

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2023



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) 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.

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, 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 [HERE](#).



Created by:



Supported by:



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 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 | |
| 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 pupils may swim in another year please report on their attainment on leaving primary school at 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, backstroke and 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 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 | | | | Percentage of total allocation: 3% |
| 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 increase the number of pupils engaged in regular physical activity within social times during the school day | Deliver playground leadership training to a cohort of Y6 pupils during the Autumn term in conjunction with Gedling SGO | Specialist P.E Teacher time Purchase of materials & certificates from YST (£200) | Children engaging in physical activity at playtimes. Y6 able to train others in playground leadership skills – embedding values of ‘taking responsibility and growing relationships’ | 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. |

| | | | | |
|---|--|---|---|--|
| | Build on training delivered to midday staff - Specialist P.E Teacher to modelling engagement of pupils in structured physical play | Specialist P.E Teacher time 3x lunch times 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) | Midday staff engaged in training | Midday staff leading structured activity on a regular basis from January 2023. |
| | Provide extra-curricular club opportunities for targeted pupils, who have not previously engaged/fitness needs to improve led by the dedicated Sports Specialist TA. | Sports Specialist TA time to lead and manage clubs and maintain attendance data (costed within figures in later section) | Sports Specialist TA delivered the following club opportunities with focus has been on engaging the less active/engaged pupils: <ul style="list-style-type: none"> • Table tennis • Year 3-4 football • Year 5-6 football • Athletics • Dance club | Ongoing employment of Sports Specialist TA Ongoing targeting of children to attend opportunities |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 2% see also section below as partly embedded within that section |
| 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: |

| | | | | |
|--|---|---|---|--|
| Use PE/games to develop pupils' personal & social skills | Build on the work begun last academic year- use My Personal 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. | P.E Leader time (funding allocation see section below) | Curriculum leader ongoing work with staff embedding MPB into curriculum lessons from Sept 22 | Staff to increasingly take ownership of MPB and develop links with academy values across the curriculum. |
| Use P.E and sport to raise pupil aspiration | Provide opportunities, linked to the P.E curriculum for pupils to experience high quality sport as spectators | Funds to subsidise ticket prices for PP pupils (£300) (see also section below for funding) | Y6 trip to Leicester Tigers v Wasps (27/09/22) Year 6 – 2 classes visit to Trent Bridge May 23 for coaching and to watch professional cricket. | Ongoing use of P.E premium funds to provide similar opportunities |

| | | | | |
|---|---|--|---|--|
| Key indicator 3: Increased confidence, knowledge and skills of all 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 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next 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) | Lesson observations of gymnastics Nov 22 show quality of teaching is good across all classes seen. The ECT is receiving extra-support to embed good practice. Assessment of PE is increasingly secure | 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. |

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

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 31% |
|---|---|---|---|--|
| 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: |
| All pupils have experienced a range of sports through the curriculum offered. | Continue to provide all pupils with 2 hr of high-quality curricular P.E. Curriculum carefully planned to offer a broad range of sports CPD to secure quality of teaching and learning | Continuation of above | Pupils have experienced a broad and balanced curriculum of 2 hours per week in PE/Games Children making progress in skills and knowledge across a range of sports Children with talents targeted for clubs/sporting opportunities e.g. County cross country championships | Staff continue to deliver a broad and balanced curriculum that includes opportunities for OA. |
| Increased numbers of pupils participating in extra-curricular sporting opportunities offered through the academy. | Secure the following range of opportunities: Energy club for SEND/targeted pupils 1 x per week Work with partnerships to gain access to sporting opportunities e.g. Jingle jog | Table tennis coach to deliver weekly sessions (£700) SSTA time to run clubs (£1,556) | Clubs offered as part of extra-curricular programme: Table tennis club Dance club Football club Athletics club Multi-skills Cross-country club | Ongoing use of P.E premium funding to maintain the table tennis club provision Continued employment of the SSTA to run after school clubs Continue to allocate time/staff to deliver Energy Club |

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

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: 13% |
|---|---|--|--|---|
| 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: |
| All pupils to participate in an intra-school competition. | <p>All classes to participate in the BAA indoor athletics Pentathlon.</p> <p>Engage with the Gedling SGC competition calendar and the Gedling Primary Sports Association to enter teams into events in line with the curriculum offer.</p> <p>SST and SSTA allocate time to train teams for events, including after school club opportunities.</p> <p>Where appropriate quality community opportunities exist (Eg governing body accredited clubs) work with sports specific development officers to establish and maintain pathways from competition opportunities to community clubs to sustain engagement in competitive sport.</p> <p>SST to maintain records of participation in order to ensure a range of pupils have the opportunity to engage in competitive opportunities</p> | <p>Entry costs (£75)</p> <p>Transport costs to attend events (£600)</p> <p>SST (£750)</p> <p>SSTA (£950)</p> | <p>All classes undertaking the BAA Indoor Pentathlon (Spring 2023)</p> <p>Autumn Term: Gedling primary football leagues for girls and boys. Tag rugby event "Jingle Jog" mass participation event (y3-4). Targeted towards less active pupils.</p> <p>Summer term Y5 cricket Y3-4 Boccia (focus on least active) Y3+4 pupils took part in Nottinghamshire Forest Games (June 23)</p> <p>SSTA maintaining records of participation. This data being used to target pupils and encourage engagement.</p> | <p>All teachers become confident in the organisation and recording of the pentathlon.</p> <p>Ongoing sustained engagement with the Gedling SGO and the Gedling Primary Sports Association to ensure opportunities are sustained.</p> <p>Club links pathways become embedded and self-sustaining</p> <p>Use PE premium funding for transport costs (July 23)</p> |

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