

Academic Year: 2019/20		Total fund allocated: £17,670		Date Updated: 9/6/2020	
Key indicator 1: 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: 43%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Increase the range of activities available to give opportunity for pupils in KS1 and 2 to engage in more regular physical activity and healthy lifestyles.	Support the ongoing program of Mixed Ability Rugby working with Longlevens Rugby Club.	£2000	22 pupils across KS2,3 and 4 have accessed weekly sessions of Mixed ability rugby. These pupils have evidenced progress with their social skills. Developing an ability to work with others as part of a team. Staff observing and assisting the sessions have commented: “He has become much more confident and has joined in a lot more than he used to.” “She always asks about when she can go with *pupil name* to rugby next”.	Sustainability: Link created with wooden spoon and Chamwell centre to manage future costs. Next steps: continue, further push on KS2.	
	Develop a link with Didi Rugby to create a rugby option for younger pupils with a progressive plan to Mixed ability rugby.	£600	12 pupils gained access to 10 sessions of Rugby for the first time. Pupils got opportunity to try a new sport with some excelling more than what they do in other areas of the curriculum. SL, the class teacher said, “one pupil showed a natural talent for rugby and tried to transfer it to an external club”. She also commented that, “Pupils looked forward to these sessions” and “the rotation of activities suited their attention span”.	Sustainability: Staff benefitted their own CPD (as stated in Key indicator 3). This allows for more access to rugby and games in the future. Next step: Develop a link to Longlevens MAR and discuss any future funding with Wooden Spoon.	
	Purchase of general health and	£207	12 pupils who are assessed as needing extra		

	wellbeing equipment.		input in monitoring their physical health have had access to an additional weekly fitness session. With the new equipment purchased, pupils could complete activities that targets the main problem areas of their body.	Sustainability: resources purchased should last a prolonged period of time. Next step: Explore potential of developing a fitness suite or outside gym area.
	Functional fitness	£1642	Weekly fitness sessions for 30 pupils across middle and senior departments. Staff assisting the pupils in these sessions said: "We have noticed that he is joining in much better in class physical activities since joining functional fitness" "It is a good way for him to use all of his extra energy so that he is able to access the classroom in a more positive way" "we really struggle to get her engaged physically in class but she does really well in functional fitness".	Sustainability: Instructor now paid as a contracted member of staff so the amount to be taken from the premium should be reduced. Next step: Gain information from new class teachers as to whether they want to continue it for their new pupils.
	Purchase of outdoor area goals.	£114	Goals for the outdoor area have meant that pupils are now able to access a type of physical activity without it being planned. Pupils have the freedom to engage in daily physical activity without staff needing to prompt them.	Sustainability: Resources should last a prolonged period of time. Next steps: Consider need to buy new footballs.
	Purchase of bike shed	£1391	Having a bike shed means that the bikes we bought previously will remain fit for purpose for a longer period of time.	Sustainability: This means equipment will stay usable for longer.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Raise profile of sporting success by publicising our achievements. Pupils should feel proud of their achievements, both individually and as part of a collective.</p>	<p>Whole school assembly certificates</p>	<p>No cost</p>	<p>This year, each class has nominated a sporting success for achievement of the week. Each department then celebrates a winner in their weekly assembly. Pupils see this award as a positive achievement which motivates them to succeed more.</p>	<p>Sustainability: No cost Next step: Take pictures of pupil with their certificate and place on rotation on the TV slide show in reception to increase volume of people seeing it.</p>
	<p>Milestone TV episodes</p>	<p>No cost</p>	<p>A member of staff has followed our pupils on 4 separate sporting occasions this year to film for an episode of Milestone TV. This is then shown to all pupils and staff in assembly meaning an increase in people aware of the events that our pupils participate in.</p>	<p>Sustainability: no cost Next step: Complete for more events.</p>
	<p>Trophy cabinet</p>	<p>No cost</p>	<p>Due to covid 19 the cabinet was not purchased but measurements have been taken for a space in reception. This will mean that more people can see the success we have had as a school in sporting events.</p>	<p>Next step: Purchase trophy cabinet.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise the skills set of staff through CPD opportunities to enhance delivery of PE and sport. Confident staff will lead to more PE lessons. Trained staff will lead to higher quality education and opportunities for pupils.	<p>Develop the knowledge of Foundation staff for a more formal games approach.</p> <p>Train a range of staff across the school in Rebound Therapy.</p>	<p>Budgeted under Key indicator 1.</p> <p>£2896</p>	<p>4 Foundation staff observed 2 trained rugby coaches deliver 10 sessions of rugby to a class. Over the course of the sessions, SL (Class teacher) reported that, "it gave us some good ideas of games that we could do/continue with the children that they enjoyed".</p> <p>10 staff (7 teachers, 3 LSWs) from across the school (2 Foundation, 3 Middle, 5 Senior) were trained in Rebound Therapy. As a result, 50 pupils now have access to Rebound therapy on a weekly basis that would not have been possible without this money. Of those students, trained staff have evidenced the benefits with the following comments: CR, "3 pupils in my class have developed their ability to follow instructions and are able to stand and sit on request during rebound sessions". JL, "Pupil A is now accepting support of a known adult to complete her stretches on the trampoline". BG, "Pupil B has developed her stamina by increasing the amount of bounces she can complete on the trampoline from 20 bounces at a time to 60".</p>	<p>Staff have a knowledge that they can share and model to develop future practice.</p> <p>Staff are qualified to deliver Rebound therapy for the next 3 years and so no new training should be required until that time is up.</p> <p>Next steps: Research the possibility of training a member of staff as a rebound therapy trainer to allow us to do all refresher and future courses internally.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Include a wider range of sporting activities within the curriculum. With more breadth, pupils should feel empowered to make their own choices of ways to be active.</p>	<p>Develop a link with Goals Beyond Grass to offer Powerchair football.</p>	<p>£360</p>	<p>12 pupils from a semi-formal curriculum had opportunity to engage in a new activity. JS, the class teacher reported, “the class as a whole, loved the Powerchair football” but two pupils in particular benefitted from a new and engaging opportunity. “Pupil 1 for his focus, concentration and resilience to complete the challenges he had been set with brilliant effort and none of the negative behaviours we see in the classroom”. “Pupil 2 is mostly non-verbal and not often compliant with adult tasks - but he has been totally engrossed every week in the challenges set - and obviously enjoyed the activities as he completed the tasks with a massive smile on his face!”.</p>	<p>Due to the expense of the powerchairs, it is not possible for us to lead these sessions without external support. Therefore, future opportunities may need to seek funding of charities to ensure their sustainability. Next steps: Open opportunity to different students.</p>
	<p>Purchase of resources for table Cricket</p>	<p>£208</p>	<p>10 pupils have gained a new experience by engaging with table cricket. Sessions took place weekly. Staff observing the sessions said, “it’s amazing how much more they all join in now”, “it’s nice for these guys to get an extra opportunity as there isn’t a lot that they can access physically”.</p>	<p>Sustainability: no need to purchase another table tennis table. Next step: explore purchasing our own table cricket set.</p>

	Purchase of resources for Net/wall games.	£88	New nets for netball/basketball sessions have meant that our curriculum can include a wider range of skills. A lesson observation on an NQT delivering a shooting lesson was graded as “good” with “outstanding” features.	Sustainability: resources should last for a prolonged period of time. Next Step: purchase of more balls (different shapes and sizes).
	Purchase of resources to develop the foundation physical circuit.	£225	PE audit in Oct 19 showed a lack of appropriate equipment for fundamental skills development. Re-audit in Feb 2020 showed an increased amount of diversity in equipment and lesson content.	Sustainability: Resources should last a prolonged period of time. Next Step: Purchase of more climbing resources.
	Purchase of tri-golf kit	£250	15 pupils experience tri golf for the first time. 1 pupil sought experiencing it out of school. Staff delivering said “it’s so different to all of the other activities we have so it was interesting to see which ones found it easy and which found it difficult”.	Sustainability: Resources should last a prolonged period of time. Next steps: Inform more staff of availability and offer training for those who require it.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				26%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage more pupils with external and internal competitions. Pupils to be given opportunity to represent themselves and the school.	Register and affiliate with GSSN	£3600	Being signed up to the GSSN has allowed us to access a range of competitions that we haven’t done so before. For the first time, 6 pupils competed in a gymnastics competition against mainstream schools. For the first time, 12 pupils competed in a	Next step: continue our membership and look at using it as a link with mainstream schools for smaller competitions as well as the larger ones.

			bowling competition against SEN pupils from mainstream schools. For the first time, 17 foundation pupils accessed a fundamental skills activity with other mainstream schools.	
	Work with GCB to engage with cricket opportunities.	None	6 pupils who have never accessed a sporting competition joined in with a table cricket competition against other special schools.	No cost, Next steps: engage with kwik cricket competition next year.

Total spend: £13,675

Carry over to year 2020/2021: £3995

Reason for carry over: Covid 19 has placed restrictions on our ability to purchase and carry out transactions.

Plan for money carried over: Explore a range of sensory/vestibular swings and accompanying resources.