



## EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM

### 2019-2020

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
Ensuring all pupils receive a high quality weekly PE lesson delivered by specialist staff.  Focus on unstructured times during the day and ensure there is an opportunity for a variety of different physical activities to suit all pupils.  Expand on the primary enrichment programme to include more physical activities	Further courses booked for PE staff to better equip them to meet needs. Time spent in other school's PE department  OT spending one day a week at Stansted to put in place physical activities that meet the students' needs throughout the day.  Enrichment programme evaluated and developed every term with consultation with therapy team to meet students needs.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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.</p>	Swimming and water safety was planned for term 5&6 in the curriculum so that students could gain confidence before attending an offsite provision, this has meant it has not happened due to COVID 19. Plans will be made to catch-up –funding carried forward.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<i>Data unavailable. Swimming was planned for Term 4 and 5, this did not take place due to Covid-19 – National Lockdown</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<i>Data unavailable. Swimming was planned for Term 4 and 5, this did not take place due to Covid-19 Lockdown</i>
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/ <b>No</b> See above

Academic Year: 2019/20		Total fund allocated: £12,000		Date Updated: June 2020	
Key indicator 1: The engagement of all 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					Percentage of total allocation:
					16%
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:	
All pupils to have weekly PE lessons with specialist equipment and specialist staff in order to engage them in physical activity where previously before coming to Grange Park many had not done any PE due to their social communication and interaction barriers.	Pupils from the Stansted site to come to the Wrotham site for their PE lessons so they can access the specialist equipment such as the trampoline, mini gym and alternative sports such as kickball. All lessons to be taught by specialist staff.	Funding- Travel petrol for mini bus  Funding for specialist equipment  funding for specialist staff  Funding to CPD mini bus driver	Students have become increasingly engaged in PE lessons with high participation levels, from students previously doing little or no PE.	To continue with the specialist teaching and environment.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					50%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:	

Pupils to be engaged with various physical activities during unstructured times to help raise the profile of PE and to help develop social skills such as turn taking, working together and communication.	More equipment bought for unstructured times and learning mentors trained in how to lead particular playground games. This continues to help raise the profile of PE whilst supporting pupil behaviour and pupil social skills linked to their SCERTS.	Playground equipment Weekly OT engagement. SaLT input to link activities to SCERTS  Visual for sessions/competitions etc	Less behaviour incidents across the school as students partake in a more active curriculum (data please Emma) Less behaviour incidents immediately after break times (as above)	To continue to monitor and refine the system therapy support needed less regularly
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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>
Pupils to have the opportunity to take part in a wide variety of sports to capture their imagination and increase enjoyment and participation. Student often have a fear of PE through traditional sports taught in their former schools.	<p>Trampolining course for a member of staff so 2 teachers are now trained to teach trampolining.</p> <p>PE teacher to attend table tennis course and develop table top cricket knowledge from a specialist cricket coach.</p> <p>PE teacher to visit another school to gain knowledge and confidence in archery.</p> <p>PE learning mentor to attend an inclusive sports course and a handball course.</p> <p>TA to complete a level 3 course on supporting PE</p>	<p>These were paid following a successful bid for Sport England money. Teachers covered by the school while they were absent.</p>	<p>All students now taking part in PE lessons.</p> <p>Students staying in the classroom longer.</p> <p>Students record less behaviour incidents in PE.</p>	Teachers trained and can deliver these areas with expertise and confidence.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
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</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>

<b>consolidate through practice:</b>				
Additional achievements: Pupils able to access lessons from specialist coaches (this shows resilience which we are trying to develop in our students) Pupils benefitting from an opportunity rich curriculum	Specialist tag rugby coach to deliver sessions in school.  Specialist cricket coach to deliver sessions on table top cricket.  Enrichment programme to be expanded to include more physical activity options for all year groups.	Money for equipment – archery.  Money towards enrichment activities	Pupils enjoyed the sessions delivered from specialist coaches and they will be able to advise pupils about extra curricular tag rugby and cricket opportunities.  Pupils to be able to choose from more physical activity options such as tennis, gymnastics, cycling and archery.	To continue to be budgeted for the added value it brings both socially (interacting with other professionals) and for the sporting opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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>
To attend the Kent School Games fixtures appropriate for primary school children such as aquasplash, football, cricket and rugby.	School committed to allowing pupils and staff to attend Kent School Games fixtures wherever possible.	Staff cover costs Petrol money Affiliation to KSENT	This was due to happen in terms 5 & 6 but unfortunately did not happen due to COVID 19.	Kent School Games fixtures to be accessed again next year.
To organise competitive fixtures against other SEN schools in Kent.	Liaise with other schools to organise the inter school fixtures such as basketball and football.			To broaden the variety of different sporting fixtures with other local KSENT schools.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	M.Hughes
Date:	22.7.2020
Governor:	
Date:	

