



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Addressed key area for development from Current AfPE Award i.e. develop competition/challenges- Achieved Bronze Games Award.</li> <li>• School attended and represented at Level 3 Lincolnshire Games. (Tri Golf)</li> <li>• 75 % 25 metres achieved from Y6 cohort.</li> <li>• Pupil Leadership scheme- Play Maker Award in operation.</li> <li>• 100% pass rate for Level 1 Bikeability Scheme. (5 pupils achieved Level 2.)</li> <li>• Upgrade key PE equipment and resources.</li> <li>• Curriculum balanced between 'Theme' and development of key PE skills and areas.</li> <li>• Engagement of 'family' through family PE afternoons, ice hockey.</li> <li>• Accessing PE providers- Agilitas (After School Sports Club)               <ul style="list-style-type: none"> <li>-Peterborough United</li> <li>- Spading Gym</li> <li>- Toft House Golf</li> </ul> </li> <li>• Global Citizenship - raised money for Sport Relief and Soccer Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an 'inclusive' PE to support and provide access to all children across the school. (Pupils with increased additional needs)</li> <li>• Up skill key staff to deliver PE across the school. (Teacher feedback indicates the need to have increased knowledge and skills to deliver high quality PE, as, the school welcomes pupils with increased additional needs.</li> <li>• Develop use of buddying system with other schools.</li> <li>• Develop competition/ challenges through inter and intra school games and activities.</li> <li>• Achievement of Silver Games Award. (Bronze at present)</li> <li>• Introduce new activities to pupils through accessing a broader experience of a range of sports and activities, promoting a healthy active lifestyle.</li> <li>• Utilize and extend the school facilities/ school grounds for sporting events. GHA and Gosberton Academy use grounds at present. Invitation for more schools to visit.</li> <li>• Promote sports leaders through the Playmaker scheme.</li> <li>• Develop a more organised system for promoting Sports badges through Scouting Award Badges criteria.</li> <li>• Global Citizenship - raised money for Sport Relief, Soccer Aid, Hockey Heroes.</li> <li>• Develop more community-based links through PE via Race for Life, Visits to Local Care Home.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	7/19 (Dec 19)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	3/19 (Dec19)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2018/19	Total fund allocated: £	Date Updated:		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				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: £3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>In addition to 2 hours of PE, GHA will -</p> <ol style="list-style-type: none"> <li>1. Ensure that all pupils receive a good start to the day.</li> <li>2. Enable all pupils to be more active before learning and during learning.</li> <li>3. Enable pupils to have a more active playtime and a more active experience throughout the school day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review breakfast club provision, before school playtime provision and healthy snacks. Review 'sensory circuit' and 'activate' provision.</li> <li>2. Ensure plenty of movement breaks throughout the day and any sitting is less than 30 mins. (with specific reference to given pupils) Embed use of active maths and English. Review equipment and purchase as required.</li> <li>3. Encourage interaction with staff. Establish a 'Morning' club. Establish a Gosberton House Mile Route, promoting own fitness levels. Continue bid for outside gym area and running track. Promote scouting badges for sport specific related activities.</li> </ol>		<ol style="list-style-type: none"> <li>1. Pupils now choose to go to breakfast club. Pupils receive individualised sensory circuit provision (95% achieve their targets). and class teams now have a variety of activate style activities for pupils e.g. Debbie Do.... Jack Hartman</li> <li>2. Pupils are more active during lessons- see Lesson plans + observations.</li> <li>3. New bicycles for bike track. Evidence suggests that pupils are more active and enjoy playtimes. PE diet created- i.e individualised record of all pupils PE experiences.</li> </ol>	<ul style="list-style-type: none"> <li>• Aim to establish active routines throughout the day.</li> </ul>

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?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>Increase the profile of PE through rewards for all pupils and the profile of PE.  In order to develop children for the 21<sup>st</sup> Century, GHA will: -</li> <li>Promote the 10 Habits (author) across the school.</li> <li>Through PSHE and Healthy Schools Award - Pupils are aware of the link between exercise, diet and healthy lifestyles.</li> <li>Continue to develop an 'inclusive' approach to PE, Sport and Games</li> <li>Continue to develop the picture of the whole child. "Head, Hands, Heart".</li> <li>Equip pupils with the tools to develop social skills to participate in a variety of sport, PE and games and general enjoyment of leisure activities</li> </ol>	<ol style="list-style-type: none"> <li>Establish regular provision of Sport related rewards through clubs' scouts, bikeability, recognised schemes. Provision of PE stickers and happy notes and reach out to engage families/ carers.</li> <li>On PE display board. In PE lessons. Language used from staff.</li> <li>Continue to demonstrate our commitment to healthy lifestyles through PSHE, Cooking, Forest School, Scouting and Physical day to day activities across the school in lessons and clubs.</li> <li>Develop lesson plans that demonstrate the 'inclusive' nature of PE lessons and the emphasis upon participation, challenge and competition.</li> <li>Ensure through monitoring that there is a reference to developing the Cornerstone's theme and PE skills in long term and medium-term planning. Continue to use Blooms questions to encourage further independent skills.</li> <li>Continue to develop the notion of a I can culture- Growth Mindset. To highlight the cross curricular</li> </ol>		<ul style="list-style-type: none"> <li>Ongoing-continuing at all times, stickers showing of certificates in evening assembly.</li> <li>Evidence from lesson planning, tapestry, pupil voice demonstrates the PE curriculum reflects the school values, games values, rights respect, growth mind set- all elements of school improvement. On-going - Pupils feel safe and demonstrate an excellent sense of fair play.</li> <li>Information being used effectively to help develop a more inclusive and individual diet of physical activities.</li> <li>Opportunities to represent GHA at festivals</li> <li>Yr 4 and 6 timetabled swimming.</li> <li>Medium- and long-term plans in place</li> <li>Events e.g. Rugby world cup to highlight 'Global Awareness'. - events worldwide.</li> <li>New PE display board and clubs' boards highlighting pupil achievements and events.</li> <li>Motivated pupils through jump rope event, Guinness World</li> </ul>	<ul style="list-style-type: none"> <li>The PE curriculum emphasizes the importance of Healthy lifestyles, Develops the idea of co-operation, participation and teamwork but also addresses the value of competition (for certain pupils).</li> <li>Next step to develop- Sports star of the week- demonstrating school games values.</li> </ul>

	opportunities- e.g. active phonics, active maths wherever possible. Set up specific PE challenges that are visible and achievable		record speed stacking event, PE assemblies,	
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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: £12,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Improve the quality of PE at GHA through up skilling staff.</p> <ol style="list-style-type: none"> <li>1. TA with PE specialism is up skilling his own knowledge and understanding. Level 6 qualification.</li> <li>2. Delivering a broad and consistent approach to PE across the school.</li> <li>3. Address health and safety in PE across the school.</li> <li>4. Identify outside support to offer expertise.</li> <li>5. Continue with AfPE and Agilitas membership to ensure access to specialist and expert support keeping the school regularly up to date.</li> <li>6. To keep abreast of current local and SEN developments</li> </ol>	<ol style="list-style-type: none"> <li>1. Confidently disseminate to all staff, thus increasing their knowledge and confidence. Attendance at AfPE Conference.</li> <li>2. Staff with knowledge upskilling and supporting staff in delivery of PE</li> <li>3. Complete Educare Courses relating Child safeguarding in PE and carry out regular inspections of equipment where necessary.</li> <li>4. E.g. organised physiotherapist for 'FunnyBones' Theme.</li> <li>5. New action plan for After School Sports Club set up. Agilitas provides support and opportunities to attend school game events. Re apply for AfPE award for 2020-2023. Liaised with key GHA staff and Agilitas staff through staff meeting and PE co-ordinator meetings.</li> <li>6. Continue to utilise a buddy system to visit other special schools- Ambergate and</li> </ol>		<ol style="list-style-type: none"> <li>1. A with PE Specialism awarded Level 6. As a result, pupils will make good or better progress building upon prior achievement.</li> <li>2. Increase confidence, self-esteem and desire to learn.</li> <li>3. All pupils and staff feel safe to enjoy and be confident in PE and Sport. Pupil and staff review and feedback.</li> <li>4. Outside sport opportunities Peterborough phantoms - feedback from parents.</li> <li>5. Attendance have increased from 7 to 12 pupils since GHA staff assumed responsibility for running after school club. Targeting specific pupils through PE diet.</li> </ol>	<ul style="list-style-type: none"> <li>• Third AfPE Award.</li> <li>• Staff are being prepared to deliver an inclusive curriculum to a wide range of pupils with differing special needs.</li> <li>• Continued provision of quality opportunities for all staff to feel confident to teach across the PE curriculum to the expected level required.</li> <li>• Embedding the 'Playmaker' scheme</li> </ul>

	Willoughby. Cover provided.			
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**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: £1,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ol style="list-style-type: none"> <li>1. Introduce and offer a wide range of sporting experiences to all our families.</li> <li>2. Increase levels of activity and fitness.</li> <li>3. Increase leadership potential and confidence in identified pupils.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide opportunities for families through family PE afternoons, visits to sporting venues, sports clubs and sport providers. Provision of a range of Physical activities through lunchtime clubs, after school club and scouting afternoons. - Gardening, Cycling- bike maintenance, swimming, Football, Cricket, basketball, Bowling, Gymnastics, Golf, Athletics, badminton, handball, lacrosse,</li> <li>2. Consider the development of outside gymnasium</li> <li>3. Identify potential pupils to undertake this role of leading organised sport activities -e.g. girls club, basketball.... Looking for opportunities for improvements in pupil voice</li> </ol>		<ol style="list-style-type: none"> <li>1. Broaden experience and opportunities for pupils and families in the range of sporting activities whether participating or watching thus raising the profile of sporting/ healthy lifestyles. Enthuse and inspire learning - evidence from Tapestry/ Parent/ pupil/ staff feedback at least 95% pupils enjoy PE and Sport.</li> <li>2. Increase of lunch time clubs.</li> <li>3. Raise confidence and self-esteem in the identified pupils. -leading clubs- MB, WDB, dance, multi skills, basketball.</li> </ol>	<ul style="list-style-type: none"> <li>• To continue to develop further opportunities for pupils and families in Sport/ Recreational activities</li> <li>• To increase the number of families in engaging with 'outside' clubs and organisations.</li> <li>• Utilise effectively the strengths of all staff to run/ contribute to PE based activities so that the school relies less on 'experts'.</li> </ul>

	through School Council/ Sports Council and playmaker scheme			
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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: £890	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>Teams take part in level 2 competitions and festivals- e.g. Boccia, Golf, Dodgeball, new age kurling</li> <li>Achieve Gold Games Award</li> <li>Planning demonstrates challenges and opportunities for competitive games</li> </ol>	<ol style="list-style-type: none"> <li>Entering more competitions to include golf, kurling and athletics.</li> <li>Scout afternoon to provide inter and intra school games opportunities. Need to timetable/ arrange</li> <li>Establishing links between Ambergate and Willoughby that will create greater opportunities for competitions e.g. golf, Establish greater opportunities for 'inclusive' games through targeting identified pupils. Promote School games values- passion, Self-belief, Respect Honesty, Determination and Teamwork.</li> </ol>		<ol style="list-style-type: none"> <li>Monitoring behaviours through IEPs, Care Plans and EHCPs to demonstrate positive attitude of 'I can' mind set and school games values- passion, self-belief, respect, honesty determination and teamwork.</li> <li>Achieved Silver Level Games Award enabling staff and pupils to work towards Gold level criteria.</li> <li>Arranged enrichment sport afternoons with Grantham Ambergate and other schools.</li> </ol>	<ul style="list-style-type: none"> <li>Competitive sport for some children becomes a regular and satisfying activity.</li> <li>Achievement of Gold Level Games Awards</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	