|  |  |
| --- | --- |
| **Academic year: 2019/ 2020** | **Total Fund allocated :**  **Carry forward from 18/19 £18,401.53**  **PE Grant for 19/20 £16,620.00**  **Total funds allocated: £35,021.53**  **Expenditure during 19/20 £16,842.91** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PE and Sport Premium Priority focus** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| ***Healthy active lifestyles*** |  |  |  |  |  |
| New PMLD / SLD lunch time physical activity Club – **Move to the Beat -** purchase new sensory resources  Purchase outdoor slide & climbing frame for primary playground to promote gross motor play for new ambulant cohort of students.  Provide a Special Yoga parents & carers course at school.  Purchase a posture wedge , pillow and T rolls for Rebound therapy | Increase opportunities for less active students to be involved in physical activity during lunch times.  The purchase of an outdoor climbing frame and slide will promote gross motor play of climbing at break and lunch time play.  The course will allow parents & carers to learn the principles of yoga and safe techniques to do with their children. This can help with students physical and mental health wellbeing and is an activity that can be done at home. Therefore extending the physical development offer .  A posture wedge .pillow and T rolls will give students further support on the trampoline and therefore increase comfort for the participant | Club leaders create a list of sensory resources needed for the club  Liaise with Head of Lower school to order suitable climbing frame &slide.  Liaise with School family support worker to book Special yoga course and promote to parents  Seek advice from class teams and physio for best wedge for our students. | £81.71    £751.95  £625.00  £165.79 | New resources have allowed a wider range of activities to be delivered during the lunch time sessions such as drumming activities, to promote fine motor control.  The new climbing frame and slide has given ambulant students and developing ambulant students the opportunity to climb and use the slide to develop skills of taking risks in a safe environment. The Head of Lower school reported that the students look forward to going out to play to get on the new play equipment.  After a Yoga review by a parent governor it was suggested that this course would be very valuable to parents and carers. Feedback has been positive with many families doing regular yoga slots with their children as a calming activity.  Participants appear more comfortable on the trampoline and therefore can benefit from more input.  Staff back health is maintained due to less repositioning. | This Lunch time club can be added to the club’s rota as an offer for our PMLD / SLD cohort  Increase leisure opportunities for PMLD learners  The climbing frame is now a feature of the Lower school playground so as ambulant learners move into this phase they can use it.  Investigate other items of playground that can offer gross motor play opportunities.  This course should be offered again for families as they move into Lower school.  Possible potential of offering an adapted in school course for families, carers and staff for recap and revision.  Equipment can be used by future rebound therapy learners.  Increase range of posture assistance devices to aid learner comfort |
| ***PE as a tool for whole school improvement*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| Book SLIDE dance company to lead a WOW event dance day linked to curriculum theme.  Book dance company to deliver a 10 week block of sessions to link to curriculum theme for two MLD classes.  Book SLIDE dance company to deliver dance workshops for Sports Relief Day | Dance is a creative art which can increase the breadth of experience for students through the curriculum theme.  The day can act as tool to aid learning around the theme and aid students to reach next step targets.  The dance sessions will help bring the curriculum theme of “Here comes the Aliens to life” through self –expression. The sessions will work towards a performance in the Primary winter show  Sessions will give students the opportunity to take part in a physical activity alongside others throughout the day. Flyers will be given to all students to sign post to weekly special needs dance classes at the Fairfield Halls by the teachers. | Book SLIDE 2 dance teachers for the workshops  Book dance teacher for 10 week block  Liaise with Dance teacher to book 2 teachers to deliver workshops | £250.00  £650.00  £250.00 | The dance teacher enhanced the autumn term curriculum theme by using dance as a tool to explore the theme through movement. The day helped provide CPD by staff gaining ideas for future creative arts projects.  Students thoroughly enjoyed the sessions. They worked in small groups and adults. They showcased their ideas through a class dance in the Primary show. These sessions acted as CPD for staff who were able to gain ideas for future creative arts projects.  Students & staff enjoyed the fun differentiated sessions linked to the theme “ Game on”  Two families enquired on what days the Special Needs dance sessions were being held at Fairfield Halls | Staff can use ideas gained from this CPD and either adapt for future curriculum themes or repeat.  Provide other movement to music CPD opportunities.  Staff can use ideas gained from this CPD and either adapt for future curriculum themes or repeat.  Provide other movement to music CPD opportunities.  Staff can use ideas gained from this CPD and either adapt for future curriculum themes or repeat.  Provide other movement to music CPD opportunities. |
| ***Broad experience of a range of sports and activities*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| Purchase large soft play balance bridge and slide equipment to further develop a Gross motor physical activity circuit offer  Purchase balance path to aid core balance and agility of more able in gross motor circuit  Purchase handling belts for safe manual handling in gross motor sessions  The appointment of a one-year contract for a TA to assist with the access of activities to more complex classes.  Employ a TA to assist with the gross motor circuit to aid student access.  Employ a TA to assist in SLD classes to allow 1:1 support in PE lessons  Purchase equipment to allow differentiation in all lessons to accommodate the need of a growing SLD cohort | Further develop the gross motor skills circuit for ambulant children to develop gross motor skills of climbing stairs, balancing and stepping.  Provide further challenge for children who are ambulant by building core strength and agility.  By purchasing handling belts the safety of pupils and staff will be prioritised. Learners will feel more confident when moving around the circuit  As cohort of students change, their physical access to activities becomes more complex. The appointment of a TA in selected classes over a 2 day period will allow children to access activities more easily.  The appointment of a TA for the gross motor circuit will aid student access and safety.  The appointment of a TA will allow classes with SLD students 1:1 support in lessons to help them move around carousel activities and aid in focused activities.  New equipment will help new cohort of students to access a wider range of activities in lessons. | Purchase equipment to promote more advanced climbing and balance activities.  Purchase balance equipment  Liaise with Sally Cassar ( Moving and Handling assessor) for correct use of handling belts and purchase the correct ones.  Appoint a TA 1 for a one year contract over a 2 day period  Appoint a TA for an afternoon to assist in the running of the circuit.  Appoint a TA for an afternoon to assist in SLD PE lessons  Identify areas of need for SLD students and order necessary equipment | 54.45  £100.00  £166.49  £6,776.47    £1218.36   £999.68  £224.14 | The purchase of this equipment for the gross motor skills circuit has allowed our more able ambulant students the opportunity to develop their gross motor skills safely. These students are now able to take risks more readily and work out methods of how to climb and balance on more advanced pieces of equipment.  Increased challenge was provided in the gross motor circuit. 2 children were able to independently complete the balance path unassisted.  Staff have felt more confident with supporting students during sessions. They are assured that their back care is taken seriously too.  The appointment has allowed 1:1 Staffing with more complex students. This has helped students access activities. This in turn has allowed more intensive interaction in sensory sessions and individual targeted sessions. All pupils are engaged and due to the 1;1 staffing more is achieved in lessons, students are achieving nest step targets.  This appointment will continue next academic year.  The appointment of a TA to assist in the running of the circuit has allowed more students to access the sessions. Pupil access and safety are therefore not compromised.  The appointment of the TA allowed students to have focused input in lessons. Students were able to move between activities with support from an adult.  Growing cohort of SLD students are able to access a range of activities in lessons. These included sensory building blocks, glitter beach balls, balancing balls sets and tail balls. | This piece of equipment is now a feature of the gross motor circuit so as ambulant learners move into this phase of the development they can join the Gross motor circuit group.  Increase range of equipment for the circuit to promote gross motor skills development  This piece of equipment is now a feature of the gross motor circuit so as ambulant learners move into this phase of the development they can join the Gross motor circuit group.  Increase range of equipment for the circuit to promote gross motor skills development  These items are now available to be used by future learners in gross motor circuits  The appointment is reviewed yearly and the role supports identified learner groups with most need.  The appointment is reviewed yearly and the role supports developing ambulant learners with most need.  The appointment is reviewed yearly and the role supports SLD learner groups with most need.  These items are now available to be used by our growing population of SLD learners.  Investigate equipment for developing fine motor skills for our growing SLD population. |
| ***Increased confidence, knowledge and skills in delivering PE and Sport*** | **Intent** | **Implementation** | **Funding allocation** | **Impact** | **Sustainability and suggested next steps:** |
| Special Yoga training for new PMLD teachers and TA’s on the parents and carers course  Employ an Occupational Therapist for a day a week to advice and help create a sensory circuit / motor control intervention programme for learners. | Staff are trained to deliver yoga to classes to aid physical development and increase range of physical activities for this cohort.    Staff are trained on the pedagogy of sensory circuits.  Circuits are set up in class by class staff for identified learners.  Individual programmes are devised and supported by the OT | Book Special Yoga Training  Book whole school twilight session on Sensory OT intervention. | £625.00  £3633.87 – Jan – July 2020 | New staff and TA’s feel confident to lead students in yoga type activities as a regular physical and wellbeing activity.  Staff have a better understanding of sensory issues as a barrier to learning for our pupils.  Identified learners have sensory circuit sessions in their class as part of their daily routine led by class staff  Individual learners also have OT input for motor coordination sessions to help with gross and fine motor control. | Trained staff can cascade information to class team to act as ongoing CPD.  Create staff Yoga Ambassadors as central point of information.  Staff can cascade information to new class team members when creating sensory circuit programmes.  Create staff Sensory Circuits Ambassador as central point of information. |
| ***Participation in competitive sport*** | **Intent** | **Implementation** | **Funding**  **allocation** | **Impact** | **Sustainability and suggested next steps:** |
| Hire transport to take a team to the Primary Panathlon Competition  Entry Fee to Panathlon  Hire transport to take a small group to Panathlon activities taster day | A mixed group of more able students can compete against other special schools in a series of adapted activities that are practised in PE lessons  Give students an opportunity to experience different Panathlon activities with other partner special schools. | Hire a London hire fully accessible bus to transport students to venue.  Hire a London hire fully accessible bus to transport students to venue. | £120.00  £30.00  £120.00 | Students thoroughly enjoyed the experience. They used the skills they have learnt in PE and applied them in a fun/ competitive environment. They did particularly well in Boccia where they came 3rd. All of them were very proud of their medals.  Students enjoyed taking part in activities such as polybat and table cricket. One very shy student became more confident in his interactions with other students and adults. | Skills learnt by learners can be developed further to become team members of school boccia team when in Upper school.  Find more opportunities for offsite physical activity activities  Skills learnt by learners can be developed further to become team members of school Panathalon team when in Upper school.  Find more opportunities for offsite physical activity activities |

|  |  |
| --- | --- |
| **Meeting national curriculum requirements for swimming and water safety.** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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 2021. | 0 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 0 % |
| 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? | Yes/No |
|  |  |