

## 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.	Further courses booked for PE staff to better equip them to meet needs.  Time spent in other school's PE department
Focus on unstructured times during the day and ensure there is an opportunity for a variety of different physical activities to suit all pupils.	OT spending one day a week at Stansted to put in place physical activities that meet the students' needs throughout the day.
Expand on the primary enrichment programme to include more physical activities	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.	
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 2020.	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]?	Data unavailable. Swimming was planned for Term 4 and 5, this did not take place due to Covid-19 – National Lockdown
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data unavailable. Swimming was planned for Term 4 and 5, this did not take place due to Covid-19 Lockdown
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/No See above







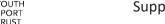




Academic Year: 2019/20	Total fund allocated: £12,000	Date Updated:	June 2020	
			Percentage of total allocation:	
primary school pupils undertake at le	east 30 minutes of physical activity a c	day in school		16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils 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.	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.	mini bus Funding for specialist	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.
<b>Key indicator 2:</b> The profile of PESSP	A being raised across the school as a t	tool for whole sc	hool 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	More equipment bought for	Playground	Less behaviour incidents across	To continue to monitor and
physical activities during	unstructured times and learning	equipment	the school as students partake in	finesse the system therapy
unstructured times to help raise the	mentors trained in how to lead	Weekly OT	a more active curriculum (data	support needed less regularly
profile of PE and to help develop	particular playground games. This	engagement.	please Emma)	
social skills such as turn taking,	continues to help raise the profile of		Less behaviour incidents	
working together and	PE whilst supporting pupil behaviour	SaLT input to	immediately after break times (as	
communication.	and pupil social skills linked to their	link activities to	above)	
	SCERTS.	SCERTS		
		Visual for		
		sessions/compe		
		titions etc		









Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE and s	port	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:
capture their imagination and increase enjoyment and participation. Student often have a fear of PE through traditional sports taught in their former schools.	of staff so 2 teachers are now trained to teach trampolining.  PE teacher to attend table tennis course and develop table top cricket knowledge from a specialist cricket coach.	following a successful bid for Sport England money. Teachers	All students now taking part in PE lessons. Students staying in the classroom longer. Students record less behaviour incidents in PE.	Teachers trained and can deliver these areas with expertise and confidence.
Key indicator 4: Broader experience o		ered to all pupils		Percentage of total allocation: 8%
Intent	Implementation		Impact	370
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 Created by:  Physical Physical SPORT TRUST	Make sure your actions to achieve are linked to your intentions:  Supported by:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

consolidate through practice:				
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.	equipment – archery. Money towards enrichment activities	and they will be able to advise	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 participati	on in competitive sport			Percentage of total allocation:
				8%
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:
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.	Petrol money	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 broaden the variety of different sporting fixtures with other local KSENT schools.
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.			

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



















