

# Evidencing the impact of the Primary PE and Sport Premium Grant

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Investment in equipment to support the sensory needs of pupils via our daily sensory circuits has resulted in pupils appearing visibly calmer, more able to follow verbal instructions and increased attention to task. It has also resulted in an 80% decrease in physical handling incidents for a small group of pupils. In addition, older pupils now voluntarily attend circuits for younger pupils to model the exercises and support with their learning. The equipment bought was used to build a parkour circuit for pupils to access at the beginning of the school day. It is now an established part of their daily routine.</p> <p>A trial of daily active blasts in the classroom has seen a reduction in sedentary time and increased physical activity across the whole school by an average of 50 minutes per week.</p> <p>Nine pupils have received their British Gymnastics Proficiency Award Level 8. Their confidence and performance ability has grown and they are able to independently deliver a performance.</p> <p>Through regular access to our climbing wall, pupil communication has improved as pupils need to communicate in order to climb the wall, they have built resilience through learning how to keep themselves and others safe when working as part of a team and they have also learnt to trust each other. The leadership skills they learn contribute towards the achievement of the Sports Leader Award as they move up the school into KS4. The physical nature of climbing improves both strength and balance as well as spatial awareness, which is beneficial for many of our pupils who have difficulties with gross and/or fine motor skills.</p> <p>Lower School offers a number of curriculum enriched activities at break and lunchtimes to enable pupils to access the targeted 60 minutes of physical activity per day. This is in addition to planned PE and swimming lessons. Sporting activities are offered daily on the MUGA through morning break and at least one physical activity is offered through lunchtime clubs daily, including bike and sports clubs. The impact of this for pupils includes;</p> <ul style="list-style-type: none"> <li>• engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils in LS to access physical activity clubs at least once a week, preferably twice.</li> <li>• Invest in new bikes and trikes in order to increase number of pupils accessing cycling during club time and PE.</li> <li>• Continue to listen to pupil voice in identifying activities on offer in PE, during lunch times and breaks, and on school residential visits.</li> <li>• Evaluate impact of daily access to supervised games.</li> <li>• Implement and evaluate impact of iMoves programme.</li> </ul>

- raised profile of PE and sport throughout school
- increased confidence
- improved sports knowledge and skills
- broader experience of a range of sports and activities offered to all pupils, and
- increased participation in sports/active activities out of school.

All Lower School pupils experience approximately 10 horse riding sessions per year. Horse riding provides an opportunity for our pupils to develop physical, social and mental skills, including:

- the promotion of health and fitness
- development of core strength
- improved coordination
- development of trust
- development of communication
- self-discipline and problem solving skills
- improved social skills and relationships
- an opportunity to feel relaxed, and
- increases in muscle tone and strength.

Our school allotment provides many learning opportunities, from growing and harvesting vegetables to promoting healthy lifestyles. The physical demands of the allotment provide excellent physical activity which our pupils are able to appreciate for themselves. Having a visible outcome for our pupils gives them a great sense of self-worth and motivation to engage in activities at the allotment. 100% of our pupils have engaged in activities on our allotment. Everyone has dug, planted, watered and harvested vegetables. All pupils have used produce harvested from the allotment to make soup and other healthy snacks. All pupils have developed teamwork, problem-solving, resilience and social skills as they interact with one another to complete set tasks.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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

## 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: 2020/21	Total fund allocated: £16 360	Date Updated: October 2020		
<b>Key indicator 1:</b> 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: 86%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Independence</p> <p>Motor Skills development to enable access to a range of activities.</p> <p>Social interaction with peers and adults, supporting relationship building and participation in team sporting activities.</p> <p>Lifelong participation in sport through development of skills. An appreciation of the importance of exercise for wellbeing.</p> <p>An enjoyment of sporting activities and exercise.</p> <p>Identifying personal interests and growing hobbies that will contribute to lifelong participation.</p> <p>Promoting healthy lifestyles.</p> <p>Developing knowledge of how to be healthy and look after personal health in all areas.</p> <p>Knowledge to advise others and</p>	<p>Daily participation in structured and unstructured physical activity.</p> <p>– all pupils to participate in active learning activities at the beginning of lessons. PE Lead to train staff in use of iMoves programme and its implementation. Increasing staff awareness of the benefits of sensory load and its effect on concentration and learning.</p> <p>All pupils in Years 2, 3, 4, 6 and 7 access weekly swimming lessons overseen by key members of staff.</p>	<p>£500</p> <p>£13 489.44</p>	<p>Staff will report at staff meetings how many times a week iMoves is used and the impact observed on learning and progress. Pupil Voice will capture pupil responses to the programme.</p> <p>Swimming progresses both swimming proficiency and life skills such as changing and dressing, and socialising in public places. Pupils grow in confidence in these areas through their weekly participation. Pupils achieve milestones in swimming and these achievements are celebrated by the whole school.</p>	<p>Should this have a positive impact on pupil learning and engagement in physical activity, this programme can be invested in moving forward.</p> <p>Swimming continues to have a positive impact on knowledge and skills, both related to swimming and water safety/awareness as well as on pupil independence and self-confidence. This will continue as an activity for LS and Y7 pupils. Impact has been measured and all pupils</p>

<p>share personal experience. Ready to learn and settle to learning quickly in class, showing improved concentration and focus. All pupils will access daily physical activity.</p>	<p>Pupils are encouraged to take part in organised lunch time activities that promote physical activity. These include biking, football, basketball, gym, running, games on the MUGA. Biking in LS to run 4x week. Sports Club run weekly as a lunchtime club. Structured games run every day as playtime activities, including football club and sports club.</p> <p>Working on school allotment – all pupils across school access allotment. This is an integral area of our curriculum offer with pupils attending the allotment regularly for gardening and building projects.</p>	<p>See Key Indicator 2</p>	<p>Lunchtime and playtime activities/clubs are accessed by the majority of LS pupils over the week, promoting physical health and fitness as well as social skills. Staff running clubs will keep a register of pupils participating in clubs. This data will be used to inform club choices and to signpost pupils to clubs.</p> <p>Pupil voice will be used to evaluate impact of learning related to the allotment and pupils’ learning and progress. Pupils will apply learning to wider curriculum and real life. This will be tracked and monitored via Learning Behaviours and Skills Builder.</p>	<p>continue to progress through swimming levels.</p> <p>Lunchtime and playtime clubs to be monitored for impact and reassessed on an ongoing basis. Pupil Voice to inform clubs on offer via School Council. Over the past year, new clubs have been introduced based on pupil request and interest.</p> <p>School allotment now embedded in the curriculum and will continue to be accessed on a regular basis as part of the school timetable.</p>
	<p>Invest in the Royal Opera Programme linking PE and Literature – staff have attended training and pupils now have the option of participating in a school-led Dance project included in school</p>	<p>499.00 – money has been paid and event carried forward to March 2021</p>	<p>This project will be evaluated via pupil voice (with the Literacy and Dance project visiting school) and assessment of pupil progress on the dance programme to run on Fridays in Spring Term 2.</p>	<p>This approach to learning and engaging with physical activity will be evaluated with a view to including in the PE/English curriculum.</p>

	curriculum. This will be a supporting transition activity for pupils moving into Upper School next year.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 13%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Physical Education, School Sport and Physical Activity are a priority across the school for all pupils. A variety of activities are offered to pupils via clubs, PE and school outings. These aim to cater for different interests and abilities, creating an enjoyment of sport and physical activity while meeting the needs of individual pupils. This results in improved gross and fine motor skills, greater understanding of the rules of a variety of sports and games, and improved social communication skills resulting from participation in team games and sports. Pupils show increased resilience, resourcefulness and independence through participation in a variety of physical activities.	Pupils will participate in gymnastics at Doncaster Gymnastics Academy.  Investment in new bikes and trikes to support biking activities through dinner clubs and PE/Leisure Time. Investment in Bike Store for safe storage of new bikes.  See Active Learning Activities in Indicator 1.  All pupils will access Outdoor Learning Activities which will promote a love of the outdoors and encourage participation in Adventurous Activities, including	210.00 (carried forward from 2019/20)  2219.00	Pupils will develop knowledge as to how to use gymnastics equipment confidently and safely in a structured environment. Pupils will develop enhanced mobility and stability in fine and gross motor skills.  All staff accessing training contribute to the wider achievement and learning of pupils across the school, both curricular and extra-curricular.	If successful, this will be incorporated into Lower School curriculum next year.  A focus on healthy living is a school priority and this will continue across the school through activities on offer for curricular and extra-curricular activities. Staff will continue to be supported with training to further develop PESSPA across the school. Staff continue to be encouraged to attend relevant training and lead on activities such as biking, movement,

	residential and activities in the school's developing Outdoor Learning Area.			swimming, clubs and games, and outdoor learning activities, including the Duke of Edinburgh Award.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				Carry forward and see KI 1
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Promoting lifelong independence. Building enjoyment of physical activities. Developing skills for participation in a range of physical activities. Understanding the importance of physical activity. Access to a range of activities that meet needs and interests. Opportunities to progress skills and knowledge related to the activities on offer. Positive role models for participation in physical activity.	Outdoor First Aid Certificate x 3 staff members.  Staff attendance at Royal Opera Programme linking PE and Literature – Dance now to be included in school curriculum.	220.00 – carry forward to 2021 – Spring term  See Key Indicator 1	Pupils readily identify activities they enjoy participating in. Pupils choose to participate in the activities on offer. Pupils have the knowledge and skills to participate in a variety of activities. Staff are confident in offering a variety of PESSPA activities to pupils. These activities are offered in school and on trips. Trips are often built around the activity offer.	Staff will continue to have access to relevant training. Staff will work together to build the skills, knowledge and confidence needed to deliver a wide and varied curriculum in PE and sport that suits the individual needs of all pupils.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				1%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils will experience a range of activities. Pupils will participate willingly in various activities. Activities offered will build a love of physical activity and improve fitness and agility.	All pupils will participate in organised activities during breaks and lunches. All pupils with identified need will have access to daily sensory circuit.	179.74	Every pupil will participate in an organised break or lunchtime activity at least once a week.	Impact to be measured via pupil voice and staff observation. Pupils completing Sports Leader Award to have the opportunity to lead groups.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				See KI 4



School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increasing ability to participate as a member of a team.                      Display skills and attitudes needed for successful teamwork.</p>	<p>KS2 pupils participate in Multi-skills tournaments with other SEN schools.</p>	<p>See Key Indicator 4</p>	<p>Pupils display increased ability to participate as a team, they demonstrate the relevant skills and knowledge.                      Social interaction opportunities in differing environments improves social communication skills.</p>	<p>Pupils will continue to have opportunities to participate competitively should this be appropriate to their individual needs.</p>