

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding
Please complete the table below

Total amount carried over from 2019/20	£6,777
Total amount allocated for 2020/21	£25,147
How much (if any) do you intend to carry over from this total fund into 2021/22?	£9,726
Total amount allocated for 2021/22	£18,370
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,096

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 2020. Please see note above	65%
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	49%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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/No

	access a range of various sport before, during and after school.		The new sports equipment which was purchased had a huge impact on increased participation in lessons, lunch clubs and afterschool clubs. This resulted in, Improvement of skills, as more children have equipment that is fit for purpose.	Training took place with MDS and sports leaders in the correct use of equipment.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
12%

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:
External agencies have delivered PE lessons to compliment the curriculum. (When the guidelines permitted) External providers have delivered extra-curricular activities to enhance children's interest and skills in addition to their PE lessons. (When the guidelines permitted) PE and School Sport included within the weekly virtual assembly.	Outside agencies that are well known to the local area (Mansfield Town Football Club, Express Coaching, Chance to Shine) have been used to deliver in curriculum time. External providers bought in to stretch, scaffold and raise the profile of our extracurricular provision. include all children (Grade A, Mansfield Town Football Club, G3A, Take 2 Adventure, Express Coaching). Regular sporting section to assembly to celebrate the children's achievements.	£3,017	By the theme of school sport and PE being ever present in and around the school (displays, school values, internal competitions, virtual competitions, PSHE healthy lifestyle lessons and PE lessons) the children have been exposed to benefits and successes that it can bring to them and their school (through the progress in the PE curriculum and virtual event success), which has given the children sporting aspirations of their own. This will be always encouraging them to take part and live a healthy active lifestyle beyond their primary years.	The child will be more prepared for PE and other social/sporting situations when they move to further education and will have all developed a set of holistic life skills (resilience, ambition, positivity, work ethic and discipline) through the medium of sport. Enabling all children to adapt and succeed in both their personal physical development and their personal sporting aspirations.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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:
REAL PE demo days (new staff) REAL Gym whole staff CPD	New staff have been upskilled (teaching and support) which has increased and developed their personal passion, confidence and subject knowledge to deliver high quality PE consistently to all children in their class. All staff have been trained (teaching and support) in an array of activities linked to Gymnastics. All staff (age related) have been trained to specialise in their KS/age range.	£1,000	Having staff in school who are confident in delivery of PE has enabled all children to progress during their physical development and enabled them to become physically literate. The pupils have been challenged, which has helped them to overcome challenges, resolve conflicts, improve their self-belief and improve their ability to work in teams and with others effectively. The evidence of this has been recorded through observations and an online staff confidence questionnaire. This is further validated in the progress that has been made, 100% of the children across The Parkgate	Current staff will continue to develop their understanding of delivering high quality PE sessions. New staff will be provided relevant training to ensure they can deliver PE lessons to the same standard with confidence. Equally, REAL PE/gym resources (including instructional online videos, lesson plans, curriculum maps and assessment tools) will continue to be available to support teachers.

			Academy have progressed in each term and the completion of the schools games framework.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 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:
Plan and offer an exciting range of extra-curricular activities that will appeal to and engage a large percentage of children (guidelines permitting). This has also prepared children for virtual SG events.	Before and after lockdown, we have offered a wide range of high-quality activities, before, during and after the school day. We increased student participation in sport and raised its profile in school by limiting clubs to year groups. This allows us to further	£2,000	Pupils have taken part in a range of different physical activities, games and sports. They know the rules for different games and some children who previously had negative ideas of sport and PE have taken part with enjoyment and experienced success due to	Children at The Parkgate Academy are aware of the range of sporting clubs available in school and in our local area. Equally, our school will continue to develop positive links with these associations leading to club

<p>Plan and delivered a fully inclusive, multi ability PE curriculum and assessment system.</p>	<p>diversity the sporting opportunities that we offer.</p> <p>The Parkgate academy has seen a great degree of success with the virtual SG events, taking several gold, silver and bronze medals in an array of activities.</p> <p>External providers bought in to extend the range of activities available to pupils including clubs. Staff observe activities and assess pupil involvement engagement and interest.</p> <p>This extracurricular offer is alongside a fully engaging PE curriculum that has a multi ability approach to develop the whole child holistically.</p>		<p>smaller group sizes and limiting it to year group bubbles.</p> <p>We have also been able to identify and engage the less active pupils and children from identified groups (SEND/PP/LA) alongside the other children to diminish the difference. We have done this by offering a vast range of diverse clubs that cater for all their individual taste and requirements, using the sports council's pupil voice tool.</p> <p>Pupil participation numbers have increased in the Virtual School Games as well as other festivals and competitions.</p> <p>Children have developed transferable holistic life skills and the school values and applied them in PE, School Sport and across the curriculum.</p> <p><u>Data can only reflect clubs that have ran. Some clubs were postponed due to Covid-19 and its subsequent restrictions.</u></p>	<p>opportunities, taster sessions away from the school site and access to consistent, competitive and structured physical activity for all our children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>To increase the number of children that represent the school in competitive sport including from identified groups (SEND/PP/LA)</p> <p>Our Sports leaders have planned, delivered (where possible) and organised festivals to ensure participation in Level 1 competitions to all children in EYFS/KS1/KS2.</p>	<p>Intra-class competitions have taken place at the end of PE units. All children have had positive sporting experience and have been engaged and successful in the competitive sports.</p> <p>We have had large numbers of children who have entered the virtual and in school Newark and Sherwood sports competitions. This number has trended upwards consistently since the start of the academic year.</p> <p>The PE leads have ensured that relevant clubs have access to virtual district level competitions and festivals.</p> <p>The PE leads have organised competitions within year groups in mutually accessible sports, games and challenges.</p>	£2050	<p>We are part of, and have done a lot of work through our SGO/School Sports Partnership, this expands our offer of virtual competitions and festivals to all our pupils in all key stages, thus raising our levels of participation in school and in local sports and festivals. This has given our children a huge sense of pride by representing the academy at different events and on different levels. Evidence collated by the SGO regarding the events, which the school entered and competed at, this has been collated to make a participation and results based table.</p>	<p>The offer of inter school competition in Newark and Sherwood is huge as well as links built across the trust network, clubs within the academy and with other local schools. The intra and inter school competitions were relevant to the clubs the school offer within their extra-curricular provision. In addition to this, The Parkgate Academy regularly topped both the participation and performance league tables that were produced weekly and half termly (at different stages of the year) by our SGO.</p> <p>PE leads have a range of contacts in the locality and play a role in the local sporting offer. An appendix has been added to the Subject Leaders' Handbook for PE detailing local events in the calendar and contacts.</p>

	*Not all planned activities were able to go ahead due to Covid-19, as a result, not all data is available.			The academy is established in the locality and receives regular invites to competitions. The Parkgate academy to host SG events.
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Head Teacher:	Kerry Chadburn
Date:	1/07/2021
Subject Leader:	James Barber/ Chloe Brock-Taylor
Date:	1/07/2021
Governor:	Lee Hessey
Date:	1/07/2021