



PE PREMIUM EVIDENCE AND REPORT

2019-20

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PE and Sport Premium Overview

Support for review and reflection - Considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2019:

PE plays a significant role in helping developing healthy and active lives. In the last academic year, many of our students took part in competitive sports and achieve medals and trophies. Many of our students participated in the 'Running Programme' which helped them discover a meaningful physical activity for life, develop their self-esteem and resilience, meet their sensory needs and increase their stamina and performance. We had a successful Sport Day with various events which gave our students some challenges, friendship and fun.

Areas for further improvement and baseline evidence of need:

- Teachers often report that they do not feel confident in planning and delivering PE lessons. Teachers favourite activity is going for a walk around the school ground.
- Not all of our students can access the bikes we already have at Parkwood. Many of our students would need adapted bikes, scooters, or tricycles. Students take turn to ride the bikes. Some students need to learn to pedal first and how to propel a scooter. Bike riding is also recommended to some students by our physiotherapist.
- The school runs trampolining sessions. However, some students find it difficult to access and climb on the trampoline. Rebound therapy consists of a specific model of use of trampolines in providing opportunities for movement, therapeutic exercise and recreation for people with any range of disability. This is also a starting point for all trampoline coaching.
- There is no clear evidence whether students participated or were engaged in physical activity for at least 30 minutes daily as advised by the Chief Medical Officer.

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- There is a lack of PE resources to be utilised for sports and during break time.
- There is a lack of equipment to be used in class to support active learning.
- The equipment in the gym which is used for the Sensory Circuit needs to be updated and replaced.

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Swimming

Meeting national curriculum requirements for swimming and water safety	4 students = 100%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <i>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.</i>	25%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	25%
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?	Yes/No

Further information about the swimming skills of our students at Parkwood Hall: Adapted curriculum:

1 student cannot attend swimming sessions due to medical issues - 25%

1. Does the pupil swim competently, confidently and proficiently over a distance of at least 25 metres?	During Swimming lessons, some students can float on the surface for short periods of time. Some are very agile in water and usually glides along the surface using freestyle and powerful flutter kicks. Students have not been tested for a 25 metres swim.
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<p>2. Can the pupil use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Some students are still in the process of developing more proficient swimming strokes. Some students do not like diving or putting their head into the water. They generally enjoy being in water and try different strokes while following guided instructions.</p>
<p>3. Can the pupil perform safe self-rescue in different water-based situations?</p>	<p>Some students can stay above the surface for quite long periods of time and does not require much of adult's supervision. They are developing self - rescue in water skills which need to be further practised. Other students require adult supervision and need some time to get used to the sensation of fully submerging under water.</p>
<p>4. Please add any other relevant information on swimming e.g. enjoyment and the level they have achieved.</p>	<p>All the students enjoy swimming and usually anticipate their swimming session. They are usually very happy on the day. One particular student is very competent and appears to be talented.</p>

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Proposed 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: 2019-20 Total fund allocated: £16,260 (+ £3,700 balance 2018-19) Date updated: 16 July 2020

Key Indicator 1: The engagement of all 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	
Intent <i>(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)</i>	Opportunities in place to ensure all pupils receive at least 30 minutes of physical activity each day in school.
Implementation <i>(Actions to achieve)</i>	Ensure students access physical activity during enrichment and at the beginning of their day – this is reflected in the teachers' timetable. Improve equipment in sensory circuit. Deliver sensory circuits in class. Active learning classrooms.
Funding allocated	£7,000.
Evidence of Impact <i>(What do pupils now know and what can they now do? What has changed?)</i>	All the resources have been ordered and are ready to be used. Due to COVID 19 restrictions, it is not possible to evaluate the impact of the use of PE equipment. Students have in class sensory seating systems.
Sustainability and suggested next steps	Appropriate resources to be utilised in PE lessons and outdoor areas to support student learning and achievement. The Daily Mile programme to be adapted to suit all our students.

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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	
Intent <i>(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)</i>	1: All the classes have PE allocated time as well as opportunities for active learning are embed within the whole school curriculum.
	2: Legacy PE curriculum available to be used by all the staff and families at home.
Implementation <i>(Actions to achieve)</i>	1: Understanding the importance of a healthy lifestyle and enthusiastically take part in daily physical activity. Staff to model students.
	2: Carry out a PE audit. Arrange a meeting. Discuss concerns and strengths with SLT. Purchase the curriculum. Include PE development within the School improvement Plan. Arrange training. Email link to parents.
Funding allocated	1: Included in KI 1.
	2: £7,995
Evidence of Impact <i>(What do pupils now know and what can they now do? What has changed?)</i>	1: All teachers, STAs and HLTAs are registered to receive training and use the Jasmine PE platform with their students. The Real PE link has been emailed to parents so that students can be active with their families Virtual Sport Week for students, families and staff.
Sustainability and suggested next steps	Ensure staff deliver high quality PE lessons. Students are engaged and make progress in the 3 areas: heart, brain, body.

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Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	
Intent <i>(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)</i>	To support staff CPD by: <ul style="list-style-type: none"> • Sensory Circuit training • Physio training • The Legacy PE curriculum
Implementation <i>(Actions to achieve)</i>	Workshop for teachers and TAs. Redesign the sensory circuit. Create class-based sensory circuit. Individualised programmes and resources e.g. bikes, Therabands, mats.
Funding allocated	Included in KI 1/ 2
Evidence of Impact <i>(What do pupils now know and what can they now do? What has changed?)</i>	Sensory Circuit training was delivered in the Spring term. Staff made suggestions on how to improve it and what resources were needed. Due to Covid 19, the Real PE curriculum training will take place in the Autumn term 2020
Sustainability and suggested next steps	1: To support staff CPD: E.g. Coach and mentor staff, healthy living ambassadors, developing sport/play leadership, outdoor learning.

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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	
Intent <i>(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)</i>	1: To monitor the schools existing resources, make them accessible and identify any gaps
	2: Replenish PE equipment for lessons, sensory circuits and enrichment clubs
	3: Deliver Rebound Therapy sessions
	4: Students will be able to access cycling, learn to ride bikes and scooters and improve their skills in a safe manner
Implementation <i>(Actions to achieve)</i>	1: To ensure all equipment meets healthy safety standards and there is enough equipment for each child
	2: Purchasing new equipment as required. Resource outside areas to promote physical development. Sports and games: hockey, volleyball, basketball, netball, table tennis, boxing, athletics. Bikes. Sensory Integration.
	3: Purchasing trampoline accessories and steps.
	4: Purchasing a range of bikes and adapted bikes and scooters. Enrichment club available to students.
Funding allocated	1: NA
	2: Included in KI 1
	3: £2,500
	4: £2,500
Evidence of Impact <i>(What do pupils now know and what can they now do? What has changed?)</i>	1: All the resources and equipment has been ordered. Awaiting for shed to change the location of the storage

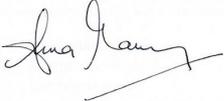
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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	
	2: Rebound therapy equipment has been ordered and awaiting for delivery.
	3: £2,246.40. Quality lessons are delivered to a targeted group of students.
	4: Wheels equipment has been ordered, awaiting for delivery.
	Sustainability and suggested next steps
	1: Schedule Bike sessions during enrichment. Arrange assessment for those students requiring adapted and more specialist bikes.
	2: To continue to deliver Rebound Therapy. Renew Rebound Therapy training for staff who has completed it more than 3 years ago. Training to 1 staff.
	3: Make links with external agencies to try new sports e.g. Kent Cricket
	4: Explore different activities for autistic children e.g. Autism Movement Therapy https://www.movementworks.org/what-is-amt/
	5; Top up Swimming sessions

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Key Indicator 5: Increased participation in competitive sport	
School focus with clarity on intended impact on pupils	Participation in competitions.
Actions to achieve	South East Football League. Panathlon. Equipment for training. Purchase medals for end of year assembly.
Funding allocated	Included in KI.
Evidence of Impact <i>(What do pupils now know and what can they now do? What has changed?)</i>	Students have taken part in Panathlon. Football was cancelled due to Covid 19. Virtual Sports Week planned and delivered so that students choose their challenges in 5 different categories. Certificates with the Olympics values handed to students.
Sustainability and suggested next steps	Following Covid 19 guidelines, students would take part in competitions with other schools as well as challenges within class will be encouraged. To enter Kent School Games. To increase the number of students who participate in competition and team events. To promote inter-school competition

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Signed off by	
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Date:	16/07/2020
Governor:	 Libby Blake, Chair of Governors
Date:	20/07/20