



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: 2018-19

Gosberton House Academy- Evidencing the impact of the PE and Sport Premium. 2018-2019

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

'Learning to thrive'
'Be Active'

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) • 100 % 25 metres achieved from Y6 cohort. • Pupil Leadership scheme- Play Maker Award in operation. • 100% pass rate for Level 1 Bikeability Scheme. (3 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, Horse riding session. School Games Day. • Accessing PE providers- Agilitas (After School Sports Club) <ul style="list-style-type: none"> -Spalding Tennis Club - Spading Gym • 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 the school facilities/ school grounds for sporting events. GHA and Gosberton Academy use grounds at present. Invitation for more schools to visit.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	81%	July 19
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	25%	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	25%	
<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: July 19	
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:	Expenditure	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> In addition to the two hours of PE, GHA will - Review breakfast club and healthy snacks provision to ensure that all pupils receive a good start to the school day. Develop sensory circuit provision, Upgrade and use 'Val Sabin's Activate' and other suitable resources to enable children to 'be active' before learning begins. Develop playground resources and activities. Ensure that teachers are providing sufficient 	<ul style="list-style-type: none"> Monitor provision and children attending Arrange Sensory Open Mornings. Monitor and purchase suitable scheme if appropriate. Bid for Playground Projects- for running track. 		<ul style="list-style-type: none"> All pupils feel able to start learning. 95% of pupils achieve sensory targets Sensory Mornings are part of our practice. <p>Variety of active programmes in operation - DebbieDo, Jack Hartman Supermovers.</p> <ul style="list-style-type: none"> All pupils feel able to start learning. Regular movement 	<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, 	

<p>'movement breaks' during teaching time.</p> <ul style="list-style-type: none"> • Develop a more active curriculum through learning outside the classroom and the use of 'Super Movers' and Active phonics during classroom teaching. • Develop/ adapt the Gosberton House Mile- A route that children can run to promote own fitness levels. 	<ul style="list-style-type: none"> • Ensure that sitting down does not exceed 30 minutes for pupils. • Purchase resources as necessary seeking staff and pupils' ideas and requests. • Monitor lesson plans to ensure 'active' learning. • Liaise with Scouting staff/ teachers to introduce. Identify course. • Consider development of outside gym/ running track • Discuss funding considerations 	<p>£3366</p>	<p>breaks and water available.</p> <p>Evidence from Pupil voice and feedback.</p> <p>Bluesky</p> <ul style="list-style-type: none"> • Pupils are active and enjoy playtimes. (Pupil feedback) • All pupils involved in 'extra' active sessions • Gather ideas from staff and pupils as to the choice of equipment 	<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.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement- PE, School Percentage of total allocation:

Sport and Physical Activities				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Expenditure	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • PSHE and Healthy Schools Award achieved - Pupils are aware of the link between exercise, diet and healthy lifestyles. • Identify specific pupils who are in need 'over and above' support to develop healthier lifestyle habits. • Continue to develop the picture of the whole child via B2 Autism, Care Plans, Sensory profiles EHCPs and IEP targets in order to create a curriculum appropriate to that child's physical profile. • Continue to place emphasis upon Rights Respects 	<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. • 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. 		<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. • Lesson feedback/ Bluesky 	<ul style="list-style-type: none"> • The PE curriculum emphasizes the importance of Healthy lifestyles, Develops the idea of co-operation and teamwork but also addresses the value of competition (for certain pupils)

<ul style="list-style-type: none"> • Continue to use Blooms questions to encourage further independent skills. • To develop the notion of an I can culture- Growth Mindset. • Highlighting the importance of PE across the school through recording current PE activities and clubs and challenges. 	<ul style="list-style-type: none"> • Develop lesson plans that demonstrate the 'inclusive' nature of PE lessons and the emphasis upon challenge and competition. • Set up specific PE challenges that are visible and achievable - PE stickers and happy notes available- similar to Times Tables Challenge. 		<ul style="list-style-type: none"> • See planning • PE challenges are suggested on Tapestry for families. Pupils are given challenges during PE lessons. 	
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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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School focus with clarity on intended impact on pupils:	Actions to achieve:	Expenditure	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> TA with PE specialism is up skilling his own knowledge and understanding so that he can confidently disseminate to all staff, thus increasing their knowledge and confidence. TA is in the process of completing 1st 4 Sport Level 3 NVQ Diploma in Supporting the Delivery of physical Education and School Sport. Provide training to staff to achieve their Swimming Teacher's certificate. Address health and safety in PE 	<ul style="list-style-type: none"> Develop and utilise a buddy system to visit other special schools. Cover provided. Liaised with key GHA staff and Agilitas staff through staff meeting and PE co-ordinator meetings Complete course. Complete Educare Courses relating Child safeguarding in PE and carry out regular inspections of 	<p>£11,000</p> <p>£1000</p>	<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. 2 extra staff have been trained to support and teach identified pupils with particular needs. 	<ul style="list-style-type: none"> TA with PE Specialism working towards Level 6 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"> • After School Sports Club providing a variety sports activities. • Continue with AfPE and Agilitas membership to ensure access to specialist and expert support keeping the school regularly up to date 	<p>equipment where necessary</p> <ul style="list-style-type: none"> • Increase attendance and discuss possible ways forward. • Regularly access resources to keep up to date with current thinking and ideas. 	<p>£161</p>	<ul style="list-style-type: none"> • Refer to BlueSky for CPL for staff • Targeting specific pupils 	<ul style="list-style-type: none"> • Preparation for 3rd AfPE award
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: %</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Expenditure</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Provided opportunities for families through family PE afternoons. • Provision extended in school and off site, there was provision for tennis and gymnastic coaching • Provision of a range of Physical activities through lunchtime clubs, after school club and 	<ul style="list-style-type: none"> • Further opportunities to Visiting sporting venues e.g Peterborough Phantoms (ice hockey) • Begin to consider development of outside gymnasium to increase levels of activity and fitness. 	<p>£1363</p>	<ul style="list-style-type: none"> • 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. • Dance club Girls club and basketball set up. 	<ul style="list-style-type: none"> • To continue to develop further opportunities for pupils and families in Sport/ Recreational activities • To increase the number of families in engaging with 'outside' clubs and organisations.

<p>scouting afternoons.</p> <ul style="list-style-type: none"> -Gardening, Cycling- bike maintenance, swimming, Football, Cricket, basketball, Bowling, Gymnastics, Golf, Athletics, Creative PE lessons linked to theme. Engage potential 'leaders' through the playmaker scheme 	<ul style="list-style-type: none"> Improve pupil voice through School Council/ Sports Council Identify potential pupils to undertake this role of leading organised sport activities 		<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. 3 pupils acting as Play leaders- dance and basketball clubs under supervision of staff. Raise confidence and self esteem in the identified pupils. 	<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'. Embedding the 'Playmaker' scheme
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Expenditure</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> • Team took part in level 3 competitions and festivals- Golf • Bronze Games Award Achieved. • Planning demonstrated challenges and opportunities for competitive games 	<ul style="list-style-type: none"> • Entering more competitions to include golf, kurling, boccia 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 'inclusive' games through targeting identified pupils . • Promote School games values- passion, Self belief, Respect Honesty, Determination and Teamwork. 		<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 • Boccia competition entered. 	<ul style="list-style-type: none"> • Competitive sport for some children becomes a regular and satisfying activity. • Achievement of Gold Level Games Awards
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	<ul style="list-style-type: none">• Work towards to achieve Silver Level Games Award.		<ul style="list-style-type: none">• Achievement of Silver Games Award	
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