

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,530
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£18,530
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 18,530

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. 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 2023. Please see note above	67%
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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

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: 2022/23		Total fund allocated: £18,530		Date Updated: 14/07/23	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					13%
Intent		Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
Whole school REAL PE CPD - REAL PE, GYM, Dance, Foundations, REAL PE at HOME, Leaders. Creating a planned, progressive and measurable PE and SS provision.		All staff have been upskilled (teaching and support) in an array of activities linked to the NC (ie. PE, Gymnastics, dance, EYFS PA), which has increased and developed their personal passion, confidence and subject knowledge to deliver high quality PE consistently to all children in their class. This has given all children a sustainable, high quality and bespoke PE and SS experience.		£2,495	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 a staff confidence questionnaire. This has been further validated in the sustained progress that has been made, 100% of the children across The Parkgate Academy have progressed in each term.
Key indicator 2: The engagement of all 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:
					26%

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Continued investment in REAL Next Steps membership. REAL PE, GYM, Dance, Foundations, REAL PE@ HOME, REAL Leaders, Real play and BURSTS. This is a whole package, creating a planned, progressive and measurable PA and SS provision across the school.	<p>PESSCo has played a crucial role in; planning, delivering, and assessing/tracking both PE, PA and school sport (both intra and inter events) this has been during structured and unstructured times both inside and outside the curriculum.</p> <p>Staff upskilled during two separate 1-hour session on the delivery of REAL dance and Real gym. ECT'S also had an extra training session and refresher on REAL pe.</p> <p>Sports leaders and middays trained to ensure beneficial physical play and social interaction at unstructured times. Staff trained to support the REAL leader programme.</p>	£832	<p>Progress and attainment in PA and SS is evident across all key stages. This is a reflection of the participation levels and the progress we strive for our children to make in PE, PA and school sport and the skill set that they can develop through physical sporting activities (both intra and inter). It portrays the sporting success a vast number of children from different backgrounds achieve both inside and outside of the curriculum.</p> <p>Participation levels and confidence has increased drastically over the course of the year.</p> <p>The children, who have become sports leaders, have become confident in supporting, coaching and leading others. These children delivered School Games Day to the school and were able to organise and plan the events. Participation levels of PA at unstructured times (lunchtime) have increased dramatically, thus reducing behaviour incidents and increasing the profile of PA and raising the morale of the playground.</p>	<p>Continue to ensure induction training for new staff starting in September.</p> <p>Continue to develop midday supervisor and Sports Leaders skills by using high quality internal and external CPD.</p> <p>Lunch time provision to be continued to be run across the whole school. The Sports Leaders, with support of the midday staff to organise and deliver lunch time activities (using the pupil voice responses) as a form of behaviour management and to raise participation levels.</p> <p>The Parkgate Academy aims to keep personal physical development alongside competitive sport at the heart of school and provide more young people with the opportunity to compete and achieve their personal best across as many activities as possible.</p>

Continued Investment in high quality sporting equipment.	High quality equipment PE and sporting equipment purchased throughout the school year so children can access a range of various sports before, during and after school. This will not only broaden the range of activities that can be offered at unstructured times (leaders and middays at lunchtime) and extends our extra-curricular offer and PE provision. This will enable us to offer more inclusive, personalised competitive opportunities to a greater number of children. This will be for all children, including targeted groups (PP/SEND/LA) to further diminish the difference	£3,900	By continuing to invest in new sports equipment, it has had a huge impact on increased participation levels in lessons, lunch clubs and afterschool clubs. This resulted in, Improvement of physical and social skills, as more children have equipment that is fit for purpose. Children have also developed transferable holistic life skills and the school values and applied them in PE, School Sport and across the curriculum and in the wider community.	Training is continually taking place with staff and sports leaders regarding the correct use of equipment and the best way to utilise it across the school.
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				40%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Outside agencies bought in to inspire and develop children's own sporting interests further by complimenting and extending the curriculum.	Outside agencies that are well known to the local area (Mansfield Town Football Club, Grade A Sports, Well Being Warriors, Chance to Shine Cricket) have been used to demonstrate their own skills and recount the training journeys that have brought them to their current	£3,715	By the theme of school sport and PE being ever present in and around the school (displays, school values, internal competitions, SG/Trust events, PSHE healthy lifestyle lessons and PE lessons) the children have been exposed to benefits and successes that it can bring to them	The child will be more prepared for PE and other social/sporting situations when they move to different year groups within our school, further education or within the local community. They will have all developed a set of holistic life skills (resilience,

<p>External providers have delivered extra-curricular activities to enhance children's interest and skills in addition to their PE lessons.</p> <p>PE and School Sport included within the weekly assembly.</p>	<p>level of achievement/ performance and provide opportunities for pupils to practice skills.</p> <p>External providers bought in to stretch, scaffold and raise the profile of our extracurricular provision. (Grade A, Mansfield Town Football Club, Well Being Warriors, Mick Newton Badminton, Chance to Shine Cricket.)</p> <p>Regular sporting section to assembly to celebrate the children's achievements. Certificates and medals awarded.</p>	<p>£3,388</p> <p>£300</p>	<p>and their school (through the progress in the PE curriculum and SG/Trust events), 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.</p> <p>Through celebration assemblies, children's achievements are celebrated which also inspires them and others to want to take part in events/festivals.</p>	<p>respect, team player, ambition, positivity, work ethic and discipline) through the medium of sport. Enabling all children to adapt and succeed in both their personal, physical and mental development and their personal sporting aspirations.</p> <p>To continue with weekly sporting celebrations.</p>
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>11%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>Plan and offer an exciting range of extra-curricular activities that will appeal to and engage a large percentage of children. This has also prepared children for intra and inter events and has directed children to out of school grass roots clubs to develop their interests and skills further.</p>	<p>We have offered a wide range of high-quality extra-curricular activities, before, during and after the school day. This has increased student participation in school sport (intra and inter) and raised its profile across the school and in the local and wider community. We have seen a great degree of success with SG/Trust 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 and physically.</p>	<p>£2,000</p>	<p>The Parkgate Academy offers extra-curricular activities for pupils in EYFS, KS1 and KS2 which are delivered before, during lunchtime and after the school day. These are delivered by staff and external providers to ensure our children experience a range of different activities. These have rolled into participating and winning several intra and inter school competitions. Furthermore, we currently are and have been creating positive working relationships with clubs and organisations in our community to enable our children to continue to access structured sport. Children who previously had negative ideas of sport and PE have taken part with enjoyment and have experienced success.</p> <p>Pupil participation numbers have increased as the year has progressed. 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>Children have developed transferable</p>	<p>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 opportunities, taster sessions away from the school site and access to consistent, competitive and structured physical activity for all our children. This has given our children the platform to access and achieve success in life changing opportunities both inside and outside the NC as well as in the community and its sporting clubs.</p>
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			holistic life skills and the school values and applied them in PE, School Sport and across the curriculum.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 children that represent the school in competitive sport including from identified groups (SEND/PP/LA).	We have had large numbers of children who have entered Intra and inter-school competitions throughout the school year. All children who have taken part have had positive sporting experience and have been engaged and successful in the competitive sports. The Parkgate Academy has seen a great deal of success in both inter and intra events. This number has trended upwards since the start of the academic year.	£500	Development of the identity of the Parkgate Academy within our trust and at our sports partnerships has been key this academic year. We are part of and have done a lot of work through our SGO/School Sports Partnerships this year, this expands 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. Most children from all key stages,	The offer of inter-school competition in Newark and Sherwood is extensive 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

Our Sports leaders have planned, delivered, and organised events to ensure participation in intra-school competitions to all children in EYFS/KS1/KS2 which culminated in the annual School Games Day.	All children in all key stages EYFS, 1 and 2 have had a positive sporting experience and have been engaged and successful in competitive sports in the Autumn, Spring and Summer terms and celebrated in sports assemblies.		especially Key Stage 2, have represented the school in festivals and competitions. This has given our children a huge sense of pride by representing the academy at different events and on different levels.	regularly won medals in both participation and performance during inter-school competitions this academic year. The Parkgate Academy is established in the locality and receives regular invites to competitions. The school has also hosted various SG events this year which has really put the school on the map. The Parkgate Academy has been awarded the School Games Gold award for 22/23 for the continued effort and dedication towards PE and school sport.
Travel for competitions and events.	Various transport options have been used this academic year so children can attend various festivals, inter-school competitions and trips.	£1,400	Being able to attend various festivals, competitions and trips has had a massive impact on the children this academic year. The events and trips for the children have been life changing as they have been able to access a range of sports which they might not be able to access out of school. Trips to watch the Women's Ashes test at Trent Bridge and the Mansfield Town stadium tour were particularly meaningful to the children as it showed what can be achieved through sport.	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. The Parkgate Academy will continue to invest in transport options due to children being able to regularly attend events and festivals.

Signed off by	
Head Teacher:	Reece Davy
Date:	14/07/23
Subject Leader:	James Barber
Date:	14/07/23
Governor:	Jamie Macintyre
Date:	14/07/23