



Evidencing the Impact of Primary PE and Sport Premium 2019-2020  
Guidance and Evidence for Grange School

**Department for Education Vision for the Primary Sport Premium**

All pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

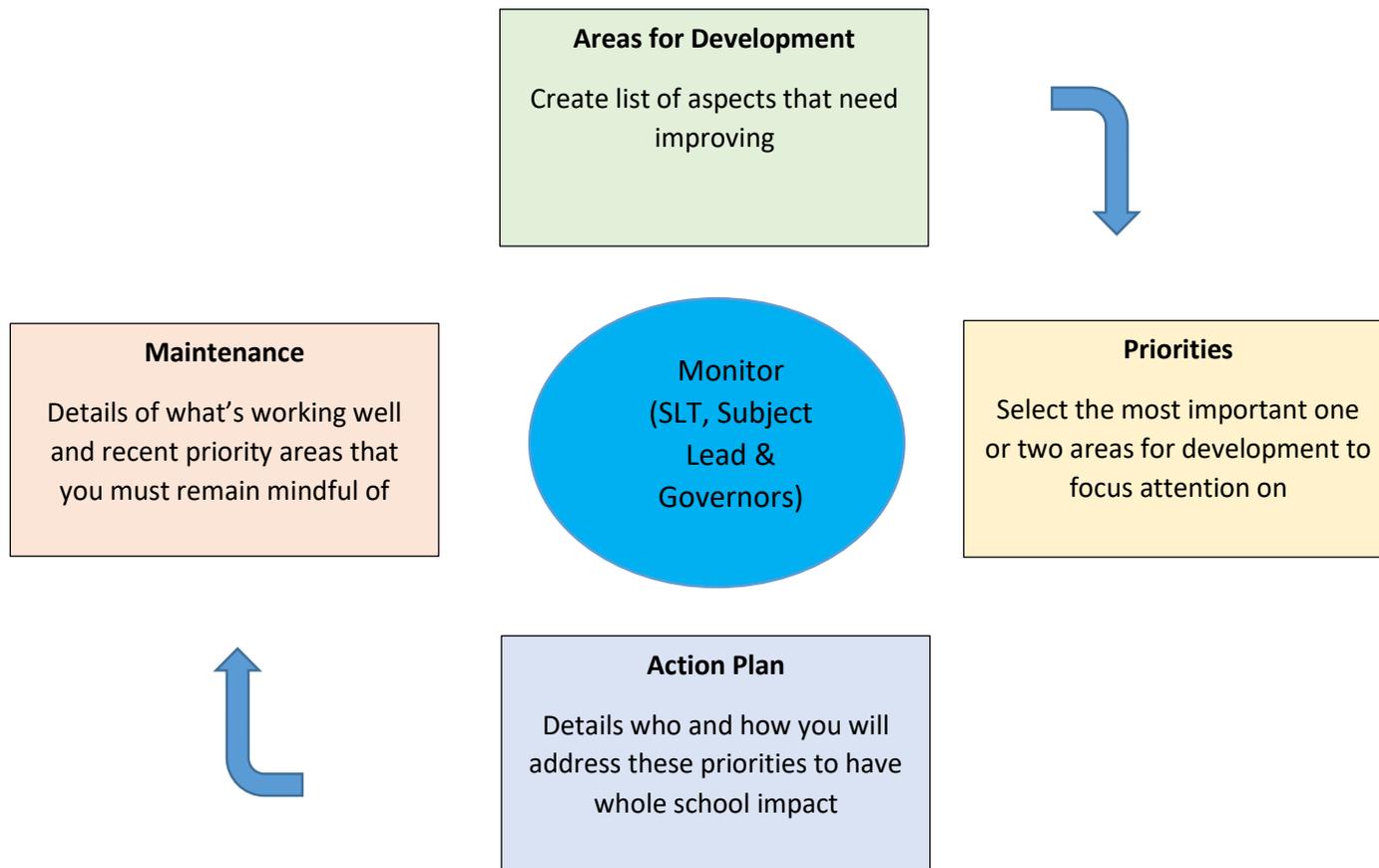
Under the new Inspection Framework, Ofsted inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary Physical Education and Sport Premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective.



**Objective:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

This model of thought supports our planning of spending and priorities for the development of PE and sport in school.



# Department for Education Guidance on How to use the Primary PE and Sport Premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- Develop or add to the PE and sport activities that your school already offers
- Make improvements now that will benefit pupils joining the school in future years For example, you can use your funding to:
  - Hire qualified sports coaches to work with teachers
  - Provide existing staff with training or resources to help them teach PE and sport more effectively
  - Introduce new sports or activities and encourage more pupils to take up sport
  - Support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life clubs
  - Run sport competitions
  - Increase pupils' participation in the School Games
  - Run sports activities with other schools You should not use your funding to:
    - Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
    - Teach the minimum requirements of the national curriculum – including those specified for swimming.



## **Primary PE and Sports Premium Action Plan 2019-2020**

### **School Objectives:**

1. To increase the curriculum coverage of PE and sport across the school by developing the PE curriculum to ensure a wide range of sporting activities are available to all pupils both through the curriculum and through extra-curricular activities (lunchtime clubs and after-school clubs)
2. To ensure the delivery of high quality PE lessons that challenge and engage learners in developing a healthy and active lifestyle
3. Raise the profile of PE across the school by entering more inter-school competitions, holding regular (termly) in-school sporting events for parents and carers, hold in-house/inter-class competitions and introduce the Mile-a-Day walk across the school

### **Sports Premium Objectives:**

1. To ensure that by the end of primary all pupils are equipped with the knowledge, skills and motivation necessary to equip them for a healthy and active lifestyle and lifelong participation in physical activity and sport.
2. To use the additional funding to develop the PE curriculum to include activities that engage pupils and help them develop an active lifestyle
3. To build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
4. Develop teacher's subject knowledge through CPD, mentoring and training to help them teach PE more effectively



Key Objectives	Actions	Evidence	Intended Impact on Pupils Attainment	Sustainability / Next Steps	SLT Responsible
To develop the PE curriculum further to highlight and focus on skills and knowledge	<p>SLT lead to devise new curriculum map for primary PE with support from Piper Hill and lead on development of scheme of work and modules.</p> <p>Develop the curriculum and delivery of the Duke of Edinburgh Scheme with specially trained teaching assistant placed in the 14-19 provision to assist with the programme</p>	<ul style="list-style-type: none"> <li>• Curriculum map published on the school website.</li> <li>• Wide range of PE and sporting activities offered and delivered across the school</li> <li>• DofE scheme to become more visible throughout school. Sections of the website given over to regular updates and coordinated press releases made to celebrate achievement</li> <li>• Teachers and leaders will make specific connections between SMCS and PE to help the planning and delivery of both areas become embedded in the school curriculum</li> </ul>	<p>Attainment in skill levels increased in the majority of pupils (evidence supported by data from CM)</p> <p>Duke of Edinburgh awards enable development of key life skills that can be transferred to functional use in the community</p> <p>Promotion of a healthy &amp; active lifestyle though life-long learning becomes part of the culture at Grange. Pupils begin to make healthier choices, healthy eating is embedded into daily practice</p>	<p>Momentum of participation in an active is sustained and embedded in practice</p> <p>Access to DofE scheme is increased as cohort in KS4 becomes more able</p> <p>Menu choices reflect ongoing improvement in healthy lifestyle across school</p>	ARR / OB /SP / IS
To lead staff through training for delivering the new curriculum	Continued and ongoing CPD in new modules and curriculum delivery throughout the school year	<ul style="list-style-type: none"> <li>• Timetables will also be given for all areas of PE including who is swimming and when.</li> <li>• Staff will be well trained and confident in the delivery of the new PE modules</li> </ul>	<p>TAs will become adept at engaging pupils in lunchtime activities</p> <p>Swimming will become a planned lesson for those attending Manchester Swimming sessions.</p> <p>Well planned and resourced lessons will be delivered by all teachers</p>	Staff CPD is ongoing with additional sessions led by the Manchester Active Schools Programme.	ARR / OB



<p>Engage all pupils in regular physical activity to kick-start healthy active lifestyle (Include extra 15 minutes per day for 'Mile Walk')</p>	<p>Curriculum PE to be increased to 2 hours per week with additional time given to the 'Mile-a-Day' initiative. Lunchtime clubs to be introduced and led by PE TA.</p>	<ul style="list-style-type: none"> <li>• Increased timetabled PE sessions in addition to swimming and the daily mile.</li> <li>• Progress and attainment across PE areas increased, supported by school attainment data</li> <li>• Increased attainment in subjects taught straight after PE</li> <li>• Mile-a-week initiative introduced across the whole school: 15 minutes a week – all weather. Younger pupils and those with significant needs around safety in public will use the school grounds, other can use Nutsford Vale on a pre-marked out circuit. Records of participation kept by pupils (wherever able) or by staff to develop a visual record of physical achievement.</li> <li>• Increased participation in organised active lunchtime sessions to engage pupils in active group activities.</li> </ul>	<p>Pupils become more engaged in physical activity and it becomes embedded as part of their daily routine. Pupils build self-confidence and self-esteem through their participation and achievement in PE and physical activity. Some pupils begin to make accelerated progress in subject areas linked to PE and following physical activity. The Mile-A-Day initiative enables all pupils to participate and achieve at their level and increase levels of physical fitness</p> <p>Increased social communication opportunities for all.</p>	<p>Physical activity is embedded into the curriculum and participation in activities becomes embedded in all areas. Lunchtime activities are gradually taken over by older pupils and this becomes part of their school day. These pupils begin to develop leadership skills for life.</p>	<p>ARR / OB / Teachers</p>
---	--	---	--	--	----------------------------



Key Objectives	Actions	Evidence	Intended Impact	Sustainability / Next Steps	
Re-engage with the Manchester School PE Association to increase engagement with sporting competitions in the wider community to develop more collaborative working	Make connections across the authority and engage in inter-school competitions.	<ul style="list-style-type: none"> <li>• Grange School will have teams entered into various competitions throughout the school year in conjunction with the Active Schools Programme.</li> <li>• Regular participation in tournaments will be for all pathways and will be assessed through PE assessments and PSHE assessments as well as through assessment of community visits.</li> </ul>	Through active participation in the scheme Grange will significantly increase its participation in inter-school competitions QA assurance framework will help to monitor and evaluate the standard of coaching and instruction being given in school for extra-curricular activities.	The impact of a years membership will be reviewed using teacher assessment, data and other tools and a decision made as to renewal at the end of the next academic year	ARR / OB
Develop the delivery of Hydrotherapy for younger learners with SLD	Source a local hydrotherapy pool and develop teaching and learning plan to enable those pupils who cannot access public swimming either as community access or through the Manchester Swimming Programme to access initial swimming lessons / confidence building sessions in a safe environment	<ul style="list-style-type: none"> <li>• Pupils begin swimming lessons by using a Hydrotherapy pool to build confidence in the water in a controlled environment</li> <li>• Teachers will plan and assess as with all teaching and learning with the support from PE coordinators</li> </ul>	Younger pupils with little or no experience of swimming will gain confidence in the pool and help them to become more prepared for when they attend Manchester Swimming sessions when they are older. Pupils will also be able to practice dressing/undressing in preparation for swimming lessons	This approach to early swimming will become embedded into the PE curriculum. Using data and teacher assessments the SLT will look at how this can be incorporated into the PE curriculum for EYFS & KS1 pupils	ARR
Acquire additional resources to ensure delivery of	Purchase new resources and ensure resources are kept in good working order, buy appropriate	<ul style="list-style-type: none"> <li>• Resources will be available and chosen by pupils to be used</li> </ul>	High quality resources will enable teachers to deliver high quality lessons. With appropriate storage and a system to manage the	By scrutinising planning and assessment data the SLT team will look at	ARR / OB



active lunchtime clubs	storage solutions and equipment trollies to enable the smooth delivery lunchtime club sessions	<ul style="list-style-type: none"> <li>• Appropriate storage will enable the smooth flow of PE lessons ensuring that more time is spent by teachers teaching and pupils participating.</li> <li>• Pupils begin to take some responsibility for looking after equipment and resources</li> </ul>	resources the PE TA will be able to provide a range of appropriately resourced activities. Where appropriate PE monitors will be appointed from the KS4 cohort to act as student resource managers enabling them to use functional, organisational and social communication skills in a real-life way	the impact of the spend on additional resources. The PE TA will continue to manage curriculum resources and begin to include older students in all aspects of resource management to engage pupils in having responsibility for their upkeep and storage.	
------------------------	--	---	---	---	--

