is clear evidence of impact from the Year 5 Sports Leaders initiative. Pupils across the school are now more actively engaged during lunchtimes, participating in a wider range of structured games and physical activities. A number of year 5 pupils have developed leadership, communication, and organisational skills, confidently planning and delivering inclusive sessions through the support of the PE Lead and our school SGO from the NTPESSPA team.</p> <p>This has resulted in increased physical activity levels, improved social interaction, and a more positive and</p>		

	<p>through both internal and external providers.</p> <p>Children who are BAME, SEND, overweight or have behavioural difficulties are targeted and offered opportunities to attend clubs both during and after the school day using the outdoor equipment on both the yard and field.</p>		<p>purposeful playground environment. Pupils now understand the value of teamwork, responsibility, and active lifestyles, marking a shift in both behaviour and engagement during unstructured school times.</p> <p>During lunchtime clubs, teachers have signed children from their classes who are club non-attenders and are either BAME, SEND, over-weight or who have behavioural difficulties to encourage participation through physical activity. This has resulted in children have fun and being active during lunch-times when they may not have been previously.</p>	
<p>Ensure that across school each class has 2 hours of high quality physical education</p>	<p>Timetable of physical activity lessons to be 2 x 1 hr across the week</p> <p>Day release per half-term to observe PE lessons and give support where needed. (2 days of release time)</p>	<p>£ Costs allocated in key indicator 3</p>	<p>The PE Lead has successfully implemented a well-structured timetable ensuring that every class across the school receives 2 hours of high-quality physical education per week, delivered as two 1-hour sessions spread throughout the week. This consistent scheduling supports the school's commitment to physical wellbeing and curriculum expectations.</p>	

Subject Leader to attend network meetings across the academic year	To keep informed of the current trends and information relating to PE and Sport		Through regular attendance at PE and Sport network meetings , the PE Subject Leader has remained up to date with current trends, guidance, and best practices in physical education. This has directly informed the development of staff CPD sessions , led by the PE Lead, focusing on physical literacy and its vital role in fostering life-long participation in physical activity . As a result, staff have gained a deeper understanding of how to embed physical literacy into lessons, helping children develop the motivation, confidence, and competence to lead active and healthy lives.	
To develop gross-motor skills across key stages one and two.	Resources for outdoor use to develop gross motor skills including cubes at varying heights for key stage one.	£1,466.31	Through purchasing different gross-motor resources, children have been able to practise and develop their gross motor skills through climbing and jumping, encouraging activity at play and lunch-times.	
Participation of children in Sports Week in various activities set throughout this week.	<p>Monday - Zumba sports week launch - Catherine Anderson</p> <p>Monday - Access Coaching - Archery and tri-golf</p> <p>Tuesday - Sports Day & resources</p> <p>Wednesday - Decote Dance</p> <p>Thursday - Jamie Knight Freestyle Football</p> <p>Friday - Ben Holden - World of Sports - Haka, American Football</p>	£1,844	The Monkhouse 2025 Sports Week was a total success. During Sports Week, all children across the school actively participated in a wide range of engaging physical activities each day. The week launched on Monday with an energetic Zumba session where parents and carers were invited to join, followed by Archery and Tri-Golf delivered by Access Coaching. On Tuesday , pupils took part in Sports Day , enjoying a variety of competitive and inclusive sporting events. Wednesday featured a lively Decote Dance session, promoting	

	& Kabaddi		<p>rhythm and coordination. On Thursday, children were inspired by a freestyle football demonstration and workshop with Jamie Knight. The week concluded on Friday with Ben Holden's World of Sports, where pupils explored Haka, American Football, and Kabaddi.</p> <p>Children were engaged and active, and the feedback from both parents and children was positive. One child from year four quoted, "This was much better than last year's sports week!"</p>	
<p>To improve the quality and accessibility of PE lessons and extra-curricular clubs.</p>	<p>Perishables and broken/old equipment</p> <ul style="list-style-type: none"> - Skipping ropes - Playground balls - Bean bag - Dancing scarves - Footballs - Key Stage 1 PE lesson resources - Key Stage 2 PE lesson resources <p>Maintenance of PE apparatus provided through an external company.</p>	<p>£2,007</p>	<p>The purchase of new PE equipment has had a positive impact on children's physical development and activity levels. The resources are now regularly used during break and lunchtimes, providing children with increased opportunities to be active throughout the school day. The equipment supports the development of both fine and gross motor skills, as children engage in a variety of physical activities that promote coordination, strength, balance, and agility. This has contributed to a more active school environment and supported children's physical wellbeing beyond structured PE lessons.</p>	

Key indicator 2: The profile of PE/SPA 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:
Continue to plan and deliver 2 x hourly slots of PE per week as well as 30 active minutes per day.	<p>Timetable set for 2 lots of 1 hour PE slots across the week.</p> <p>Yr5 Sports Leaders developed by the PE lead to deliver games and activities during lunch-times to younger children across school.</p> <p>Access Coaching every Tuesday lunch-time and after-school delivering different sports each half-term.</p> <p>Autumn 1 - Athletics Autumn 2 - Football Spring 1 - Tag Rugby Spring 2 - Basketball Summer 1 - Tennis Summer 2 - Cricket</p>	£ Costs allocated within Key Indicator 4	<p>The PE Lead has successfully implemented a well-structured timetable ensuring that every class across the school receives 2 hours of high-quality physical education per week, delivered as two 1-hour sessions spread throughout the week. This consistent scheduling supports the school's commitment to physical wellbeing and curriculum expectations.</p> <p>The PE Lead has developed clubs based around both parent and pupil voice, increasing participation levels.</p>	

Teach parents/carers about the importance of being physically active and encouraging their children to be so.	Parental Engagement events during the academic year - Active mile launch Sports Week Sports Day Planning of events by PE Lead.	£ 390	Through whole-school events, parents have been able to witness the impact sport and physical activity has on their children's development and well-being.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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
PE Scholar Annual membership	To inform latest updates in practice and improving sport within the school both in lessons and extra-curricular activities. Support the PE Lead within school.	£40	The PE Lead has been able to keep up to date with trends and development within school sport and physical activity which has in-turn supported school staff in the teaching of sport.	

<p>Increase staff knowledge and skill</p>	<p>PE lead attendance of subject leader development sessions across the academic year (cover)</p> <p>To keep informed of the current trends and information relating to PE and Sport</p>	<p>£328.21</p>	<p>To maintain and enhance the quality of PE provision, the PE Lead has utilised two days of release time per half-term to observe lessons and provide targeted support. This includes helping staff with small-sided games, skill progression, and sequencing of activities to improve confidence and lesson delivery. As a result, staff feel more supported, and students benefit from a more engaging and cohesive PE experience allowing the children to develop their skills playing matches and games.</p>	
<p>Increase staff knowledge and skill</p>	<p>PE Lead to deliver staff CPD sessions and/or team teaching sessions where staff have shown a lack of confidence in teaching and/or where PE Lead has observed lessons are needing to be developed.</p>	<p>£1,000</p>	<p>Through regular attendance at PE and Sport network meetings, the PE Subject Leader has remained up to date with current trends, guidance, and best practices in physical education. This has directly informed the development of staff CPD sessions, led by the PE Lead, focusing on physical literacy and its vital role in fostering life-long participation in physical activity. As a result, staff have gained a deeper understanding of how to embed physical literacy into lessons, helping children develop the</p>	

			motivation, confidence, and competence to lead active and healthy lives.	
Termly staff and pupil voice to be carried out	To consider the views and opinions of physical/activity and sport across school both in PE lessons and during the school day. Staff to be following the PE/sport yearly plan.	£400	The PE lead has been able to gather both staff and pupil voice which has then enabled them to make changes to the curriculum. This has resulted in more time for small-sided games within PE lessons as well as intra-school competitions at the end of every half-term.	
Use of GetSet4PE assessment tool	To be able to identify areas where development of teaching or quality of planning needs to be improved or tweaked to give children the best physical education.	£400	The PE lead has been able to gather evidence of how children are performing and has monitored this at the end of each half-term. Changes have then been made to accommodate children who need support with skill through staff CPD.	
North Tyneside PE SLA	CPD opportunities for PE Lead and staff. PE Lead network meetings across the academic year.	£1,200	The PE Lead has been able to keep up to date with trends and development within school sport and physical activity which has in-turn supported school staff in the teaching of sport and physical activity. The PE Lead has been able to recognise and develop areas within her subject leader role and promote and foster an enjoyment of physical activity across school.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Clubs</p> <p>Lunch time & after school club coaching through Access Coaching</p> <p>Autumn 1 - Athletics Autumn 2 - Football Spring 1 - Tag Rugby Spring 2 - Basketball Summer 1 - Tennis Summer 2 - Cricket</p> <p>Abby's Dance Kick-boxing</p>	Weekly sessions with sports children enjoy which have been identified during 23/24 extra-curricular clubs survey with both children and parents.	<p>£1,495</p> <p>£204</p> <p>£248</p>	<p>Across school, children have been engaged in sports which are also being focused on within PE lessons. Staff have identified children within their PE lessons who have struggled in developing skills and supported them by targeting them within lunch-time clubs.</p> <p>This has continued to engage children in lunchtime sports and target those vulnerable children who are overweight, SEN, BAME or do not attend clubs on a regular basis.</p> <p>Children have been able to be engaged in sports which are not on our curriculum and have been able to try a range of new, different skills out.</p>	

<p>School-based extra-curricular clubs</p> <ul style="list-style-type: none"> - Football x2 (girls and boys) - Fitness - Gymnastics x2 - Hockey - Tennis - Adventurous Play - Yoga 		<p>£895.18</p>	<p>Children have been active during and after school allowing them to transfer knowledge from PE lessons into something different.</p> <p>Some of these clubs have been in preparation for participation within team sports in local-school leagues allowing children to develop their competitive skills with a range of different children.</p>	
<p>Commando Joe's Subscription</p>	<p>Bi-weekly Commando-Jo sessions timetabled within the curriculum</p>	<p>£1,750</p>	<p>The Commando Joe sessions have provided children with a unique and engaging way to be physically active while also developing important problem-solving and tactical thinking skills. Through a series of team-based "missions," pupils work collaboratively to overcome challenges, promoting communication, resilience, and teamwork. These sessions are highly anticipated by the children, who enjoy the adventurous tasks and look forward to participating each week. The program has successfully combined physical activity with character education, supporting both the physical and social development of pupils.</p>	

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:
Provide children with opportunities to participate in competitive sport through Hoops4Health, Skipping School & NT PESSPA Team. Active Travel to and from events	Children participating in a variety of sporting events and festivals, representing the school: -Yr 2&4 Skipping festival - Yr 5&6 - Hoops 4 Health - Year 5 trail and challenge Active Travel - Sports Leaders session - Hoops 4 Health - Skipping Festival - Trail & Challenge	£2,000 £2,200	Competitive spirit and teamwork skills working towards an end goal. Motivation and engagement in competition and physical activity. Wider sportsmanship to play against other teams and a wider experience participating in festivals and competitions.	through the games planning calendar by North Tyneside allow for the children to enter the competitions, shows and festivals planned across the year.

Provide children with opportunities to participate in competitive sport	Staff to follow the PE/sport yearly plan which allows for intra-competition within year groups for a range of sports and physical activity.	Within class PE sessions	Children have been able to apply their knowledge, skills and tactics when playing against other children in different classes.	
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Total: £17,867.70

Signed off by	
Head Teacher:	Mrs Laura Baggett
Date:	14.7.25
Subject Leader:	Miss Ellen Gibson
Date:	14.7.2025
Governor:	Mrs Laura Tullock
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