

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2022/23

Commissioned by



Department
for Education

Created by



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Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2021.</p> <p>Please see note above.</p>	0%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	0%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<p>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?</p>	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 £16490		Date Updated: 14/11/2022	
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:
					%
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:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	1. A Focus on Outdoor Opportunities <ul style="list-style-type: none"> We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning Specialist Autism Provision Primary pupils to access Boots and Brambles forest school offsite subject to risk assessment Specialist Autism provision primary pupils to access weekly horse riding through Ruddington RDA. Links with Nottingham City Outdoor Education service- all classes to access a relationship building Outdoor Education Day. 2. 30 Minutes a Day <ul style="list-style-type: none"> Maintain current offer for movement on whole school timetable and identify possible opportunities for further physical activity to support and meet the 30 Minutes a Day requirements Ensure that movement breaks and movement based sensory regulation activities are detailed on pupils individual provision maps consistently. 			Evidence <ul style="list-style-type: none"> OT referral system and plans in place. Sensory Development curriculum in place and pupils engaged. 30 minutes a Day activities evidenced in provision maps. More 30 minutes a Day activity occurring All programmes in place and children engaging on a regular basis Physical activity and sports clubs. Participation Registers and attendance figures Pupil voice surveys Staff voice 5 a Day schemes continued Staff allocated to support pupils play Assemblies, posters, activity time-tables in classrooms / noticeboards Learning Journals Provision Maps/EHCP plans Impact / Outcomes for Children: <ul style="list-style-type: none"> Increased support from the OT 	

	<ul style="list-style-type: none"> Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class Continue to ensure all pupils have access to a broad, balanced range of activities, through PE lessons, enrichment activities, after school opportunities and occupational therapy plans and movement breaks. Continue to use Fun Fit and 5 a Day schemes Continue with supported break for selected pupils <p>3. Sensory Development Curriculum</p> <ul style="list-style-type: none"> We have the OT 1 x day per week Their role will be extended to 1.5 days using sports premium. OT specific equipment in classrooms and used in conjunction with EHCP and occupational therapy plans. Sensory development curriculum being trialled this academic year in addition to PE curriculum. Written by PE lead and Occupational Therapist. Stands include Interception /gross motor skills/fine motor skills. Extend facilities further to enable to access sensory regulating activities outdoors. 	£10,000	<ul style="list-style-type: none"> Extended OAA opportunities for health activity Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health All pupils will undertake at least 30 minutes of physical activity a day. They will be able to make an informed choice about what they like to do and they will be able to recall what types of physical activity they enjoy. In conjunction with their age and stage of development. Improvement in sense of health and well-being improved Increased participation by children who normally don't engage with sporting / physical activity opportunities. Through interception and sensory development curriculum. Fitness levels for all, but with a particular focus on the less active children, will increase. The 30 minutes a day will mean children get a change in their focus and concentration will increase during lesson times. Children engaging in healthy, physical activity within other curriculum subjects e.g. Maths Children are confident in discussing a healthy lifestyle and take responsibility for theirs Children able to independently access self regulating exercise and activities Children expressing how these activities impact on their arousal levels Increased safe risk taking ability eg climbing Improvements in engagement in the classroom and arousal levels. Staff reporting engagement in the activities and independence in using them 	
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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:
			%
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?:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p>1. Strategic approach that ensures PE and Sport Premium Plans are embedded within and inform the Whole-School SIP with a particular focus on well-being, movement and sensory regulation and curriculum development.</p> <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating <p>A whole-school focus on using movement to aid sensory regulation.</p> <p>1. Continue to drive and embed movement based sensory regulation and movement breaks across the school.</p> <ul style="list-style-type: none"> Pupils accessing OAA and sensory play opportunities in the community eg:- clip and climb and soft play Provision maps to identify when pupils require movement breaks and opportunities given in line with Positive behaviour support plans. Staff to work closely with professional such as OT's and 		<p>Evidence</p> <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE COVID Safe Competition opportunities developed Review complete New PE & Sport Premium template used and uploaded to website All requirements met Key, whole-school priorities that PE & Sport Premium Action Plan can support identified Internal OAA CPD provided by PE lead/Martin Smith. Staff Well-Being Voice data 50 Things Curriculum developed with Martin Smith OT space developed / resources and equipment in place 30 Minutes a Day audit and plan updated Pupil voice surveys Outdoor equipment purchased and installed <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> More sustainable opportunities embedded across the school Pupils independently, and with support, develop core balance and coordination skills linked to gross and fine motor development Pupils learn to regulate themselves emotionally through movement Balance, coordination, both gross and fine motor develop will have a significant
			Sustainability and suggested next steps:

	<p>physiotherapists to ensure plans meet the needs of pupils.</p> <p>2. Outdoor Learning Area</p> <ul style="list-style-type: none"> • Please see SOLE details in Section 1 above • Continue to resource and develop a stimulating, safe and engaging primary outdoor area • Continue to develop the SOLE and engage Martin Smith to support our work in this area • Invest in visual prompts on the playground to support children to engage in sensory motor planning activities. These should include a selection of alerting, organizing and calming activities. (Covid response-outdoor provision) • Ensure equipment is used in a way that contributes to their target of 30 minutes activity a day. • Extend role and impact of the OT <p>Competitive Opportunities</p> <ul style="list-style-type: none"> • Further develop competitive opportunities against self and others to develop range of personal and social skills • This would involve developing competitive opportunities for children of all abilities to support the development of the whole child • Further develop internal competitive opportunities to enhance the PE curriculum offer (See Indicator 5 below) • See Section 5 below <p>Additional Physical Activity Opportunities with whole-school impact</p> <p>1. Continue to use Fun Fit and 5 a Day schemes</p> <p>2. Continue with supported break for selected</p>		<p>impact on pupils ability to access learning back in the classroom e.g. able to sit for longer periods of time without having to move or correct their posture, being able to refine the muscles in arms and hands in order to develop and enhance pencil grip control for writing, drawing, painting or creating</p> <ul style="list-style-type: none"> • Pupils develop transferable leadership, team-building and problem-solving skills through outdoor learning that has a positive impact on learning in other areas across the school • Enhanced development of self-esteem, confidence, personal and social skills and behaviour • Increased opportunities to engage in healthy, physical activity that contributes to their target of 30 Minutes a Day • More opportunities within the community to engage with physical activity <p>Evidence</p> <ul style="list-style-type: none"> • FunFit and 5 a Day schemes in place • Holme-Pierrepoint visited <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Pupils gross and fine motor skills are better developed as evidenced in EHCP reviews • Pupils more focused in lessons improving progress and attainment • Teachers comment on a better level of engagement and concentration post sessions • OAA opportunities such as climbing and skating has lead to increased resilience and developed risk taking behaviours. • Team – building skills • Increased self-confidence 	
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pupils

3. Sessions lead by Nottingham City Outdoor Ed Team.

- A selection of focus Outdoor Education days have been booked to supplement our in school Outdoor learning. Including Climbing wall / Relationships day- Den building/problem solving.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:	Sustainability and suggested next steps:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	<p>Staff CPD Programme</p> <p>1. Dance Support</p> <ul style="list-style-type: none"> Dance identified as a CPD- Dance Equation dance teachers to work 1 day a week alongside different staff and age ranges to support curriculum deliver and provide CPD. 1 trainee teacher and one NQT attending forest school sessions at Boots and Brambles to support their subject knowledge Informal discussions with staff, building upon the audit last year Key focus on any new staff (HLTA) PE Learning Walks to help identify needs PE lead attending intensive integration training to support staff to get our most complex learners to engage and communicate in PE sessions. <p>2. GAT Membership Support Package</p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central GAT PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice 		<p>£3090</p> <p>£2,400</p> <p>GAT package of support</p>	<p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead Improved staff confidence in deliver and improved pupil engagement and communication <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> Membership purchased Central Development Days attended Bespoke training days from Allison Consultancy taken place 2021/22 PE & Sport Premium Plan reviewed and developed Costed, 2022/23 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy All DfE / Ofsted On-line reporting requirements for PE & Sport Premium complete PE Learning Walk sheets

	<ul style="list-style-type: none"> • This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy • Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding • Ofsted Evidence data pack • Data collection Resources for PE & Sport Premium • Review and development of PE Curriculum Map • PE Curriculum Journey Intent Statement • Linking PE Curriculum Intent Statement to whole-school curriculum intent • Sharing of best practice to support pupil well-being • PE and Sport Premium preparation for inspection: RAG Review and identification of key actions • Ofsted and DfE requirements in relation to PE and School Sport Premium • Quality Assurance of Planning and delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>British Cycling Teacher training</p> <p>2 x Remote / In-school bespoke days of support</p> <p>Day 1: (14/11/22) Strategic Support for the PE Lead</p> <p>(2 x Hours)</p> <p>Support to include:</p> <ul style="list-style-type: none"> • PE and Sport Premium – Reviewing and developing 2022/23 Action Plan <p>Day 2: (Date TBC) Gymnastics</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Work with targeted small group of staff 	£1000	<p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • Staff upskilled to deliver enhanced provision in PE lessons • Increased confidence, knowledge and skills to deliver Gymnastics / OAA lessons / activity <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children experience a wider range of exciting, less traditional activities both within and beyond the curriculum including OAA/Horseriding and visits such as the snow dome. • Children have increased outdoor learning opportunities in the enhanced outdoor learning environment • Children engaged in enhanced, more effective PE lessons • Enhanced quality of learning • Improved challenge and engagement • Enhanced quality of teaching and learning in gymnastics lessons • 	
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3. Additional Support

- Staff OAA training to be delivered by Martin Smith
- This is part of the new Outdoor Learning Package
- In house Occupational Therapist to support with Interception curriculum and sensory development.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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?:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p>1. Curriculum Development</p> <ul style="list-style-type: none"> Review and reflect on the new progressive curriculum sequences to ensure the pathways are appropriate progressive and pitched at the appropriate learning level. Continue to develop the curriculum to meet the changing needs of our cohort <p>2. Pupil Voice</p> <ul style="list-style-type: none"> Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation Target children not engaging <p>3. 30 Minutes a Day (See Section 1 above)</p> <ul style="list-style-type: none"> Strategically link new opportunities to the 30 minute a day programme such as trying things like go noodle <p>4. Holme-Pierrepoint</p> <ul style="list-style-type: none"> Scheduled program of OAA delivered by Nottingham City Outdoor Education team 			<p>Evidence</p> <ul style="list-style-type: none"> All programmes in place and children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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: Red = Underspend	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:	Sustainability and suggested next steps:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<ol style="list-style-type: none"> GAT SEND Sports Competitions <ul style="list-style-type: none"> Look to develop GAT SEND Sports Competitions with Purple Oaks Academy and COPASS Academy Begin engaging learners in competition in years 5 and 6 Develop GAT SEND network with Purple Oaks and COPASS. Establish a sporting calendar that reflects and supports the needs of all schools and pupils. Allocate funding to the transporting of pupils to the events and the purchasing of any appropriate equipment that may be required to help facilitate the events. Penathlon <ul style="list-style-type: none"> Meet with Penathlon to look at ways of engaging in more competitive opportunities with other special schools Give all children more opportunities to experience competition against self and others within PE (National Curriculum requirement) <ul style="list-style-type: none"> PE Lead to work with staff to review the PE curricular programme and identify competitive opportunities Ensure CPD training is cascaded so that competitive opportunities in lessons are available to all children Extend competitive opportunities from within the PE 	Internal Budget	Evidence <ul style="list-style-type: none"> Competition Programme Summary Sheet GAT Competitions taken place Entered Penathlon competitions PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme Sporting / Physical Activity Competition Calendar Registers New, additional competitive opportunities now in place Pupil voice Achievements celebrated 	
		Internal Budget	Impact / Outcomes for staff: <ul style="list-style-type: none"> Sustainability – Teaching Staff able to deliver competitive sport / physical activity opportunities for their children in lessons <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to 	

	<p>Curriculum itself so competitive opportunities become more inclusive, are increased and available to all</p> <ul style="list-style-type: none"> • All staff to provide a mini competitive opportunity within the PE lesson at the end of a Unit of Work • This can be as simple as walking relays or rolling balls at targets, beating own score in multi-skills activities, Boccia, New Age Curling etc • This to be done for a minimum of two Units of Work over the year <p>4. Celebrating children's achievements</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within assemblies for children who have taken part in competitions • Staff should acknowledge their success in any competitive activity in PE lessons e.g. for: <ul style="list-style-type: none"> ✓ team work and leadership ✓ fair play ✓ improved confidence ✓ physical ability ✓ learning a new skill ✓ showing resilience ✓ displaying focus and concentration ✓ encouragement of others <p>5. Competition Calendar and Registers</p> <ul style="list-style-type: none"> • PE Lead to produce Calendar of internal and external competition taking place • Participation registers developed 		<p>work as a team and how to handle winning and losing and the importance of good sportsmanship</p> <ul style="list-style-type: none"> • Confidence • Enjoyment of sport and games across the academy • Opportunity to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Experience of the feeling of achieving their best and of gaining awards and certificates <p>Pupils will also:</p> <ul style="list-style-type: none"> • Be better equipped at dealing with a competitive situation • Learn key skills of being a competitor which they will hopefully transfer to other aspects of their school life. • Develop confidence and skills in competitive scenarios and events at Nethergate and will also be able to generalise and apply their skills and expected behaviours to the other schools and their environments. <p>(See Evidence and Impact above)</p>	
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Budget Summary as of 14/11/22

Total Funds Allocated	-	£TBC
Total Spend Identified in Plan ('Blue' figures)	-	£TBC
Balance	-	£TBC