

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST



Report to Governors: 2019-20

Gosberton House Academy- Evidencing the impact of the PE and Sport Premium. 2019-2020

Vision-

ALL pupils at Gosberton House Academy to be as **physically literate as possible**, and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

'Head, Hands, Heart'

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport at Gosberton House Academy

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

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</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>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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £16890 Nov.18- £9853 May 19-£7037		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>In addition to the two hours of PE, GHA will -</p> <ul style="list-style-type: none"> Ensure that all pupils receive a good start to the school day. Enable children to 'be active' before learning begins. Ensure that teachers are providing sufficient 'movement breaks' during teaching time. Develop a more active curriculum. 	<ul style="list-style-type: none"> Review breakfast club and healthy snacks through monitoring provision. Develop and monitor sensory circuit provision, playground resources and activities. Embed the use of 'Active Maths' and Active English during classroom teaching. Upgrade and use 'Val Sabin's Activate' and other suitable resources. Monitor and 		<ul style="list-style-type: none"> All pupils feel able to start learning. 95% of pupils achieve sensory targets Variety of active programmes in operation - DebbieDo, -Jack Hartman. Lesson Plans indentify movement breaks. 	<ul style="list-style-type: none"> Aim to establish quality active routines for all children at the beginning and throughout the day. There are a range of quality playground resources that encourage active playtimes in all play zones e.g. sensory garden, bike track, 	

<ul style="list-style-type: none"> • Develop/ adapt the Gosberton House Mile- A route that children can run to promote own fitness levels. • Provide opportunities for pupils who wish to obtain recognised awards for achievement in specific and identified sport activities. 	<p>purchase suitable schemes if appropriate.</p> <ul style="list-style-type: none"> • Ensure that sitting down does not exceed 30 minutes for pupils. • Monitor learning outside the classroom across the curriculum. • Develop a morning club to encourage walking / running around the playground before school. • Bid for Playground Projects- for running track. And outside gym equipment. • Monitor lesson plans to ensure 'active' learning. • Liaise with Scouting staff/ teachers for the provision of PE/ Sport 		<ul style="list-style-type: none"> • Evidence from Pupil voice and feedback Pupils are active and enjoy playtimes and club activities. • All pupils involved in 'extra' active sessions e.g. registers from clubs • All pupils, who are able, will achieve a recognised award in their chosen sport (if available) 	<ul style="list-style-type: none"> • Develop a culture of 'activeness' throughout the curriculum and school day. • Ensuring that no child sits for longer than 30 minutes each day. • To increase opportunities for identified pupils to gain recognised awards in chosen PE activities over and above 'Bikeability.
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	related badges.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement- PE, School Sport and Physical Activities				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to develop children for the 21st Century, GHA will :-</p> <ul style="list-style-type: none"> Promote the 10 Habits (author) across the school. Embed in PE lessons and display. Through PSHE and Healthy Schools Award - Pupils are aware of the link between exercise, 	<ul style="list-style-type: none"> Continue to demonstrate our commitment to healthy lifestyles through PSHE, Cooking, Forest School, Scouting and Physical activities across the school in lessons and clubs. 		<ul style="list-style-type: none"> 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. Pupils feel safe and demonstrate an excellent sense of fair play. 	<ul style="list-style-type: none"> 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)

<p>diet and healthy lifestyles.</p> <ul style="list-style-type: none"> • Continue to develop an 'inclusive' approach to PE, Sport and Games • Continue to develop the picture of the whole child. • 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 	<ul style="list-style-type: none"> • Identify specific pupils who are in need 'over and above' support to develop healthier lifestyle habits • Use effectively B2 Autism, Care Plans, Sensory profiles EHCPs and IEP targets in order to create a curriculum appropriate to that child's physical profile. • Monitor and remind staff and pupils to use RRSA. • Continue to place emphasis upon Rights Respects • Continue to use Blooms questions to encourage further independent skills. 		<ul style="list-style-type: none"> • Lesson feedback/ Bluesky 	
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<ul style="list-style-type: none"> Highlight the importance of PE across the school. 	<ul style="list-style-type: none"> To develop the notion of a I can culture- Growth Mindset. Ensure through monitoring that there is a reference to developing the Cornerstone's theme and PE skills in long term and medium term planning. To highlight the cross curricular opportunities- e.g. active phonics, active maths wherever possible. Develop lesson plans that demonstrate the 'inclusive' nature of PE lessons and the emphasis upon participation, challenge and competition. Set up specific PE challenges that are 			
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	<p>visible and achievable</p> <ul style="list-style-type: none">• Provision of PE stickers and happy notes and reach out to engage families/ carers			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve the quality of PE at GHA through up skilling staff.</p> <ul style="list-style-type: none"> TA with PE specialism is up skilling his own knowledge and understanding . Level 6 qualification. Address health and safety in PE across the school. Identify outside support to offer expertise. 	<ul style="list-style-type: none"> Confidently disseminate to all staff, thus increasing their knowledge and confidence. Attendance at AfPE Conference. Complete Educare Courses relating Child safeguarding in PE and carry out regular inspections of equipment where necessary. 		<ul style="list-style-type: none"> As a result, pupils will make good or better progress building upon prior achievement. (See CASPA results) Increase confidence, self esteem and desire to learn. All pupils have had access to lunchtime clubs. (See Access map and register)---- All pupils and staff feel safe to enjoy and be confident in PE and Sport Pupil and staff reviews and feedback. Refer to BlueSky for CPL for staff Targeting specific pupils 	<ul style="list-style-type: none"> TA with PE Specialism awarded Level 6 Third AfPE Award. Staff are being prepared to deliver an inclusive curriculum to a wide range of pupils with differing special needs. Continued provision of quality opportunities for all staff to feel confident to teach across the PE curriculum to the expected level required.

<ul style="list-style-type: none"> Continue with AfPE and Agilitas membership to ensure access to specialist and expert support keeping the school regularly up to date. To keep abreast of current local and SEN developments 	<ul style="list-style-type: none"> Agilitas and After School Sports Club providing a variety sports activities. Re apply for AfPE award for 2020-2023. Liaised with key GHA staff and Agilitas staff through staff meeting and PE co-ordinator meetings. Continue to utilise a buddy system to visit other special schools- Ambergate and Willoughby. Cover provided. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Introduce and offer a wide range of sporting experiences to all our families. 	<ul style="list-style-type: none"> Provide opportunities for families through family PE afternoons, visits to sporting 		<ul style="list-style-type: none"> Broaden experience and opportunities for pupils and families in the range of sporting activities whether 	<ul style="list-style-type: none"> To continue to develop further opportunities for pupils and families in Sport/

<ul style="list-style-type: none"> • Increase levels of activity and fitness. • Increase leadership potential and confidence in identified pupils. 	<p>venues, sports clubs and sport providers.</p> <ul style="list-style-type: none"> • 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, • Consider the development of outside gymnasium • Identify potential pupils to undertake this role of leading organised sport activities -e.g. girls club, basket ball.... Looking for opportunities for improvements in pupil voice through School Council/ Sports Council 		<p>participating or watching thus raising the profile of sporting/ healthy lifestyles.</p> <ul style="list-style-type: none"> • Enthuse and inspire learning - evidence from Tapestry/ Parent/ pupil/ staff feedback at least 95% pupils enjoy PE and Sport. • Raise confidence and self esteem in the identified pupils. 	<p>Recreational activities</p> <ul style="list-style-type: none"> • To increase the number of families in engaging with 'outside' clubs and organisations. • Utilise effectively the strengths of all staff to run/ contribute to PE based activities so that the school relies less on 'experts'. • Embedding the 'Playmaker' scheme
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	and playmaker scheme.			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Teams take part in level 2 competitions and festivals- e.g Boccia,Golf Achieve Silver Games Award Planning demonstrates challenges and opportunities for competitive games 	<ul style="list-style-type: none"> Entering more competitions to include golf, kurling and athletics. Scout afternoon to provide inter and intra school games opportunities. Need to timetable/ arrange Establishing links between Ambergate and Willoughby that will create greater opportunities for competitions e.g golf, Establish greater opportunities for 		<ul style="list-style-type: none"> 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. Arranged enrichment sport afternoons with Grantham Ambergate and other schools. 	<ul style="list-style-type: none"> Competitive sport for some children becomes a regular and satisfying activity. Achievement of Gold Level Games Awards

	<p>'inclusive' games through targeting identified pupils .</p> <ul style="list-style-type: none"> • Promote School games values- passion, Self belief, Respect Honesty, Determination and Teamwork. • Work towards to achieve Silver Level Games Award. 			
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Curriculum Area Action Plan

OUTCOMES FOR CHILDREN AND LEARNERS

Expected progress

Learning and progress across subjects

Reading/ Vocabulary extension

Development and application of skills across an increasing range of environments and with increasing flexibility

Knowledge and understanding

Learning and progress of groups of pupils

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Expectation and planning

Meeting pupils' needs

Checking understanding/questioning

Marking and feedback

Engagement

Literacy and numeracy

Impact of teaching on progress across the school

PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE

Attitude to learning - active engagement

Views on behaviour and safety

Ethos and general conduct - independency and inter-dependency, problem solving,

Emotional Resilience - personalisation

Rights Respecting Values

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Expectation and ambition

Accuracy of self-evaluation

Leadership of teaching and learning

Curriculum impact
ACTIVE engagement for pupils, parents and carers
Safeguarding