

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.

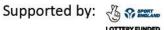
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than 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.

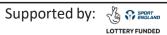
Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority 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.

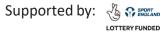
Academic Year: 2022/23	Total fund allocated: £18,530	Date Update	d: 14/07/23]
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the 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?	Sustainability and suggested next steps:
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 selfbelief 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.	resources (including instructional online videos, lesson plans, curriculum maps and assessment tools) will continue to
Key indicator 2: The engagement of al	I pupils in regular physical activity – Chi	ef Medical Offic	cers' guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at leas				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.	assessing/tracking both PE, PA and		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. Participation levels and confidence has increased drastically over the course of the year. 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	Continue to develop midday supervisor and Sports Leaders skills by using high quality internal and external CPD. Lunch time provision to be













Continued Investment in high quality	High quality equipment PE and sporting		By continuing to invest in new	Training is continually taking place
sporting equipment.	equipment purchased throughout the		sports equipment, it has had a huge	with staff and sports leaders
	school year so children can access a	£3,900	impact on increased participation	regarding the correct use of
	range of various sports before, during	13,300	levels in lessons, lunch clubs and	equipment and the best way to
	and after school. This will not only		afterschool clubs. This resulted in,	utilise it across the school.
	broaden the range of activities that can		Improvement of physical and social	
	be offered at unstructured times		skills, as more children have	
	(leaders and middays at lunchtime) and		equipment that is fit for purpose.	
	extends our extra-curricular offer and		Children have also developed	
	PE provision. This will enable us to offer		transferable holistic life skills and	
	more inclusive, personalised		the school values and applied them	
	competitive opportunities to a greater		in PE, School Sport and across the	
	number of children. This will be for all		curriculum and in the wider	
	children, including targeted groups		community.	
	(PP/SEND/LA) to further diminish the			
	difference			

Key indicator 3: The profile of PE and	sport is raised across the school as a	a tool for whole s	chool improvement	Percentage of total allocation:
				40%
Intent	Implementation		Impact	
	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.	to the local area (Mansfield Town	£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,













External providers have delivered extra- curricular activities to enhance children's interest and skills in addition to their PE lessons.	of our extracurricular provision. (Grade A, Mansfield Town Football	£3,388	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.	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.
PE and School Sport included within the weekly assembly.	Club, Well Being Warriors, Mick Newton Badminton, Chance to Shine Cricket.) Regular sporting section to assembly to celebrate the children's achievements. Certificates and medals awarded.	£300		To continue with weekly sporting celebrations.
Key indicator 4: Broader experience o	f a range of sports and physical activi	ties offered to all	pupils	Percentage of total allocation:
				11%
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:













Plan and offer an exciting range of extracurricular 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 school and in the local and wider skills further.

We have offered a wide range of highquality 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 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

External providers bought in to extend the range of activities available to pupils including clubs. Staff observe activities and assess pupil involvement engagement and linterest.

Plan and deliver a fully inclusive, multi ability PE curriculum and assessment system.

This extracurricular offer is alongside a fully engaging PE curriculum that has a multi ability approach to develop the whole child holistically and physically.

£2.000

The Parkgate Academy offers extracurricular activities for pupils in EYFS. Academy are aware of the range 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 access to consistent, competitive competitions, Furthermore, we currently are and have been creating for all our children. This has given 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 as in the community and its ideas of sport and PE have taken part sporting clubs. with enjoyment and have experienced success.

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.

Children have developed transferable

Children at The Parkgate 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 laway from the school site and land structured physical activity our children the platform to laccess and achieve success in life changing opportunities both inside and outside the NC as well











	holistic life skills and the school values and applied them in PE, School Sport and across the curriculum.	

Key indicator 5: Increased participatio	n in competitive sport			Percentage of total allocation:
				10%
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:
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.		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	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
Travel for competitions and events.	Various transport options have been used this academic year so children can attend various festivals, interschool 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.	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. 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











