



Prospect House
PRIMARY SPECIALIST SUPPORT SCHOOL

Evidencing the Impact of Primary PE & Sport Premium

Guidance & Template

DEVELOPED BY:



Wellbeing.
Leadership.
Achievement.





Action Plan: Sports Premium
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Review: September 2022

	Position Statement for Sport/PE
Purpose	<p><u>Department for Education Vision for the Primary Sport Premium</u> All pupils leaving primary school are physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.</p> <p>The funding has been provided to ensure impact against the following OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.</p> <p>It is expected that schools will see an improvement against the following 5 key indicators:</p> <ol style="list-style-type: none">1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles2. The profile of PE and sport being raised across the school as a tool for whole school improvement3. Increased confidence, knowledge and skills of all staff in teaching PE and sport4. Broader experience of a range of sports and activities offered to all pupils5. Increased participation in competitive sport <p>Under the new Inspection Framework, Ofsted inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, for their impact to be sustainable and to enable the upskilling of existing teachers.</p> <p>Primary Physical Education and Sport Premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective.</p>



Primary Physical Education and Sport Premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

Objective: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

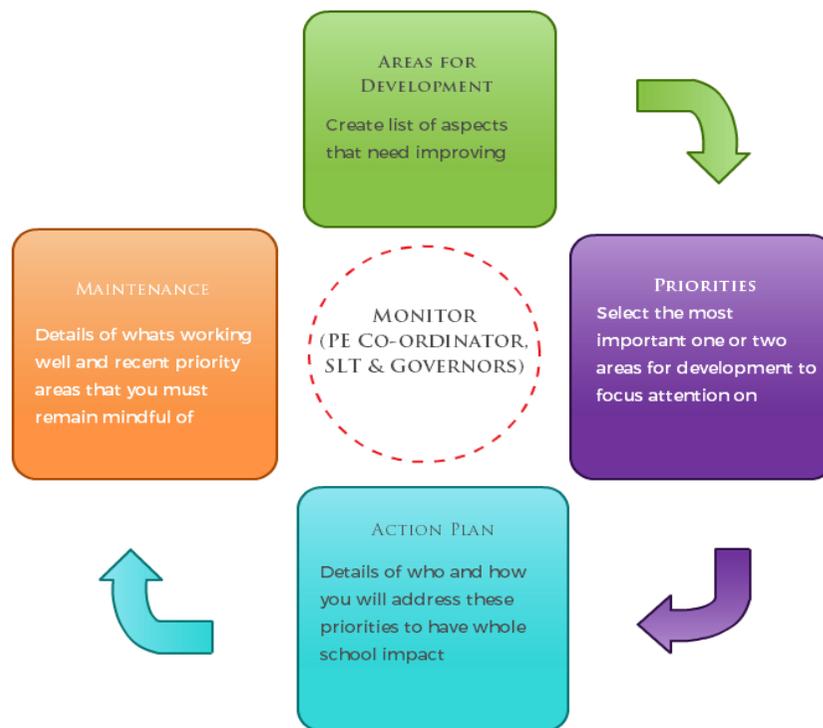
- hire qualified sports coaches to work with teachers
 - provide existing staff with training or resources to help them teach PE and sport more effectively
 - introduce new sports or activities and encourage more pupils to take up sport
 - support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
 - run sport competitions
 - increase pupils' participation in the [School Games](#)
 - run sports activities with other schools
- You should not use your funding to:



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- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) - including those specified for swimming.





Priority
Focus
Areas

Key Learning/What will change next year:

- To develop the PE curriculum further to highlight and focus on skills and knowledge
- To lead staff through training for delivering the new curriculum
- To lead staff through training for delivering the new curriculum
- To clearly identify / overcome barriers to physical activity
- Increase numbers of pupils accessing off site sessions if the current climate allows us to
- Increase numbers of pupils accessing new sporting activities and competitions.
- Increase staff knowledge through appropriate training.
- Identify next steps in developing outdoor and physical learning throughout school.

Engagement of all pupils in regular physical activity, for example by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim.

Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:



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- encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

Broader experience of a range of sports and activities offered to all pupils, for example by:

- introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sport activities and clubs
- providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

Increased participation in competitive sport, for example by:

- increasing pupils' participation in the [School Games](#)
- organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

Academic Year: 2021 - 2022	Total fund allocated: £16,050
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What will be different for our pupils?							
	Primary PE & Sport Premium Key Outcome Indicator	School Focus/ planned <i>Impact on pupils</i>	Actions to Achieve	Planned Funding	Evidence	Actual Impact – (following review) <i>on pupils</i>	Sustainability/ Next Steps
	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Attainment in skill levels increased in the majority of pupils (evidence supported by data from CM)</p> <p>Promotion of a healthy & active lifestyle though life-long learning becomes part of the culture at Prospect House.</p> <p>Pupils begin to make healthier choices, healthy eating is embedded into</p>	<p>TA3 post developed to develop curriculum offer for primary PE and Sensory Circuits with support from Piper Hill and lead on development of scheme of work and modules.</p>	<p>£400</p> <p>MCR PE Assoc.</p> <p>£2800</p> <p>Promoted post</p> <p>£1000</p> <p>Specific resourcing</p>	<p>Wide range of PE and sporting activities offered and delivered across the school by specialist TA</p> <p>Sensory Circuits to become more visible throughout school.</p> <p>Sections of the website given over to regular updates and coordinated press releases made to celebrate</p>	<p>TA3 in post – identified children access regular, daily sensory circuits sessions.</p> <p>EYFS data:</p> <p>58% of children are making expected and 42% above expected progress in their overall Physical Development (Gross & Fine Motor)</p> <p>KS1/2:</p> <p>82.5% children are</p>	<p>Momentum of participation in an activity is sustained and embedded in practice</p> <p>Access to sensory circuits scheme is increased as cohort becomes more able</p> <p>Menu choices continue to reflect ongoing improvement in healthy lifestyle across school</p> <p>To look at the individual progress of pupils and ensure</p>



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		daily practice			achievement. Teachers and leaders will make specific connections between SMCS and PE to help the planning and delivery of both areas become embedded in the school curriculum	making expected or above expected progress. In house catering team support healthy lifestyles and offer vegan and vegetarian options. Children have daily access to fresh fruit for snack time and water. Improvements in attitude and behaviour during lesson times. Positive rewards in terms of children's ability to concentrate and persevere. Positive feedback from parents. Exercises that	that the right sensory supports and experiences are planned for them next year.
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						<p>involve movements in all major muscle groups, helping with flexibility and strength.</p> <p>Improved movement and co-ordination.</p> <p>Improved fine and gross motor skills.</p> <p>Balancing exercises to increase concentration and focus.</p>	
	Broader experience of a range of sports and activities offered to all pupils.	To be able to increase the number of pupils and length of time we can provide extra swimming (additional to statutory requirements) for, above that previously	Additional transport will need to be provided for children to be able to attend these sessions. Additional staff will need to be provided for	£700 – Bus £2500- staffing costs	Number of children that accessed swimming during year. Number of classes per term able to access offsite swimming sessions.	<p>SLA in place for September 2022.</p> <p>Move to new building with hydrotherapy pool.</p> <p>Timetable set up for September to support our</p>	<p>Pupils will have access to an appropriate curriculum that supports their development in swimming.</p> <p>Pupils have a curriculum that gives them clear steps of progression</p>



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		allocated through curriculum time.	more swimming sessions to be able to run.		Statutory Swimming Competencies	youngest learners with learning to swim. TA3 post in place to support and manage this. TA3 is also a qualified swimming teacher and lifeguard.	to work towards achieving which motivates them. Resources support pupils in their learning and supports them to be able to access the curriculum and achieve their goals. All classes will be able to access at least one term of swimming in a setting appropriate to them. We have had access to our own hydrotherapy pool, the aquatics centre for lessons and water play/confidence building Children will have developed swimming water
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							<p>confidence skills as appropriate to their level of development.</p> <p>Several of our children will have achieved their 25m certificate and many of our children who were previously scared of water are now swimming confidently with armbands.</p> <p>To look at the individual progress of pupils and ensure that the right swimming experiences are planned for them next year. Eg moving children from hydro pool to Aquatics Centre swim.</p>
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	<p>Increased confidence, knowledge and skills of teaching P.E. and sport.</p> <p>Increased participation in competitive sport.</p>	<p>To enhance teacher and pupils teaching and learning opportunities by working collaboratively with a range of experienced sports coaches.</p> <p>Continue to engage with the Manchester School PE Association to increase engagement with sporting competitions in the wider community to develop more collaborative working</p>	<p>City in the Community will be employed to teach one slot of PE to each class to allow for teacher development of skills and knowledge.</p>	<p>£585 x 2 classes = £1,170</p>	<p>Quality of P.E. teaching and learning is of specialist quality.</p> <p>Progress and attainment across PE areas increased, supported by school attainment data</p> <p>Case studies will demonstrate impact across the curriculum</p>	<p>Funding used effectively to increase pupils' participation in sport and physical activity.</p> <p>part of the funding used to help selected pupils overcome personal difficulties and as a platform to improve their physical and social development.</p> <p>Team building sessions to help develop social skills, positive attitudes to others and self confidence.</p> <p>City supported staff with delivering outdoor PE PE drop ins and staff voice have shown an</p>	<p>We are not continuing this for 2022-23, instead we will focus on the development of our TA3 promoted post.</p>
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						increase staff confidence when delivering outdoor PE. Staff have been supported with the new curriculum and have observed lessons and supported with planning lessons from the new scheme.	
Increase the opportunities and experiences of pupils Provide broad range of activities.	Continued and ongoing CPD in Orienteering modules and curriculum delivery throughout the school year Provide orienteering training and materials to	Plan and organise Orienteering training to staff Rollout training in house	£1650 – Set up and mapping of permanent site. Training & Resourcing – £1200	Staff will be well trained and confident in the delivery of Orienteering modules Case studies will demonstrate impact across the curriculum	This will be rolled over to 2022-23 as we are now in the permanent school building. Building issues delayed the start of this.	To deliver whole school training to increase staff confidence, knowledge, and skills.	



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		support PD development					
	Provide quality resources to support physical activities in the classroom (Cohort)	<p>SLT to identify and plan spend to match resource to provision in PA.</p> <p>Purchase new resources and ensure resources are kept in good working order, buy appropriate storage solutions and equipment trollies to enable the smooth delivery of sessions</p>	Improve resources to support T & L in PA.	£2000	Drop in observations Case Studies	<p>PE curriculum and sensory circuits all resourced.</p> <p>The children have access to adapted bikes and trikes at playtime and these are stored safely to ensure longevity.</p> <p>More children are accessing and enjoying high quality P.E lessons and engaging with activities and staff during this time. Less behaviour issues during P.E as children are more engaged with appropriate</p>	To look at the curriculum and see how it can be adapted for increased outdoor physical activity



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						activities.	
	Improving resources to support the development of the physical development in the school's curriculum.	Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum. Areas are accessible to promote opportunities for T & L in PA	Resources needed for: Resources outdoor areas at permanent site to support 2 hours of quality physical activity per week. A focus on outdoor learning will be developed this year including subscription to "Outdoor Learning Made Easy"	£2630	Resource Audit Assessment data Case studies	Children now have more equipment in class so that they have more time to practise their skills and they are more confident within their sessions. All children to have access to a high-quality P.E lessons, which will meets their needs. Children enjoy P.E and sports and have opportunities to develop their fitness and interest in sport.	More classes will be accessing Forest schools and the outside learning environment with the appropriate clothing. Children will be able to build their confidence and engage in regular activity in the outdoors. This will include trips to the park.



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	Increase amount of physical activity for pupils (Introduce "Daily Mile ")	Pupils regularly participate in physical activity and exercise	A sum of money to provide pedometers for the " School Mile " programme supported by NHS staff Resourcing to support physical exercise at lunchtimes and playtimes	£1000	Improved physical development in case studies Photographs / end of year data	Due to the delay in the school move to its permanent site, this has been rolled over until September 2022	
				<u>Total Planned Spend:</u> 16,050			

Total spend July 2022: