



Grappenhall Heys Community Primary School

Evidencing the Impact of the Primary PE Premium and Sports Premium

Summary information					
School	Grappenhall Heys Community Primary School				
Academic Year	2020-21	Total Sports Premium	£13, 700	Number of pupils	221

Guidance

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Key Achievements to Date:	Areas for further improvement
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- A wide offering of morning, lunchtime and after-school club activities to encourage active participation and health lifestyles.
- Increased the number of competitions including Level 2 and 3 School Games, which led to the school achieving Gold School Games Mark.
- Additional opportunities for inter and intra-school competitions led by PE lead and PE specialist were provided to promote playing for participation and to engage our less physically active in competition.
- Active learning now firmly embedded into our school day.
- PE displays are interactive and are in the central area. Recognition of participation achievements and leading active lifestyles in school and outside of school is now celebrated weekly through displays and Special Mention assemblies.
- Yoga delivered weekly to targeted children to improve well-being and to develop self-awareness and self-regulation.
- Play Therapy for children identified by SENDCO to improve SEMH.

- **Increase physical activity** levels and enjoyment in the playground during lunch breaks to engage less physically active children.
- To **further leadership opportunities** within school including creating a School Sports Council to engage pupils at lunch break with an aim to increase physical activity within the school day.
- To **re-establish Forest Schools** into EYFS and as part of the KS1 And 2 PE Curriculum
- To enhance the **quality of Teaching and Learning in Dance** through high quality CPD
- To maintain the Sainsbury's School Games Gold mark for whole school participation in inter and intra school competitions.
- *To consider the implications of the school expansion on PE and Sports provision*

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Meeting national curriculum requirements for swimming and water safety		(Data from 2019) – last published data set
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving Primary school.</p>		100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>		100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>		100%
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>		Not needed as of yet

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.

Key indicator 1: The engagement of all 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

School focus with clarity on intended impact on pupils :	Actions to achieve:	Evidence and impact:	Funding allocated:	Sustainability and suggested next steps:
<p>Increase physical activity levels and enjoyment in the playground during lunch breaks to engage less physically active children.</p> <p>To raise the profile of play leaders and school sports crew as an integral part of active lunch breaks.</p> <p>To ensure lessons remain active and encourage active learning for all.</p>	<p>MDA meeting to conduct staff audit of current provision at lunch breaks. Sports specialist to attend and provide follow up CPD to improve confidence and delivery of physical activity.</p> <p>Sports specialist, along with MDA team to train play leaders and sports crew to support the delivery of lunch break activities. Personal best challenges to track and celebrate improvements in fitness.</p> <p>Purchase new play equipment for use during lunch breaks, particularly in KS1. iPads to be used to capture improvements in provision.</p> <p>Following pupil survey, devise a weekly lunch activity timetable to be delivered by MDAs, sports specialist and play leader.</p>	<p>100% of children physically active at break and lunch times. Average of 256 active sports club places accessed per week (16 clubs).</p> <p>ALL pupils involved in 30 minutes of additional activity every day including Active Maths activities and personal best challenges.</p> <p>Classroom and whole school displays celebrate additional activities and encourage further activity.</p> <p>Pupils are more active in PE lessons - take part without stopping to rest.</p> <p>An improvement in individual fitness recorded during half-termly reflection against personal targets set. Active Maths implemented and used weekly.</p> <p>Children enjoy keeping fit and make active choices at lunch breaks.</p> <p>Teachers report an improvement in focus during afternoon lessons following an active lunch break.</p>	<p>£1000</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils :	Actions to achieve:	Evidence and impact:	Funding allocated:	Sustainability and suggested next steps:
<p>To continue to raise the awareness of opportunities and the impact of physical activity and sport across the school and community with pupils & parents.</p> <p>Consider Wellbeing and Mental Health issues emerging as a symptom of COVID and lockdowns</p>	<p>Continue to promote community clubs and exit routes through assemblies and flyers. Invite children who attend local community clubs to talk in assemblies and share achievements and to encourage active learning.</p> <p>Invite parents to attend half-termly assemblies where sporting achievements and healthy attitudes are celebrated.</p> <p>Arrange for health professionals and athletes to deliver workshops/assemblies to demonstrate the impact of leading healthy lifestyles and to promote sport/physical activity (dentist, SEMH specialist and rugby player).</p> <p>Engage parents to take part in Health Week activities (morning walk and Zumba classes).</p>	<p>100% children involved in celebration assemblies with parents attending half-termly.</p> <p>Parents engaged and actively participating in Health Week activities.</p> <p>Children demonstrating positive attitudes towards sport and physical activity to gain Sports Star certificates and their names printed in the weekly newsletter.</p> <p>Children referring to interactive sports displays and becoming more motivated by adding personal achievements (reflecting a balance of participation and competition).</p>		<p>Website updated on a regular basis. Ensure content is promoted so it can be seen and used. Use as an information and guidance document as well as to celebrate curriculum and extracurricular offer.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils :	Actions to achieve:	Evidence and impact:	Funding allocated:	Sustainability and suggested next steps:
<p>To provide all staff with high quality CPD and resources to aid the teaching of PE and outdoor provision.</p> <p>Focus on CPD of MDA team to further develop confidence, knowledge and skills when delivering physical activities during lunch breaks.</p> <p>Children will benefit from outstanding quality teaching, which is differentiated to support and challenge individuals.</p> <p>Less physically active children to be engaged in a variety of activities during lunch breaks as well as during the</p>	<p>12 weeks CPD per year group with a specialist sports coach with a focus on fundamental skills in gymnastics and invasion games.</p> <p>Resources for extended implementation by curricular and extra-curricular staff including ICT.</p> <p>Evidence sports specialist time with staff including staff surveys to evidence the impact of CPD sessions.</p> <p>To conduct staff audit at regular intervals to assess training needs and measure sustainability.</p>	<p>All class teachers report an increase in confidence and subject knowledge after working alongside PE Specialist/ Accessing Dance CPD leading to improved teaching and learning.</p>		

<p>school day.</p> <p>Increased confidence in the teaching and learning of Dance as a result of high quality CPD</p>	<p>A record of children accessing additional lunch break activities</p> <p>Timetable meetings to review lunch break provisions made with the sports crew attending to share pupils' suggestions. iPads to be used to record pupil voice.</p>	<p>Children enjoy keeping fit and make active choices at lunch breaks.</p> <p>MDA team report increased levels of engagement in activities at lunch breaks.</p> <p>Less physically active children are engaged in physical activity every lunch break.</p> <p>Sports crew interviews with children and MDAs (using iPads) report an improvement in structured activity and enjoyment whilst keeping active.</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Funding allocated:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum (including residential) to actively engage all pupils with a focus on those pupils who do not take up additional PE and sport opportunities.</p> <p>To improve SEMH through Yoga, mindfulness and specialist Play Therapy for targeted children.</p> <p>To prioritise metacognition and self-regulation through forest school training</p>	<p>Maintain a wide offering of physical activity and sports clubs in the extra-curricular programme for less physically active – pupil/parent voice.</p> <p>Collate extra-curricular data to identify less active children and target/engage children with lunch activity offerings based on their pupil voice.</p> <p>SENCO to identify children who would benefit from Play Therapy and Yoga/mindfulness sessions.</p> <p>Incorporate forest school and Yoga into the curriculum plan to develop metacognition and self-regulation.</p>	<p>Children have access to a wide variety of sports and physical activities within and outside of the curriculum.</p> <p>Record of pupils attending school sports clubs and children that have used exit routes to community clubs as a result of Health Week.</p> <p>Health week evaluations</p>		<p>Video on website to showcase achievement and enjoyment and to promote sport for all.</p> <p>Pupils to make video using iPads, demonstrating the wide range</p>

	<p>Use Health Week to make links to community clubs to encourage children to take up varied extra-curricular sporting activities.</p> <p>Make a record of clubs joined as a result of experiences from Health Week, after school clubs and PE.</p>	<p>demonstrate an enjoyment of sport and indicate that children are likely to join external clubs as a result of trying new sports.</p> <p>An improvement in SEMH and self-regulation reported from Play therapist and Yoga teacher.</p> <p>Children are more self-aware and are applying an understanding of metacognition skills across the curriculum following forest school sessions.</p>		<p>of sports enjoyed at school. (Digital leaders)</p>
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Evidence and impact:	Funding allocated:	Sustainability and suggested next steps:
<p>Further develop Inter- school competitions and personal challenge competitions in school, in cluster groups and through WASSP and SSG, to promote playing for participation and to engage our less physically active in competition.</p>	<p>To further plan and link the activities in the extra-curricular programme to the cluster school competitions and the School Games competition programme.</p> <p>Target different pupils to represent the school including A and B teams.</p> <p>Sports specialist and PE lead to further develop timetable for inter-school competitions - include more able and talented pupils to lead sessions.</p> <p>To maintain the Sainsbury's School Games Gold mark for whole school participation in inter and intra school competitions to ensure all children experience competitive opportunities.</p>	<p>100% of pupils across the school taking part in inter school competitions; 100% of pupils FSM, 100% of SEN, 100% of BAME pupils (registers, photos and assemblies).</p> <p>Confidence for new pupils trialling for events and representing the school for the first time has grown (pupil voice/ questionnaires and feedback from teachers).</p>		

	<p>Provide transport to and from competitions for all children participating.</p>	<p>Improved standards in invasion games, striking and fielding and fundamental skills in curriculum time.</p> <p>Children take part in PE and sport with a noticeable difference in attitude and their expression of views in pupil voice.</p>		
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