

## EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM

Academic Year: September 2020-July 2021

### Our Vision

At Grange Park, we aim to establish a sporting culture that enables and encourages all children to engage, play and enjoy sport. The P.E and Sport funding is government funding allocated to schools, this is over and above the normal school budget and is aimed at improving and increasing the provision of physical education and sport. Head Teachers, with the oversight of Governing Bodies, are responsible for spending this funding with the sole purpose of promoting PE and Sport.

At Grange Park, we utilise the funding to ensure that physical activity is, incorporated across the curriculum and forms an important part of our school life. We have a range of opportunities for the children to engage in physical activity, sport and develop their understanding of healthy life choices. The Governors agree that the funding must be used so that:

- All children benefit regardless of sporting ability in a safe and supportive environment
- All children have a broad range of opportunities to engage in physical activity e.g. Morning Walk, Forest school and Enrichment program for trampolining, bowling etc.
- That the staff have access to training opportunities and continued professional development

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Pupils received their 2 hours high quality PE lesson from specialist staff.</p> <p>Planned activities for unstructured times of the day to ensure there is a variety of different physical activities available for pupils.</p> <p>Engaging in development and training of staff to deliver high quality PE sessions to the children, including lunch clubs.</p> <p>Broadening the activities available to pupils to include archery, tabletop cricket and parachute games.</p> <p>Occupational Therapist engaged one day a week to provide programme of physical activities that meet the students' needs throughout the day.</p>	<ul style="list-style-type: none"> <li>• Make links outside providers (Bikeability, coaching session: tag rugby club, golf, scooter skills). Use pupil survey to find out interest</li> <li>• Use of specialist external company to help upskill PE Learning Mentor and various other staff.</li> <li>• Increase the quality of swimming provision-increase the percentage of pupils who can swim 25 min confidently.</li> <li>• Purchase and resource outside areas to promote physical development.</li> <li>• Bikeability and Scooter skills</li> <li>• Sporting activities to be included in extended enrichments opportunities</li> </ul>

## Swimming

Meeting national curriculum requirements for swimming and water safety.	0%
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	20 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	20 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20 %

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?	No
---	----

Academic Year: 2020/21	Total fund allocated: £15,000	Date Updated: July 2021		
<b>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</b>				Percentage of total allocation: 35 %
Intent	Implementation		Impact	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>All pupils should have access to 2 hours high quality P.E lessons and opportunities to be active throughout the school day. This will ensure all pupils also undertake at least 30 minutes of physical activity a day.</p> <p>Pupils improve their understanding of how to make healthy choices and the importance of physical activity.</p> <p>Pupils have a positive attitude towards PE and physical activity as many pupils were disengaged in previous settings</p>	<p>Specialist teacher deliver PE sessions, including remotely during lockdown.</p> <p>All pupils participate daily morning walk or sensorcise during lessons and during lockdown.</p> <p>Sensorcise or activate routines form part of daily learning breaks (emotional regulation, improve mental health and well-being).</p> <p>Occupation Therapist- Sensory circuits support offered to parents for identified children.</p> <p>All online lessons incorporated an element of physical activity/movement breaks, including learning about healthy life choices.</p> <p>Pupil have the appropriate tools to access sessions –i.e. visual support Identified pupils receive sensory circuits.</p>	£5250	<p>Increasing participation and engagement in physical activity.</p> <p>Smooth transition from taxi journey into lesson 1.</p> <p>SLT learning walks indicate this sets the tone of the day and children are in the green zone ready for learning.</p> <p>Teacher feedback –children are more awake and receptive.</p> <p>Daily morning walk included on whole school timetable this routine is now established.</p> <p>All children and staff participate in morning walk, which is good for their physical, mental health and well-being.</p> <p>All children have welly boots so they can access the field in all weathers.</p> <p>During pandemic -online learning</p>	<p>Morning walk is well established in daily whole school routine.</p> <p>Resources purchased.</p> <p>Professionals invited to promote the importance of regular physical activity.</p> <p>Launch mile a day.</p> <p>Introduce Healthy Activity week.</p> <p>Survey to be incorporated termly Use PE as an opportunity to reinforce Interoception (children become more confident and gain better understanding of their external and internal senses).</p>

			<p>timetable included physical exercise in the morning and sensorcise led by teachers and support staff.</p> <p>Occupational therapist created individual programmes were appropriate which helped to support parents during lockdown- e.g. decompression activities, sensorcise etc.</p> <p>Further opportunities for children to participate in physical activities/clubs- during break time.</p> <p>Range or resources purchased</p> <p>Zoom training sessions with parents-Zone of regulation meeting with Therapy Team 24.02.21.</p>	
Key indicator 2: The raise profile of PE and Sport across the school as a tool for whole school improvement				Percentage of total allocation: 7 %
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:

Introduce lunchtime sports clubs led by trained staff to facilitate and support with participation, social communication and interaction.  Children participate in summer sports day together with children from secondary site.	Development and training of new learning mentors to lead lunchtime sports clubs.  Use of therapy team to lead Girls Club at lunchtime –build confidence and self-esteem to engage in physical activity.  Participation of whole school events through intra competitions	£1 050	Learning mentors facilitate unstructured times effectively to develop social skills such as turn taking, team work and communication  Level of participation and engagement increase.  Pupils develop the skills to participate in competitive sporting activities.	Introduce termly PE certificates/medals –for collaboration, team work, resilience , patience etc. improved best teamwork etc.?  Introduce Bikeability Introduce scooter skills Introduce a fundraising sporting ability –in Healthy Living week
--	--	--------	---	---

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 37%
--	--	--	--	-------------------------------------

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:
Pupils have high quality PE lessons where they are taught a range of skills and sports  To continue to continue to develop teachers confidence to deliver the curriculum and key skills through CPD.	PASS LTD  PE learning mentor to attend an inclusive sports course and a handball course.  PE learning Mentor to complete training.  Annual AfPE membership	£5500	Training completed by sports learning mentor.  Continuous professional development and sharing of good practise.	Continued support from PASS into the 2021/2022 academic year so primary staff and specialist PE Learning Mentor benefits from all 6 terms of specialist support.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17 %
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:
Pupils will have the opportunity to participate in new sports offered through enrichment activities.  Develop outdoor learning through Forest school	Enrichment time on Friday afternoon allocated - develop the skills and improve participation and engagement.  Learning Mentor trained to deliver Forest schools.  To ensure children have correct outdoor clothing for Forest school and outdoor adventure learning.	£2550  Mini bus travel cost incl.	Pupils develop the skills in new sports.  Pupils develop their social, communication and interaction skills whilst engaging in physical activities outside of the context of school.  Increase participation in physical activity.  Children love to be outside exploring and learning whilst having fun and experiencing the outdoors.	Explore other sport such as horse riding linked to animal care, climbing wall, traversing.  Further develop OAA, orienteering  Clothing to be maintained and replaced as necessary.
Key indicator 5: To increase 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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Children participate in summer sports day together with children from secondary site.	Participation of whole school events through intra competitions.  Visuals to prepare children for events	£0	Children gain more confidence to participate in team games and individual sports.  Develop social communication and interaction skills  Children build their resilience, develop team- work.  Use zones of regulation to self and mutually regulate.  Increased levels of participation in sporting activities as many of the children we have not participated in school sports or intra games.	Introduce multi-skills intra competitions/activities through the year.
Other indicator identified by the school: Swimming				
Intent	Implementation	Funding allocation	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>National standard for Years 6 pupils is that they need to be able to swim 25m.</p> <p>With this in view all key stage 2 and Y7 children need to go for swimming lesson to determine who can do this.</p> <p>Those who cannot will have additional extra lesson to ensure they achieve this target.</p>	<p>Swimming is back after COVID. Years 5/6 will both complete their swimming requirements this year. Year 5 are going due to missing last year due to COVID</p>	£0	<p>This did not happen due to Covid but continues to be a top priority.</p>	<p>Booking to local swimming pools to be made ahead of the next academic year.</p>
Underspent: £650				

Signed off by			
<b>Head Teacher:</b>	Renukah Atwell	<b>Subject Leader:</b> Morgan Hughes	<b>Governor:</b> Sue Murray
Date:	19.07.21	19.07.21	19.07.21



