

Primary PE & Sport funding

At Grange Community Nursery and Primary School we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

The full amount of PE & Sport Premium received for 2019/20 is

£17,000

Key indicator 1: The engagement of <u>all</u> 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:
				%
Intent	Implementation		Impact	Sustainability
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 provide active provision for ALL children. To promote activity, embed within the whole school day; to help children be engaged, enthused and to achieve	We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the	VRSSP	1) Action Plan 2019-20 includes increased opportunities for children to be active throughout the day through active assemblies and more clubs available. 2) 50% of our school population are accessing an active after school club	All actions taken are sustainable with continued training opportunities and current levels of support from VRSSP.

<p>active schools agenda through local case studies.</p> <p>We have used the Active School Planner to create Heatmaps on activity. The patterns of behaviour shown by the Heatmaps are that the children are very active during break and lunchtimes due to the provision available in these times. However, children are much less active in lesson times, particularly English.</p> <p>The actions being taken to tackle the issues presented are the development of an active curriculum through Active Maths and English training. Teachers have been implementing active lessons following this training and feeding back to other teachers.</p> <p>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for the areas identified by our Active School Planner Heat Maps.</p>		<p>and 91% are accessing an active lunchtime activity provided by the midday supervisors, Youth Kicks or Play Leaders. This is significantly higher than previous years, due to increased lunchtime provision, as well as new opportunities provided as after-school clubs such as boxing, street dance and tennis. These new opportunities have served as a great initiative to get those who are least active involved and motivated to try new activities. We have seen evidence of further whole-school impact with improvements in behaviour at lunchtime due to the clubs provided (evidenced in behaviour reports). After school clubs are evidenced through club registers.</p> <p>3) 100% of our school population take part in the Golden Mile. Pupils have expressed enjoyment of the Golden Mile and like that it is a whole-school initiative, so they can run/walk with siblings as well as those in their class.</p> <p>4) 31 children in KS2 were engaged as Play Leaders for at least a term, providing activities for KS1. Evidenced by rota.</p>	<p>Continue to Develop a volunteering model to further engage children in developing and leading activity as Play Leaders/Change 4 Life Champions.</p> <p>Due to the cancellation of the Big Pedal, we will develop an active travel policy and implement a walking bus/active travel route and re-engage with the programme in 2021.</p> <p>Continue to monitor and improve current provision of extra-curricular activities, particularly for those who are least active by providing a Change 4 Life club with opportunities for children to lead here, as well as providing more lunch time clubs with Youth Kicks.</p>
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<p>We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times.</p> <p>We have a wide range of extra-curricular activities throughout the day. We have recently began running clubs during lunch times to ensure every child has the opportunity to get involved in extra-curricular activities. YouthKicks now comes to our school at lunchtimes on Monday and Tuesday, and we hope to extend this to more lunchtimes next year.</p> <p>Our school runs a recreational running programme called <i>Golden Mile</i> where pupils run or walk laps of our designated track on the school field every lunch time. All children are involved in this.</p> <p>We have developed Play Leader roles in our Year 4 class who create activities to make lunchtimes more active.</p>	<p>YouthKicks</p>	<p>5) All year groups in KS2 have been supported by Jordan from Youth Kicks at lunchtime.</p> <p>6) All classes use 5-a-day fitness. Evidenced on Twitter.</p>	<p>Use data from heat maps to implement a more active school day and provide further training and support for teachers to teach actively.</p>
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	There is a rota made for children where they have designated days teaching KS1 children different activities.			
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Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
Intent	Implementation	Impact	Sustainability	
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 use PE, Sport and Activity to improve the outcomes for all pupils across all ages and abilities. All pupils' personal development will be celebrated. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.	We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader has attended regular training and received focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. Staff have attended training which focuses on increasing attainment in Maths and English through	VRSSP	1) Teachers are actively implementing 'brain breaks', using the 5 a day website as part of the '60 active minutes' initiative. We also have 'Exercise Alarms' as evidenced in classrooms and Twitter. Teachers are implement '60 Active minutes' through outdoor learning, as well as active lessons, including 'Talk For Writing'. 2) KS2 pupils are engaged as Play Leaders, taking on a leadership responsibility and improving their personal development.	All actions are sustainable with continued support and access to resources and training. Engage further with programmes offered such as; My Personal Best YST training to help develop a shift in culture towards value driven skills and strengths development. This will

	<p>physical activity in order to maximise the opportunities for our pupils to be physically active. As well as this, CPD opportunities have been provided to improve PE provision in school. Staff have had the opportunity to teach alongside professional coaches in gymnastics, tennis and dance.</p> <p>Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. From this, we have implemented an 'Exercise Alarm' initiative in class to let children take leadership of their 60 active minutes.</p> <p>Achievements in PE and School sport to be celebrated in assembly (match results and notable achievements in lessons from the book.)</p>		<p>3) Those pupils who are least active are encouraged to engage in a healthy active lifestyle by providing increased opportunities to take part in physical activity.</p> <p>4) Teaching staff are taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils' through after-school provision led by staff across the school.</p> <p>5) Teacher's confidence in delivering PE has improved, as recognised from staff questionnaires distributed.</p> <p>6) Improvement in attitudes towards PE have been seen from the Pupil Voice questionnaires collected. Children's views are taken into account to plan future activities.</p> <p><i>Feedback from Staff highlighting whole school impact/Embedding Active60:</i></p> <p><i>"Becoming more active in our teaching and learning has had an amazing impact upon the engagement of all children in their learning. Specifically, the inclusion of learners with special educational needs and disabilities has really improved. 5 minute brain breaks are especially helpful to those children who have trouble concentrating for an extended</i></p>	<p>impact the whole school.</p> <p>Explore further ways to embed and enhance our curriculum, develop links across a broader range of subjects.</p> <p>Continue to raise profile of PE in assemblies. Extend the celebrations to showcasing different classes' performances e.g. gymnastics or dance.</p>
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			<p><i>period of time, and can really just give them the break and energy boost that they need at a given time. It doesn't detract from learning time, and in fact makes our children more motivated to complete their tasks. Active maths and English sessions have also opened up opportunities for those children who find more traditional styles of recording difficult. Being up and about has encouraged different relationships to form within our classes and naturally encourages and improves teamwork skills through the very nature of moving around the classroom and working together during learning time. As Inclusion Co-ordinator and a class teacher, I see a different side to some of my pupils as they partake in active learning sessions - a side that I previously hadn't had the pleasure of seeing in purely chair-and-table based activities." - Mrs H McGilloway, Year 2 Teacher and Inco.</i></p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
Intent	Implementation		Impact	Sustainability
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?:
To ensure that all pupils' will receive 2 hours of high quality physical education every week by providing our teachers with quality training, support and resources specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE. As well as this, our PE Subject Leader has extensive training and support through VRSSP.</p> <p>To support planning and assessment, our school has made an investment in Complete PE which provides support with the delivery of the curriculum and supporting material. This is also used by the Subject Leader to monitor PE.</p> <p>All our staff attend Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource),</p>	<p>VRSSP</p> <p>Complete PE</p>	<ol style="list-style-type: none"> 1) All staff have been given access to specific planning linked to school curriculum overview, with the ability to track progress to inform future planning. Our curriculum is now linked to Complete PE schemes of work. 2) Complete PE allows subject lead to track individual or cohort progress, allowing suitable training, support or intervention to be planned. 3) Complete PE has seen improvements in staff confidence in the planning, delivery and assessment of PE. As a result, the quality of PE lessons has improved, as noted from co-teaching of PE lessons. Teachers have made the 	<p>Complete PE to have a huge benefit for planning, teaching and tracking. One off fee worth the investment, with annual subscription sustainable with current levels of support. Next year, we will consider extending our subscription to purchase Top Cards to support good or outstanding delivery of PE lessons and clubs.</p> <p>Continued involvement with VRSSP as training partner.</p>

	<p>Inclusion training and Health & Safety training.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2019/20.</p> <p>Our school works alongside specialist coaches to develop teaching and confidence in identified core areas of need including swimming, gymnastics, dance and tennis.</p>	<p>Swimming course</p>	<p>following reports about using Complete PE:</p> <p><i>"Complete PE has been so beneficial to me as a busy teacher. It has made it so much easier and less time-consuming to plan a well-structured lesson. I particularly like the way that skills are broken down into smaller chunks as part of a wider progression so that new skills can be taught and learned in manageable steps. This means that the children are able to carefully learn each part of the skill before progressing onto the next. The bank of games and options for differentiation are really helpful and improve my confidence in planning and delivering effective and valuable PE lessons."</i> - Mrs H McGilloway, Inco and Y2 Teacher</p> <p><i>"I have been using Complete PE to support my teaching since the beginning of the school year. I find it really easy to use and feel it has definitely</i></p>	<p>Train more staff to be ASA accredited swimming assistants.</p> <p>Apply for YST quality mark.</p>
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			<p><i>improved my confidence and teaching of PE.</i></p> <p><i>I like the way each series of lessons is planned with each lesson building upon the previous one. The inclusion of videos featuring children completing the tasks are a real bonus, as they not only show me as the teacher what the children should be doing, but can also be shown to the children. This can be done inside the classroom, prior to the lesson commencing or during the lesson, using an iPad/iPhone. In either case, the amount of time taken away from the children being active is kept to a minimum.</i></p> <p><i>I like the way each lesson is on one page so I can choose to print it out if that is easier or if no iPad is available. The colour coding is helpful as it shows me at a glance what the expectations are for each key stage. Assessment is also really easy on Complete PE. I can record details on my iPad/iPhone during the lesson and can quickly update following each teaching unit, again using a colour coding</i></p>	
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approach. Finally, I have found the home learning cards really useful in setting PE activities and the children have really engaged with this learning." " - Mrs R Grocott, Y3 Teacher

4) All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:

- Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.

- Lots of good ideas to help deliver the curriculum more effectively.

- The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.

- More ideas about how to enable the children to make progress through the skills.

• The activities are brilliant and offer different, fun and enjoyable activities that can be linked to all areas of PE.

• Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.

• More confident in teaching more advanced skills

• Improved PE lessons and pupils engagement with lessons.

5) The support given to teachers in identified core areas of need has improved teacher confidence and delivery of PE. Teachers have made the following comments about the support they have received from specialist coaches:

"Following on from the dance CPD that I received, I feel that I am now confident to deliver a PE lesson in dance for KS1. The lessons that I observed and participated in were well planned and delivered. All of the children

			<p><i>(even the more reluctant pupils) became engaged, which has helped to inform future practice to engage reluctant children in PE. The lessons taught me the step by step process for a PE dance lesson and have given me more confidence to plan subsequent lessons, and make assessments in the area." - Mrs L Robinson, Year 1 Teacher, NQT.</i></p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	Sustainability
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?:
Provide a broader range of sports and activities to engage <u>all children</u> in our PE curriculum and in extra-curricular activities offered.	<p>We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <p>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress. To ensure our curriculum is delivered to a high standard, we will use coaches to</p>	<p><i>Boxing/ Street dance/ Tennis</i></p> <p><i>Complete PE</i></p> <p><i>New equipment</i></p>	<p>1) There is a greater breadth of activity planned and delivered before, during and after school. Clubs are of a great variety, from yoga to boxing, and dodgeball to street dance. This year, our uptake has increased (mainly due to offering a lunchtime club). This year, 50% of our school population are accessing an active after school club and 91% are accessing an active lunchtime activity provided by the midday supervisors, Youth Kicks or Play Leaders. Take up is still less in girls compared to boys, but this gap is closing with the extra provision on offer and future actions planned.</p> <p>2) We have offered external pathways for children to access</p>	<p>Sustainability and suggested next steps:</p> <p>The majority of clubs provided are run in house, with training and support through staff/VRSSP so are sustainable.</p> <p>Provide more breadth through clubs, not as part of curriculum.</p> <p>To continue to develop our range of activities.</p> <p>To focus on the needs of the children through School Council, Pupil Voice and Sports Crew.</p>

	<p>support teachers in identified key areas of the curriculum, such as; gymnastics.</p> <p>We aim to deliver more structured activity/clubs at lunchtime with professionals who can offer a variety of activities for the children.</p> <p>We will continue to deliver adventurous activities through all residential from Year 1-Year 6.</p> <p>We aim to engage more children in active clubs and activities, with a particular focus on girls and those who are least active.</p>	<p><i>Youth Kicks</i></p>	<p>including; Hartford School of Gymnastics, PL Amateur Boxing Club, Winsford Tennis Club and Winsford Diamonds FC.</p> <p>3) List of Active Clubs at lunchtimes and after-school:</p> <ul style="list-style-type: none"> • Dodgeball • Cross-Country • Active Maths • Netball • Yoga • Boxing • Street dance • Tennis • Youth Kicks • PhysKids (Play Leader led playground games) • Forest Fun/Allotments <p>4) Due to purchasing of new equipment, the delivery of PE lessons is of a higher standard than previous years (noted from lesson observations). Complete PE allows for progressive, high-quality PE lessons where all children's attainment has improved. Academic progress in PE has been of an expected level (evidenced from assessments).</p>	<p>Develop training and resources/external partners to deliver adventurous activity on site/local facilities.</p> <p>Continue to engage in training offered by VRSSP to improve delivery of activities in structured PE lessons and after-school clubs (e.g. Ready-Set-Ride).</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 5%
Intent	Implementation		Impact	Sustainability
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?:
Increase participation in both inter-school and intra-school competitive sports, giving <u>all</u> <u>pupils</u> opportunities to take part in competitive sport.	<p>Teachers use their own skills and sporting backgrounds to inspire and encourage children to take part in a variety of competitive sports. As well as this, teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition.</p> <p>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully</p>	VRSSP	<p>1) We have a focus on core sports through our curriculum, and are able to identify 'high-ability' and subsequently support through 'competitive lunch/after school clubs'. (Gymnastics/Running/Football/Hockey/Netball).</p> <p>2) Increase in participation & success in competitive school sports-, especially in girls sport. More success at cluster events and finals (winning or finishing runners up). Notable performances include finishing 2nd in Winsford's Sports Hall Athletics Final, and the Year 5/6 Mixed Football League (with a larger proportion of girls participating than in previous years). One of our girl's finished</p>	<p>Continued access to VRSSP allows the competition and festival calendar to remain sustainable.</p> <p>Develop further intra-school competitions, including dodgeball or cross-country leagues.</p> <p>Continue to engage in National School Sports Week and Sports Days to increase competitiveness</p>

	<p>involved in the School Games and other schools' competitions.</p> <p>Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.</p> <p>We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter).</p>		<p>in the Top 10 for Winsford's Cross Country League.</p> <ol style="list-style-type: none"> 3) Every competitive and 'festival' event hosted by VRSSP attended (where practical and possible). 4) Gold School Games Mark Achieved, with contributions to the Active60 initiative with the 'Exercise Alarm' introduced at our school. 5) External pathways available for children to access: Hartford School of Gymnastics, Youth Kicks, Winsford Tennis Club, Winsford Diamonds FC. 6) More Inter and Intra 'Festival' events held and participated in. 	<p>in sport for all pupils.</p>
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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?	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Y/N

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Signed off by	
Head Teacher:	Sara Albiston
Date:	16.07.2020
Subject Leader:	Georgia May
Date:	16.07.2020
Governor:	
Date:	

