

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised

July 2023

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEencourages 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.

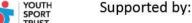
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2021	£00
Total amount allocated for 2021/22	£18,180
How much (if any) do you intend to carry over from this total fund into 2022/23?	£00
Total amount allocated for 2022/23	£18,280
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,280

Swimming Data

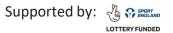
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue	
techniques ondry 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2022. Please see note above	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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: 2020/21	Total fund allocated:	Date Updated: July	2023	
Key indicator 1: The engagemen	t of <u>all</u> pupils in regular physica	al activity – Chief Med	ical Officers guidelines	Percentage of total allocation:
recommend that primary school pu	upils undertake at least 30 min	utes of physical activi	ty a day in school	3%
Intent	Implementa	tion	Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare 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 suggestednext steps:
To increase the number of pupils engaged in regular physical activity within social times during the school day	training to a cohort of Y6 pupils during the Autumn term in	Specialist P.E Teacher time Purchase of materials & certificates from YST (£200)	physical activity at playtimes.	Playground Leader training delivered by the Gedling SGO supported by Specialist P.E Teacher. P.E Leader (JM) to take over annual training from Sept 2023.













	midday staff - Specialist P.E Teacher to modelling engagement of pupils in structured physical play Provide extra-curricular club opportunities for targeted pupils, who have not previously	Purchase of additional resources as needed (natural usage reductions to be replenished) (£300) Data analysis carried out by P.E Leader (JM). (costed within figures in later section) Sports Specialist TA time to lead and manage clubs and maintain	Sports Specialist TA delivered the following club opportunities with focus	·
	led by the dedicated Sports Specialist TA.	attendance data (costed within figures in later section)		Ongoing targeting of children to attend opportunities
Key indicator 2: The profile of PE	SSPA being raised across the	school as a tool for w		Percentage of total allocation:
improvement				2% see also section below as partly embedded within that section
Intent	Implementa	ion	Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?	Sustainability and suggestednext steps:











Use PE/games to develop pupils' personal & social skills	Build on the work begun last academic year- use My Personal	P.E Leader time		Staff to increasingly take ownership of MPB and develop links with academy
	Best (MPB) within P.E lessons to support the development of core personal & social skills. Staff to increasing link these skills with the academy values.	(funding allocation see section below)	MPB into curriculum lessons from Sept 22	values across the curriculum.
Use P.E and sport to raise pupil aspiration			Y6 trip to Leicester Tigers v Wasps (27/09/22)	Ongoing use of P.E premium funds to provide similar opportunities
	spectators		Year 6 – 2 classes visit to Trent Bridge May 23 for	
		for funding)	coaching and to watch professional cricket.	

Key indicator 3: Increased confidence	ence, knowledge and skills of all s	staff in teaching	PE and sport	Percentage of total allocation:
				51%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand 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 dopupils now know and what can they now do? What has changed?	Sustainability and suggestednext steps:
All staff able to deliver high quality P.E. lessons that meet the needs of all pupils, including challenge for those who show talent in the area of study.	Ongoing personalised CDP for all staff through team teaching/coaching approach with the Sports Specialist Teacher - Focus on gymnastics identified as an area of need, 2022 staff survey).	Sports Specialist Teacher (SST) (£8,321)		Staff confidence has increased so that less CPD is required as time goes on. SST continues to support staff with identified areas of improvement from Sept 2023, including ECT.











Staff to attend appropriate additional Funds available to Staff survey 2023 shows staff Staff survey 2023: 76% of staff believe CPD as required for identified need attend confidence in the delivery of PE the purchase of additional curricular appropriate has increased following support resources have had a "High Impact" identified CPD this vear. (See survey in PE file). upon the quality of PE provision in (£1.000) July 23 school. PE premium funds to replenish and further develop the PE resources in Sports Specialist TA attended Countryside Leader training to the academic year 23-24 (£2,000) increase capacity for taking pupils out into contrasting environments as part of OAA curriculum (Summer 2023). In the academic year 23-24 groups will also complete orienteering The curriculum plan has been opportunities at Rushcliffe Country adjusted to focus on orienteering Park and Gedling Country Park with as an outdoor/adventurous SST support (Autumn 2023) activity. SST scoped orienteering Premium funding needed for courses at Gedling & Rushcliffe transport costs (£1,000) Country Parks. Y5 & 6 classes completed sessions at GCP, SST trained teachers to run sessions at Gedling, through coaching and modelling sessions. Sessions at Gedling Country Park, completed with all Y5+6 classes. Pupil feedback very positive. (July 23)

> UK COACHING

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Supported by:

SPORT

Physical Active 2006 Education Partnerships

Key indicator 4: Broader experien	ce of a range of sports and activit	ties offered to al	l pupils	Percentage of total allocation:
				31%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?	
consolidate through practice:				
All pupils have experienced a range of	Continue to provide all pupils with 2	Continuation of	Pupils have experienced a broad	Staff continue to deliver a broad and
sports through the curriculum offered.	hr of high-quality curricular P.E.	above	and balanced curriculum of 2	balanced curriculum that includes
			hours per week in PE/Games	opportunities for OA.
	Curriculum carefully planned to offer		L	
	a broad range of sports		Children making progress in skills	
			and knowledge across a range of	
	CPD to secure quality of teaching and learning		sports	
	learning		Children with talents targeted for	
			clubs/sporting opportunities e.g.	
			County cross country	
			championships	
Increased numbers of pupils participating	Secure the following range of	Table tennis	Clubs offered as part of extra-	Ongoing use of P.E premium funding
in extra-curricular sporting opportunities	opportunities:	coach to deliver	curricular programme:	to maintain the table tennis club
offered through the academy.		weekly sessions	Table tennis club	provision
	Energy club for SEND/targeted pupils	(£700)	Dance club	
	1 x per week		Football club	Continued employment of the SSTA to
			Athletics club	run after school clubs
	Work with partnerships to gain access		Multi-skills	
	to sporting opportunities e.g. Jingle	CCTA Line La	Cross-country club	Continue to allocate time/staff to
	jog	SSTA time to run clubs		deliver Energy Club
	1	(£1,556)		













Increased numbers of pupils experience	Organise trips to see professional	Staffing costs	Year 6 visits to Trent Bridge May	Look for wider opportunities suitable
	sport to raise aspiration.	(£1,328)	23 for coaching and to watch	for all year groups
opportunities offered by school.			professional cricket/Rugby match	
		Funds to subsidise		
		transport and		
		entry tickets		
		(£2,200)		









Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?	
consolidate through practice:			_	
Il pupils to participate in an intra-school	All classes to participate in the BAA	Entry costs (£75)	All classes undertaking the BAA	All teachers become confident in
ompetition.	indoor athletics Pentathlon.		Indoor Pentathlon (Spring 2023)	the organisation and recording of
		Transport costs to		the pentathlon.
	Engage with the Gedling SGC	attend events		
	competition calendar and the Gedling	(£600)	Autumn Term:	Ongoing sustained engagement
	Primary Sports Association to enter		Gedling primary football leagues for	with the Gedling SGO and the
		SST (£750)	girls and boys.	Gedling Primary Sports
	curriculum offer.	SSTA	Tag rugby event	Association to ensure
		(£950)		opportunities are sustained.
	SST and SSTA allocate time to train		(y3-4). Targeted towards less active	
	teams for events, including after		pupils.	Club links pathways become
	school club opportunities.			embedded and self-sustaining
			Summer term	Use DE constitut for the for
	Where appropriate quality		Y5 cricket	Use PE premium funding for
	community opportunities exist (Eg		Y3-4 Boccia (focus on least active)	transport costs (July 23)
	governing body accredited clubs) work with sports specific		Y3+4 pupils took part in	
	development officers to establish and		Nottinghamshire Forest Games (June 23)	
	maintain pathways from competition		23)	
	opportunities to community clubs to		SSTA maintaining records of	
	sustain engagement in competitive		participation. This data being used to	
	sport.		target pupils and encourage	
			engagement.	
	SST to maintain records of			
	participation in order to ensure a			
	range of pupils have the opportunity			
	to engage in competitive			
	opportunities			













Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Andy Daniels
Date:	
Governor:	
Date:	











