

# Primary PE and Sports Grant

## September 2019



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

School context: The Bridge School is a special school; for children with severe learning difficulties and many of the pupils additionally have autism. In the primary department there are currently 112 students organized into classes of between 8-10 pupils and taught by a class teacher and 3-4 teaching assistants (known as Special Needs Professionals in our school).

Key achievements to date: September 2018-July 2019	Areas for further improvement and baseline evidence of need:
<p>Swimming instructor provides lessons through two afternoons weekly. Initially this was to model strategies to teach swimming but this has also included a group for pupils chosen from different classes who are close to being able to swim independently.</p> <p>There is a dedicated PE teacher to improve the quality of the PE offer for the children.</p> <p>Training (attending courses) and modelling by experienced teachers used to develop the confidence, knowledge and skills of teachers leading sessions for example Sherbourne Movement and Rebound providing opportunities for children to be engaged in physical activities that are motivating.</p> <p>Students attended several competitions and came 3<sup>rd</sup> in Boccia as part of the Panathalon Challenge beating around 20 other school teams. They also received an award as the SEND Primary Team of the Year from Islington PE School Sport &amp; Physical Activity.</p>	<p>Develop the range of PE and Sports opportunities for the students.</p> <p>Increase the confidence in all staff to develop PE skills throughout the day e.g. use opportunities at lunchtime.</p> <p>Buy more PE equipment and resources for use in the swimming pool, PE lessons and the playground.</p> <p>Utilise the development of the playground to maximize physical activity during play times outside.</p> <p>Create a 'wet play' strategy to enable physical activity indoors.</p> <p>Develop the Scheme of work to share ideas, raise awareness in all staff and ensure a breadth of learning opportunity for all of the students.</p> <p>Working alongside colleagues from dietetics and NHS England research into strategies to impact on obesity including: the amount of physical activity students with obesity participate in throughout the school day, developing information for parents about disability friendly options for increasing physical activity in the community and develop knowledge and skills of parents to manage mealtimes.</p>

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?	18 % <i>There are currently 2 students out of a cohort of 11 who are able to swim the length of the</i>

	<i>pool.</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<i>18% In swimming lessons these strokes are worked on.</i>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% Individuals have limited awareness of danger due to their learning disability.
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. All children in the primary department are timetabled to swim at least once a week. The addition of a swimming instructor has meant that many children have had a term of swimming twice a week.

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £16930	<b>Date Updated:</b> September 2019		
<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: 43%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the range of activities on offer to increase the engagement in physical activities for all pupils:  1. Sensory integration 2. Develop the range of physical activities on offer in the playground 3. Engage in research into the amount of physical activity by using wearable technology to capture real activity levels.	1. Develop a timetable of sensory integration activities in the small hall. Classrooms provided with a core set of equipment to support sensory integration (sensory circuits)  2. Upgrade of playground. Purchase additional equipment to engage all students in physical activity. Engage staff in planning good quality physical activity and understanding the importance.  3. Buy wearable technology and work with colleagues to complete research.	£200 per class =£2400 + £1500 for equipment in the hall (mats and swing)  £3200 for SNUG equipment and bikes  Buy 2 “Fitbit” type wearables 2 X £100	All children who need sensory integration receive it daily. Staff understand why children need sensory integration and are proactive in recognizing signs and meeting individual needs. OTs work alongside staff to develop a range of strategies. Impact: students ready to learn and calm throughout the day.  All students can be engaged and motivated by equipment in the playground. Impact: Children enjoy their time spent in the playground and using the equipment facilitates relationships with staff and between pupils.  Research completed and shared with parents. Staff aware of levels of physical activity and use strategies to increase levels for those who need more.	

			Impact: Children who are obese lose weight.	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 19%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Dedicated teachers for dance, PE, and specialist swimming teacher employed. SNPs engaged in thinking about how students are engaged during these sessions to maximize opportunities for learning in PE.	Identify and employ specialist teachers. Assistant head to support PE teacher to develop engagement and access to learning through use of visual support systems and structuring lessons so they are effective. Increasing the length of PE lessons through increasing the confidence of the staff.  Organise timetables to ensure access to the dedicated teachers.  Observations of students during PE to highlight engagement of pupils and deployment of SNPs.	PE teacher covers PPA so included in budget.  Dedicated dance teaching Dance = £3220	Children will engage in the sessions for longer periods of time.  Impact: Pupils are able to show a development in their skills.	

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				29%
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>Enhance the offer of Swimming lessons for the pupils.</p> <p>The swimming pool is often highly motivating for the pupils and swimming can provide an accessible leisure activity.</p> <p>Developing a life skill in terms of safety as there are inherent dangers of living in an area with a significant number of canals</p> <p>Teachers to consider good practice of PE and opportunities for physical activity to increase the offer for children.</p>	<p>Swimming teacher employed to teach alongside class teachers for two afternoons a week.</p> <p>Swimming teacher allocated to classes across the school in half termly blocks</p> <p>Teachers released to observe lessons and dedicated time given to discuss engagement and good practice.</p>	<p>Swimming =£2970</p> <p>'Project time' enables teachers to be released. £1980</p>	<p>Teachers report that they are more confident in teaching swimming when not with the swimming teacher.</p> <p>Impact: Pupils' swimming skills are improved.</p> <p>Teachers and SNPs recognize good practice in PE.</p> <p>Impact: Pupils are provided with increased opportunities to engage in PE.</p>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				3%
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>Provide new activities for the children to engage in – Boccia, Sherborne movement and cricket.</p> <p>Programme for Rebound sessions to be provided</p>	<p>Train a member of staff in Sherborne movement.</p> <p>Buy Cricket and Boccia resources.</p> <p>Lead teacher for Rebound to meet with trained staff to devise programme and choose children to attend.</p>	<p>£500</p>	<p>Pupils increased participation in activities in terms of length of time they will engage in them, skills used in the sessions and enjoyment and enthusiasm for the sessions.</p>	

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
All pupils participate in Sports Day.  Some students attend inter-school competitions.	Develop primary specific sports day in a secure venue and with a carousel style to the races.  Look for opportunities for pupils to attend competitions. Celebrate achievements during Achievement assembly and other Islington wide events.	£300 hire of venue & resources  Travel £400  Equipment £300	All pupils participate in activities at Sports Day. Parents feedback  Students proud of their achievements.	