



Prospect House
PRIMARY SPECIALIST SUPPORT SCHOOL

Prospect House Primary Specialist Support School

PE and Sports Premium

Review 2022-23

Plan 2023-24

Action Plan: Sports Premium

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	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 lifestyles 2. The profile of PE and sport being raised across the school as a tool for whole school improvement 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport 4. Broader experience of a range of sports and activities offered to all pupils 5. 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
- 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



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Review of last year's spend and key achievements (2022/23)

Activity/Action	Impact	Comments/Next Steps
TA3 promoted post developed to develop curriculum offer for primary PE and Sensory Circuits and lead on development of scheme of work and modules.	<p>TA3 in post – identified children access regular, daily sensory circuits sessions.</p> <p>EYFS data:</p> <p>100% of children are making expected or above expected progress in their overall Physical Development (Gross & Fine Motor)</p> <p>KS1/2:</p> <p>97% children are making expected or above expected progress.</p> <p>In house catering team support healthy lifestyles and offer vegan and vegetarian options.</p> <p>Reduced red meat intake.</p> <p>Meat –free Monday menu</p> <p>Children have daily access to fresh fruit for snack time and water.</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 that the right sensory supports and experiences are planned for them next year</p>



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	<p>Improvements in attitude and behaviour during lesson times. Positive rewards in terms of children's ability to concentrate and persevere. Positive feedback from parents.</p> <p>Exercises that 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>	
<p>Additional transport will need to be provided for children to be able to attend these sessions.</p> <p>Additional staff will need to be provided for more swimming</p>	<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 youngest learners with learning to swim.</p> <p>TA3 post in place to support and manage this.</p> <p>TA3 is also a qualified swimming teacher and lifeguard.</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 to work towards achieving which motivates them.</p> <p>Resources support pupils in their learning and supports them to be able to access the curriculum and achieve their goals.</p> <p>All classes will be able to access at least one term of swimming in a setting appropriate to them. We have had</p>



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		<p>access to our own hydrotherapy pool, the aquatics centre for lessons and water play/confidence building</p> <p>SLA in place for 2023-24</p> <p>Children will have developed swimming water 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>
<p>Improve resources to support T & L in PD.</p> <p>Purchasing specialist equipment and teaching resources to develop a fully inclusive curriculum.</p> <p>Areas are accessible to promote opportunities for T & L in PA</p>	<p>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.</p> <p>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.</p>	<p>More classes will be accessing Forest schools and the outside learning environment with the appropriate clothing.</p> <p>Children will be able to build their confidence and engage in regular activity in the outdoors. This will include trips to the park.</p>
<p>A sum of money to provide pedometers for the " School Mile " programme supported by NHS staff</p>	<p>Momentum of participation in an activity is sustained and embedded in practice</p>	



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Resourcing to support physical exercise at lunchtimes and playtimes		
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Priority Focus Areas	<p>Key Learning/What will change next year:</p> <ul style="list-style-type: none">• 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. <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:</p> <ul style="list-style-type: none">• 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 <p>Broader experience of a range of sports and activities offered to all pupils, for example by:</p> <ul style="list-style-type: none">• 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 <p>Increased participation in competitive sport, for example by:</p> <ul style="list-style-type: none">• 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.
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Academic Year: 2023 - 2024		Total fund allocated: £17,240			
Primary PE & Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact</u> <i>on pupils</i>	Actions to Achieve	Planned Funding	Evidence	
Increased confidence, knowledge and skills of all staff in teaching PE and sport	<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 daily practice</p>	<p>TA4 promoted post developed to further develop curriculum offer for primary PE and Sensory Circuits and lead on development of scheme of work and modules.</p> <p>Review of previously written modules will take place each term in readiness for next term.</p> <p>Subject coordinators will write new modules following the QA'd format for curriculum modules.</p>	<p>£400</p> <p>MCR PE Assoc.</p> <p>£3500</p> <p>Promoted post</p> <p>£1200</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 achievement.</p> <p>Teachers and leaders will make specific connections between SMCS and PE to help the planning and delivery of both areas</p>	



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What will be different for our pupils?			Subject coordinators will work with T&L DH to review content plans to ensure these reflect the best possible sequencing across each year.		become embedded in the school curriculum
			An ambitious curriculum embedded		
	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 allocated through curriculum time.	Additional transport will need to be provided for children to be able to attend these sessions. Additional staff will need to be provided for more swimming sessions to be able to run.	£700 – Bus £2500- staffing costs	Number of children that accessed swimming during year. Number of classes per term able to access offsite swimming sessions. Statutory Swimming Competencies
	Increased confidence, knowledge and skills of teaching P.E. and sport.	To enhance teacher and pupils teaching and learning opportunities by working collaboratively with a range of experienced sports coaches. Continue to engage with the Manchester School PE	Additional transport will need to be provided for children to be able to attend these sessions. Additional staff will need to be provided for more collaborative sessions and	£2000	Quality of P.E. teaching and learning is of specialist quality. Progress and attainment across PE areas increased,



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	Increased participation in competitive sport.	Association to increase engagement with sporting competitions in the wider community to develop more collaborative working	competitions to be able to run.		supported by school attainment data Case studies will demonstrate impact across the curriculum
	Increase the opportunities and experiences of pupils Provide broad range of activities.	Continued and ongoing CPD in modules and curriculum delivery throughout the school year	Plan and organise training to staff Rollout training in house Work with physios and occupational therapists so that physical development is more embedded into the curriculum. (IQA) Physical development is actively promoted at every opportunity & outdoor learning opportunities are well planned for. (IQA) Lessons are planned with even greater consideration	£1650 Training & Resourcing - £1200	Staff will be well trained and confident in the delivery of Case studies will demonstrate impact across the curriculum



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			of the pupils' therapeutic programmes (IQA)		
	Provide quality resources to support physical activities in the classroom (Cohort)	SLT to identify and plan spend to match resource to provision in PA. 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	Improve resources to support T & L in PA.	£2460	Drop in observations Case Studies
	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	£2630	Resource Audit Assessment data Case studies



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			taking account of the OPAL principles.		
				<u>Total Planned Spend: 17,240</u>	