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| **Academic year : 2020 / 2021**  **This academic year has been affected by COVID 19 Pandemic** | **Total Fund allocated: £16,589**  **Total amount spent: £14,752.50** |

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| **PE and Sport Premium Priority focus** |  |  |  |  |  |
| ***The engagement of all pupils in regular physical activity*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| **Purchase a range of PE equipment for classes to use at break times either indoors or outdoors.**  **Purchase trikes to help develop gross motor skills for an identified group of learners.**  **Purchase a set of Learn to ride trikes to aid motor development**  **Purchase a range of swimming toys and sensory resources to help increase engagement in the water.** | Increase opportunities for leaners to develop gross and fine motor skills in addition to weekly PE sessions.  The trikes will provide an opportunity for identified learners to develop the gross motor skill of peddling.  The trikes will provide an opportunity for learners to develop the early developmental skills of self propelling and peddling  The sensory toys and resources will help learners engage more in the pool and reduce their fear in the water.  The sensory resources can aid to therapeutic sessions allowing learners to relax and aid mental wellbeing. | Liaise with Head of Primary to identify needs for different cohort groups.  Order equipment resource packs and create a suggested activities guide for equipment packs to help class staff.  Liaise with Physio staff to identify learners who would benefit from learning to peddle a trike  Liaise with class staff and physio to identify targeted learners  Liaise with the swimming teacher to identify suitable swimming toys resources to promote water play and further engagement in the water.  Identify sensory resources that will aid relaxation. | £2,018.38  £1,310.00  £354.99  £104.34 | Classes have successfully used the equipment, particularly in light of COVID 19. Teachers and TA’s have used the resource pack guide to set up different activities for learners to use. Staff have commented on being able to do more physical activity sessions both in and outside the classroom.  Learners have enjoyed using the trikes with support where necessary. They are growing in confidence the more they use them.  Due to COVID 19 restrictions swimming has been unable to take place for class groups.  Some Identified learners have 1:1 sessions as part of their therapy package. Swim staff have noted how much learners have enjoyed interacting with the sensory toys.  It is clear how much being in the water helps them to relax and experience a greater range of movement | The equipment will stay with the class and will be able to be used next academic year. Teachers and TA’s can train new staff how to use the equipment.  The trikes will be available for other learners to use in discussion with the Physio team.  Continue to liaise with swim team to facilitate different ways of engaging learners in the pool. |
| ***The profile PESSPA being raised across the school as a tool for whole school improvement*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| **Create a sensory occupational ( motor skills ) therapy intervention programme to work with identified learners.**  **Purchase equipment for sensory circuits to help learners who have sensory issues as a barrier to learning.** | The Occupational therapist will create Individual programmes that are devised for learners who have sensory issues as a barrier to learning.    Equipment for the 3 stages of a sensory circuit will allow class staff to run sensory circuits for identified ASD learners.  This will provide routine and organised movement breaks to help pupils engage in learning. | Liaise with class staff to identify learners who have sensory issues as a barrier to learning.  Create an intervention programme  Employ an Occupational Therapist for a day a week to work with identified learners  Liaise with class staff and OT to identify which learners need sensory circuits.  Increase range of equipment for learners who take part in sensory circuits | £2,77.00  £488.91 | This was a summer term intervention due to COVID.  Staff have a better understanding of sensory issues as a barrier to learning for our pupils.  Identified learners have sensory  Programmes and strategies put in place which are delivered by class staff with support of OT  Feedback from staff that run existing sensory circuit programmes report that they have seen a significant difference in learners’ ability to learn and focus. They all see the benefits of the routine and regular movement breaks for their ASD learners. | Class staff can run programmes for individual learners and use strategies to aid learning.  Class staff can cascade information to new class team members  Sensory circuits can be added to part of the daily routine of day.  Equipment can be used by individual learners and moved with them when they transition to another class. |
| ***Broad experience of a range of sports and activities offered to all pupils*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| **The appointment of a one-year contract for a TA to assist with the access of activities to more complex classes.**  **Purchase equipment for fine motor development and dexterity for SLD learners**  **Purchase a large slip mat for transfers onto the trampoline in rebound therapy** | As the cohort of learners change, their physical access to activities becomes more complex. The appointment of a TA in selected classes over a 2.5 day period will allow children to access activities more easily.  To develop fine motor skills and dexterity of SLD learners.  To allow learners to transfer safely onto the trampoline following safe manual handling guidelines. | Appoint a TA 1 for a one year contract over a 2.5 day period a week.  Purchase a range of fine motor resources to suit learners needs.  Purchase wide large slip sheet to help move larger learners | £7,057.00  £830.26  £77.86 | The appointment has allowed 1:1 Staffing with more complex learners. 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  Learners are developing fine motor skills. There is more evidence of pupils working to thread, post and build by using jumbo threading tools, pegs, large and small bricks.  The slip sheet allows a safer transfer of larger students onto the trampoline.  Staff back care is better due to safer manual handling | The appointment is reviewed yearly and the role supports identified learner groups with most need.  Continue to build a larger bank of fine motor skills resources.  Continue to seek advice from Manual handling champions in school and our school manual handling trainer. |
| ***Increased confidence, knowledge and skills in delivering PE and Sport*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| **Swimming teacher attend a CPD course to increase understanding of Autism, ADHD, Dyslexia & Dyspraxia**  **Identify 3 members of staff to attend an Online Sensory circuits course** | To increase Swimming teachers understanding of teaching pupils with Autism, ADHD, Dyslexia & Dyspraxia  To increase an understanding of the pedagogy of sensory processing and the barriers to learning  Understand how to create a sensory circuit. | Swimming teacher attend the course.  Attend course.  PE teacher to deliver training to identified classes where learners need to access a sensory circuit.  Provide equipment for circuits | £25.00  £165 | The swim teacher has a better understanding of teaching pupils with Autism and ADHD. She has learnt a range of strategies to try to use in the pool to help remove barriers to learning. | The swimming teacher will cascade course information to swimming assistant and put in place relevant strategies to help learners with ASD.Resources will be created to use for learners with ASD. |
| ***Increased participation in competitive sport*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| **Purchase resources to deliver a Personal Bests challenge in two identified classes.** | To create Personal Best challenges within classes that can be achieved in the classroom, outside or in PE lesson.( taking into account COVID restrictions)  These challenges can then become an intra school challenge between the classes. | Purchase equipment (complying with COVID restrictions) to create a Super 6 Personal Best Challenge  Create a Super 6 resource pack showing staff how to set up and record activities. | £244.31 | Class teachers have reported the children have enjoyed the challenges. They are easy to set up and are helping learners to persevere at tasks. | This intra challenge style of competition could be repeated next year.  Class staff know how to set up and facilitate the activities for next year. |

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| **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 |
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**Accured expenditure 2020/ 2021**

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| ***The engagement of all pupils in regular physical activity*** | **Intent** | **Implementation** | **Funding**  **Allocated** | **Impact** | **Sustainability and suggested next steps:** |
| **Purchase soft pour play surface for learners to use to participate in regular physical play activities** | The purchase of soft pour play surface will allow learners to use the area safely with reduced risk to injury if falling and increase risk taking.  Learners will be able to engage in gross motor play activities using the small slide and climbing fort. They will also be able to use the trikes on a flat safe surface. | Purchase soft pour play surface. | £4,9500 | Work will be competed over the Summer holidays | This play surface will be used by new sets of learners each year with transition. |