



PRINCES PRIMARY SPORTS PREMIUM 2020 - 2021

LAST UPDATED

Impact Report 2019/2020

Key Achievements to Date:	Evidence and Areas for further development
<p>All children to access 30 minutes of physical activity each day. Extra swimming slots have also been allocated to those children who benefit from these breaks. (Pre-formal) Children to access 1x Teacher led, 1x rebound/coaching session per week.</p>	<p>Classes continue to provide children with varied physical development breaks each day. Sensory circuits in various rooms around the school as well as those set up in classrooms have enabled children to access regular sensory breaks throughout the day.</p> <p>Most classes have continued to engage in Wake Up & Shake Up sessions using Go Noodle which have provided children with the opportunity to dance and move around after getting off the minibus of a morning and getting themselves ready to learn.</p> <p>Extra swimming sessions have been accessed each week for those pupils who benefit from these.(Pre-formal classes) These have helped regulate children, support challenging behaviours as well as supporting children's interactions and communication with adults.</p> <p>Coaching has focused more on semi-formal classes this year. This has helped coaches work on programmes exploring different skills and challenges working towards a range of different sports. Coaches have been able to provide 8-12 week programmes and measure children's progression in certain sports over the weeks. As children have been able to master some of these skills, they have then been able to use them in different environments and situations.</p> <p>Rebound Therapy sessions have been used mainly for pre-formal classes. These sessions have been extremely beneficial for various children. They have helped children relax, get ready to learn as well as supporting and managing children's sensory difficulties. Staff have been following Rebound Targets which they have been able to track on Earwig to show timelines and evidence supporting children's progress.</p>
<p>Introduction of MATP sessions for PMLD class Pink Class to access MATP programme each week. Access celebration event across Merseyside SLD school. (January 2020)</p>	<p>Pink Class have been engaging in the MATP programme each week with most of their children which focuses on improving the children's physical activity and help children improve their motor skills, physical activity and functional ability.</p> <p>This has been an excellent part of their weekly routine. The programme has focused of Dexterity, Mobility, Striking & Kicking. It has allowed the development of more positive self image and greater staff and family interaction through sport involvement.</p> <p>The progress, hard work and determination was clearly evident and displayed in the MATP celebration event which PE Co-ordinators put together in January 2020. This event was excellent to showcase all the skills the children had learned during the programme. It was a hugely inclusive and fun filled day which allowed all schools to celebrate sport for those children with profound, multiple and physical disabilities.</p>

<p>Introduction of Young Play Leaders scheme (EITC) Delivery of playtime and lunchtime sessions focusing on playground games delivered by Semi-formal children.</p>	<p>Unfortunately, due to school closures, we were not able to complete this (due Summer Term– April 2020). We are hoping to get this up and running and plan to run this project January 2021 with the support of EITC.</p> <p>We will share the programme booklet (produced by EITC) in September so that those children who are going to become young play leaders can practice the games and master the skills they can then share with other children in the future.</p>
<p>Equipment purchased to support those children accessing Rebound Therapy sessions weekly. Purchase of side boards, extra matting and various balls and resources to use on the trampoline</p>	<p>Side boards, steps and large roll out mats were purchased to enable a safer environment when the rebound sessions take place and allow staff to provide Rebound sessions without as many ‘spotters’ around the trampoline. There was, however, a delay in these being purchased and due to school closures, these have not yet been used during Rebound sessions.</p> <p>Various peanut balls, yoga balls, scarves, lycra, material and balls were also purchased. These were used during Rebound sessions and allowed staff to work on occupational therapy strategies and targets whilst on the trampoline which has helped support some of our PMLD children and those children with sensory difficulties.</p> <p>Rebound therapy and the use of different resources when on the trampoline has given opportunities for staff to engage children in various communication and intensive interaction sessions.</p>
<p>Training provided for 2 members of staff enabling them to become Forest School Leaders. 2 members of staff to access Forest School Training for 1 week.</p>	<p>2 staff successfully accessed and have now implemented weekly forest school sessions for some of our semi-formal classes. These sessions have been excellent and have provided children with outdoor learning experiences that have shown excellent levels of enthusiasm, positivity, exploration and creativity. We have been able to engage children in learning experiences that they would not normally engage in and also provided children with opportunities to be spontaneous and use their imagination to create their own resources using natural materials whilst being physically active.</p>
<p>Provide high standards of teaching a range of sports and skills. Support staff wellbeing through Physical Development CPD opportunities. Continued opportunities for CPD from Sports coaches throughout the year. Opportunities for staff to gain CPD and support for their wellbeing through training.</p>	<p>All semi-formal classes are now accessing at least 1 coaching session a week. This has provided excellent CPD opportunities for staff to learn strategies and skills that can be taught in their own PE lessons without coaches.</p> <p>We have now worked with EITC for nearly 3 years and each year they focus on 3 different sports. This has provided a bank of excellent 8 week sporting programmes which our PE Co-ordinator has been able to share with teaching staff. These have helped form a basis for staff and has increased their confidence in teaching their own PE lessons focusing on a variety of sports.</p>

<p>Children to gain experience of working with all our professional coaches throughout the year developing skills and independence.</p> <p>Continue to offer high quality PE coaching from both Little Muskateers & Everton in the Community as well as free session with the Liverpool Foundation.</p> <p>-Link our themed weeks with a range of different sports. Provide opportunities for children to experience sports through different cultures.</p>	<p>Children who are working from a semi-formal curriculum have now been able to access a range of professional coaching sessions each week. These have provided excellent opportunities for children to develop confidence, discipline and turn-taking, as well as developing skills for balance, agility, co-ordination and specialised skills in certain sports. Feedback from these sessions has continued to be excellent from coaches, staff and children. Both EITC and Liverpool Foundation provide weekly planning and data to track progress which has helped teaching staff monitor and evidence individual children's progress in regards to physical education.</p> <p>As part of Africa week we were lucky enough for children to experience a Mighty Zulu Dance show followed by a workshop which allowed children to learn different skills and provide the children with the experience of learning how to dance like the Mighty Zulus. These sessions were excellent and engaged many children who would not normally engage in dance sessions. We look forward to providing children with these experiences in the future as part of different themed weeks.</p>
<p>Children to access a range of competitions throughout the year against other SLD schools.</p> <p>Access competitions to practice and celebrate skills learnt during sporting sessions.</p>	<p>Children have continued to access competitions throughout the year linking to their 8 week coaching sessions. These celebrations will help children share the skills they have learnt with other SLD schools across Merseyside.</p> <p>Feedback from these sessions has continued to be positive and all classes enjoy these events. EITC especially have provided structured and well organised events which have allowed a range of abilities to access and be involved as well as the enjoyment of sharing these experiences with other children from different schools.</p> <p>Due to the success of the MATP programme, PE Coordinators are keen to continue these celebration events as well as events to support those children working from a pre-formal curriculum. These will provide inclusive physical activity for all abilities.</p>

Swimming 2019/2020

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	25 year 6 pupils were due to start swimming in April 2020. Due to school closures, these sessions did not go ahead.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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.

COVID Disclaimer

Due to COVID restrictions and various school closures, many of our sessions have not been able to go ahead. Coaching sessions, rebound therapy, swimming (wavertree aquatics centre) has unfortunately not been able to continue and targets and spending has had to be adapted.

Many of our classes access class time in the school PE hall each week. Due to bubbles and social distancing, classes have not been able to achieve their 2 x PE sessions weekly and staff and Teachers have tried their best to adapt sessions within classrooms and using the outdoors.

It has been proposed that Teachers are to meet with myself and Jodie Hudson to discuss sensory needs and physical development targets for individual learners and put together action plans for each class group/ bubble. Each class can then be given funding to correctly equip their classes with resources and equipment needed to fully meet the needs of the children and successfully implement physical development, motor control and sensory integration sessions as part of classes daily routines.

Action Plan and Budget Tracking

Academic Year: 2020/2021	Total fund allocated: £26,000.	Date Updated: January 2021	
Key indicator 1: 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			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
	Sustainability and suggested next steps:		
All children to access 30 minutes of physical activity each day. All classes to access at least 2 PE sessions a week.	Each class to access a 30 minute movement break each day as part of a wake up and shake up session. COVID restrictions means that 1 x swimming slot each week and only 1 bubble to access the pool each day. When restrictions are lifted we will be able to continue to provide extra swimming sessions for those who need it most. COVID restrictions mean that we cannot go ahead with rebound therapy sessions for all children. However , some children are still accessing these sessions. When restrictions are lifted, a timetable can be put in place to support all children who have previously accessed Rebound Therapy.	FREE	Learning Walks. Earwig Observations. Feedback from sessions. Use of sharepoint & videoing sessions to share good practice. Rebound observations. Recording of good practice and sharing ideas and session plans.
Discussion and meetings with Teachers to individually discuss physical and sensory needs of each child in their class.	Hannah & Jodie to meet with Teacher's individually to discuss sensory profiles and equipment needed in class to support physical needs of individual children.	Supply cover and costs TBC	Individual meetings and action plans for each class in relation to sensory profiles and teacher observations.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:
	Sustainability and suggested next steps:		
Improve and develop PE provision for our children who attend our Matthew Arnold site.	Purchase a range of benches and climbing equipment for children at Matthew Arnold site to develop Physical development, balance, coordination and support sensory integration. This will be used for class PE lessons and movement breaks throughout day.	£7000	Learning Walks. Earwig Observations. Feedback from sessions. Use of sharepoint & videoing sessions to share good practice.
Investment into PE and sensory integration equipment for each class and individual learners.	COVID restrictions mean that classes do not have access to all equipment needed to support both the sensory and physical needs of their children. After discussions with individual teachers, each teacher will be able to order suitable PE equipment and sensory integration equipment for their class and individual children.	£12,000. Approx. £750 per class group)	Learning Walks. Earwig Observations. Feedback from sessions. Use of sharepoint & videoing sessions to share good practice.
			Monitor progression & implementation of equipment to improve teaching and learning for physical development. Monitor progression & implementation of equipment to improve teaching and learning for physical development, motor control and sensory integration in class groups/ bubbles.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Investment into 2 x discovery kits for recording purposes.	Use for recording, monitoring, adapting and reflecting on own practice. Can be used for observation purposes and sharing good practice.	£4000	Staff will be able to record their PE lessons, monitor, feedback, reflect and share good practice. Earwig observations.	Regular discussions and feedback in staff meetings. Planning evaluations.
Use of sharepoint to share good practice and training.	Teachers to share good practice, videos of lessons and planning ideas to support children's physical development. <i>Sharepoint- Squiggle & wiggle powerpoint and video. EITC online PE videos and sessions, Daily Wake up & shake up sessions and EITC 8 week programmes for a range of sports)</i>	FREE	For Teachers to gain a better understanding of physical development sessions, motor control sessions for both pre and semi formal classes. Earwig observations and sharing of good practice.	Regular discussions and feedback in staff meetings. Planning evaluations. Sharing of successful motor control and physical development sessions.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children to gain experience of a range of sports and skills.	COVID restrictions mean that we are unable to access coaching from our coaches. EITC have however, provided online PE coaching to help support our children and classes have access to use these sessions weekly. There are also 8 week sports guides for classes/ bubbles to follow each week. Coaching will hopefully continue once restrictions are lifted.	TBC	Planning, evaluating & feedback. Teacher feedback. Earwig Observations. Learning walks by management and PE coordinator. Use of recording devices to monitor, reflect and share good practice.	Regular discussions and feedback in staff meetings. Planning evaluations.
Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Bubble competitions and pre/semi formal sports day. (Summer Term)	Children to access sports day (COVID restrictions may still apply) in the summer term to celebrate and compete with other classes the skills they have learnt in relation to particular sports.	£2000	Teacher Feedback. Certificates and celebration events. Earwig Observations.	Feedback from Teachers and staff on what has worked/ hasn't worked in previous years.