

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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
- 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • AFPE Distinction Quality Mark (Report) • Global Citizenship/Awareness of events • Accessing external providers • Curriculum/thematic based - balanced with development of key PE skills • School Games Mark • Staff CPD (Level 6 - PE Subject Leadership) • GHA represented at Lincolnshire Games • All girls sports club imbedded as a club • Upgraded PE equipment/resources • Engagement with 'families' Sport afternoons. • Buddying system/Staff visits to PMLD classes/schools such as Willoughby, Ambergate. 	<ul style="list-style-type: none"> • Re-introduction of school swimming Y4 and Y6 (No swimming due to Covid) • Community based links • Bikeability • Buddying system reinstate • Re-integrate after school sports club (Due to Covid 19 - no after school/extracurricular activity) • Share of resources/equipment/ideas (Due to Covid 19 - specialist PE staff not allowed to deliver lessons as restricted to bubbles) - continue to upskill staff and use of equipment. Up skill key staff to deliver PE across the school - maintaining consistency, competency succession and sustainability. (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. • Develop an 'inclusive' PE to support and provide access to all children across the school. (Pupils with increased additional needs) • Develop competition/ challenges through inter and intra school games and activities. • Introduce new activities to pupils through accessing a broader experience of a range of sports and activities, promoting a healthy active lifestyle.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £.....
+ Total amount for this academic year 2020/2021 £.....
= Total to be spent by 31st July 2021 £.....

<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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	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: 2020/21	Total fund allocated: £	Date Updated:		
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	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>In addition to 2 hours of PE, GHA will</p> <ol style="list-style-type: none"> Ensure that all pupils receive a good start to the day. Enable all pupils to be more active before learning and during learning. LOTC Enable pupils to have a more active playtime and a more active experience throughout the school day. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ol style="list-style-type: none"> Review breakfast club provision, before school playtime provision and healthy snacks. Review 'sensory circuit' and 'activate' provision. (COVID 19- Unable to do sensory circuits in the hall). Re establish September 2021 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 (LOTG) Review equipment and purchase as required. 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. 		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<ul style="list-style-type: none"> Re-integrate sensory circuits (targeted pupils) Continue to explore and engage in LOTC and develop further. 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.
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	
<p>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:</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>1. Increase the profile of PE through rewards for all pupils and the profile of PE.</p> <p>In order to develop children for the 21st Century, GHA will: -</p> <ol style="list-style-type: none"> 2. Promote the 10 Habits (author, Pro. Steve Peters) across the school. 3. Through PSHE and Healthy Schools Award - Pupils are aware of the link between exercise, diet and healthy lifestyles. 4. Continue to develop an 'inclusive' approach to PE, Sport and Games 5. 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. 6. PE tagline 'PE for all' - create opportunities for all. 	<ol style="list-style-type: none"> 1. 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. 2. On PE display board. In PE lessons. Language used from staff. 3. 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. 4. Develop lesson plans that demonstrate the 'inclusive' nature of PE lessons and the emphasis upon participation, challenge and competition. 5. Overview theme planning and cycles - to ensure that pupils have access to a broad and balanced, sequentially planned curriculum that enables them to make connection between different areas of learning. So that pupils can develop their knowledge, skills and attitude to learning. 6. Ensure through monitoring that there is a reference to developing the Cornerstone's 			<ul style="list-style-type: none"> • The PE curriculum emphasises the importance of Healthy lifestyles, Develops the idea of co-operation, participation and teamwork but also addresses the value of competition (for certain pupils). • Next step to develop- Sports star of the week- demonstrating school games values. • Continue to use Global events/awareness to engage pupils and make them aware of them. Sustain by promoting the events and giving them an 'experience' e.g. Euros 2020 - football. • Sustain schemes such as bikeability, re-introduce swimming (COVID 19). • Next steps - PE for all - make sure all pupils have meaningful engaging lessons. Adapt for EYFS/Pupils that struggle with transition to hall/ take PE to them. • Next steps - scouting for schools - sports awards and complete badges.

	<p>theme and PE skills in long term and medium-term planning. Gap analysis, discussion with staff, Bsquared progress. Continue to use Blooms questions to encourage further independent skills.</p> <p>7. Continue to develop the notion of a I can culture- Growth Mindset. To highlight the cross curricular opportunities- e.g. active phonics, active maths wherever possible. Set up specific PE challenges that are visible and achievable</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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>Improve the quality of PE at GHA through up skilling staff.</p> <ol style="list-style-type: none"> TA with PE specialism is up skilling his own knowledge and understanding. (TA to deliver timetabled PE lessons across school - due to COVID 19 unable to do so 20-21). Delivering a broad and consistent approach to PE across the school. Address health and safety in PE across the school. Identify outside support to offer expertise to enhance learning and creating memorable experiences. Continue with AfPE and Agilitas 	<ol style="list-style-type: none"> Confidently disseminate to all staff, thus increasing their knowledge and confidence. Staff with knowledge upskilling and supporting staff in delivery of PE. A balanced/thematic approach is consistently delivered from EYFS to KS2. Complete Educare Courses relating Child safeguarding in PE and carry out regular inspections of equipment where necessary. Additional CPD/Opportunities to further enhance and learn from courses. 			<ul style="list-style-type: none"> Sustain the upskill ofl key staff to deliver PE across the school - maintaining consistency, competency succession and sustainability. (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. Sustain the quality of teaching of all staff. Staff are being prepared

<p>membership to ensure access to specialist and expert support keeping the school regularly up to date as well as school competitions.</p> <p>6. To keep abreast of current local and SEN developments</p>	<p>LTA free course (£250 voucher for tennis equipment) - PE lead to complete these specific courses (1 per school)></p> <p>4. E.g. organised physiotherapist for 'FunnyBones' Theme. Enhance learning and further knowledge provided by experts.</p> <p>5. Continue to utilise a buddy system to visit other special schools- Ambergate and Willoughby. Cover provided. As we work towards all needs provision.</p>			<p>to deliver an inclusive curriculum to a wide range of pupils with differing special needs.</p> <ul style="list-style-type: none"> Continued provision of quality opportunities for all staff to feel confident to teach across the PE curriculum to the expected level required. Next step to reintroduce KS2 afterschool sports club (due to COVID).
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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	%
<p>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:</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>Additional achievements:</p> <ol style="list-style-type: none"> Introduce and offer a wide range of sporting experiences to all our families. (Throughout this year (COVID 19) learning opportunities online for families to take part in at home. Increase levels of activity and fitness. Purchase of new equipment/winning equipment (Monster Kickabout) (Tennis). Provides new opportunities and broaden 	<ol style="list-style-type: none"> 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, 			<ul style="list-style-type: none"> To continue to develop further opportunities for pupils and families in Sport/ Recreational activities - possible sessions specifically for parents to encourage our pupils to enjoy active lifestyles and activities. To increase the number of families in engaging with 'outside' clubs and organisations.

<p>experience and engagement.</p> <p>4. Through global awareness pupils experience the range of sports that is accessible.</p>	<p>Athletics, badminton, handball, lacrosse,</p> <p>2. Gym brain breaks.</p> <p>3. New equipment/resources can be shared throughout the school. Broadening experiences and the offer of sports offered (New equipment - slackline, short golf etc)</p> <p>4. When global events happen - Football, Olympics, Tennis, a sports specific afternoon is implemented to play/show/do this sport to broaden the horizon and engage with the sport.</p>			<ul style="list-style-type: none"> • Utilise effectively the strengths of all staff to run/ contribute to PE based activities so that the school relies less on 'experts. • Look for further opportunities to develop online lessons for family members. • Online lessons/PE opportunities for summer holidays. Keep active and healthy. • Introduce a sports council • Sustain lunchtime clubs/girls club/sport specific clubs, GtT Pupils, afterschool clubs • Increase leadership potential and confidence in identified pupils (opportunity to learn and referee etc in lessons).
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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 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"> 1. Teams take part in level 2 competitions and festivals 2. School Games Award 3. Planning demonstrates challenges and opportunities for competitive games 4. PE for all - opportunities provided/inclusive 	<ol style="list-style-type: none"> 1. Entering more competitions to increase participation in competitive sport. 2. Increasing engagement, Developing opportunities. Broadening range of opportunities, Increased and sustained participation to ensure school games criteria is met. 3. Establishing links between Ambergate and Willoughby that will create greater opportunities for competitions e.g. games afternoons, opportunities to visit another facility. Establish greater opportunities for 'inclusive' games through targeting identified pupils. Promote School games values- passion, Self-belief, Respect Honesty, Determination and Teamwork. 4. Opportunity for all pupils to engage in some form of competitiveness, to expose them to the nature of the participation in sport. 			<ul style="list-style-type: none"> • Substantiality - attend events organised by SGO and expose pupils to competitive sport. • Next steps - re apply for school games award. • Increase inter school competitions. Scout afternoon to provide inter and intra school games opportunities • Sustain enrichment sport afternoons with Grantham Ambergate and other schools.

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