



PRINCES PRIMARY SPORTS PREMIUM 2021 - 2022

Hannah Oprey
(PE and Sports Premium Co-ordinator)

Impact Report last reviewed July 2021. Sports Premium Report last reviewed November 2021.

Impact Report 2020-2021

Key Achievements to Date:	Evidence and Areas for further development
<p>All children to access 30 minutes of physical activity each day.</p> <p>All classes to access at least 2 PE sessions a week.</p>	<p>Most classes continue to provide daily physical development interventions appropriate to their class cohorts. Due to COVID-19 restrictions, we were able to invest money into class based physical activity and sensory equipment and both pre-formal and semi-formal classes have adapted classrooms with a range of sensory equipment, sensory circuit resources, physical activity equipment and movement resources catered to the needs of their cohorts and independent learners.</p> <p>A COVID-19 secure timetable has been put in place for pre-formal classes to access both weekly soft play and rebound therapy sessions. Rebound Therapy sessions have continued to be extremely beneficial for various children. They have helped children relax and 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. Alongside our Rebound trampoline which is now set up permanently in our Sports Hall, we have also been able to set the rest of the hall up as a Sensory Integration Hall. This has allowed classes to work 1-1 with pupils and help support children's regulation and interactions.</p> <p>Most classes have continued to engage in Wake Up & Shake Up sessions using Go Noodle which has 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>Due to restrictions we were unable to continue with face to face coaching sessions initially, however Everton In The Community did provide online coaching videos to support our more able pupils. After Easter, when some restrictions had been lifted, we were fortunate enough to allow socially distanced coaching sessions from EITC and LFC back in and our semi-formal classes have been allowed to access weekly outdoor coaching sessions working on pre-skills and team building games.</p>
<p>Discussion and meetings with Teachers to individually discuss the physical and sensory needs of each child in their class.</p>	<p>Myself and Jodie Hudson (Head of Sensory Integration) met with each teacher and looked through their children's sensory profiles, as well as looking at the physical needs and individual targets for each child. From these meetings, teachers put together wish lists of equipment and resources to best equip their classrooms. We were then able to place a large school order from various providers. The resources and equipment provided have been utilised extremely well. Children are motivated and regulated and most classes now have areas within their class/class bubble to access physical and sensory activities throughout the day.</p>
<p>Improve and develop PE provision for our children who attend our Matthew Arnold site.</p>	<p>A meeting with some of the MA staff allowed me to put together a large PE order for MA. This included benches, trampettes, balance beams, scoot boards and equipment to support balancing and movement. The feedback from MA staff has been outstanding and all classes access this daily. Staff have been able to easily access the equipment by using it either in class or setting up climbing, movement and/or sensory circuits in the communal school Hall. This has allowed children to have movement breaks when needed throughout the day enabling them to gain a readiness to learn. Progress and sessions have been monitored on Earwig.</p>

<p>Investment in PE and sensory integration equipment for each class and individual learners.</p>	<p>Meeting with both Jodie and class teachers allowed me to put together a large order for class and child specific equipment to help support children's physical and sensory needs in classrooms, as well as invest in communal resources for our Sensory Integration Hall such as a swing with various attachments to enable all children to use it.</p> <p>The implementation of this equipment in classes has allowed children to be supported with their sensory difficulties within class, as well as provide regular opportunities for physical activity and movement breaks within the classroom environments.</p>
<p>Investment into 2 x discovery kits for recording purposes.</p>	<p>We have now ordered wall mounts for classes and halls, as well as iPads/smartphones so that staff can record class and hall sessions for monitoring/Iris Connect and CPD opportunities. We are hoping to use these in all classes regularly starting September so that staff can monitor and reflect on their own practice, as well as sharing good practice with other staff.</p>
<p>Use of Sharepoint to share good practice and training.</p>	<p>I have been able to provide and share regular strategies and sessions for both pre-formal and semi-formal learners on Sharepoint. Due to COVID-19 restrictions and coaches not being able to attend school, I have been able to share 8 week PE plans for a range of sports (provided by EITC) so that class teachers can follow the same structures and routines used by coaches and deliver outstanding sessions for their children. I have been able to share good practice of squiggle and wiggle training and videos which is now up and running on a weekly basis in various semi-formal classes. This is a successful motor control session which supports both gross and fine motor skills.</p>
<p>Children to gain experience of a range of sports and skills.</p>	<p>Due to restrictions our delivery of sporting and PE sessions has been limited. However, we have been able to share good practice and sessions between staff and all classes have been provided with a rang of sporting plans kindly shared by EITC. Classes have been using the outside much more and engaging their class groups/bubbles in various physical activity sessions working on skills, teamwork and play.</p>
<p>Bubble competitions and pre/semi-formal sports day. (Summer Term)</p>	<p>Unfortunately, due to restrictions, no competitions have been able to take place. We are hoping to start all sporting competitions and celebrations up September 2021.</p>

Swimming 2020/2021

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.	We had 26 year 6 pupils this academic year with approximately 75% of them due to access swimming sessions.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Due to pool closures and COVID-19 restrictions these sessions did not go ahead. We are hoping that our current Year 5s will be able to access their Year 6 swimming sessions in Summer 2022.
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 had to be adapted.

Many of our classes access class time in the Sports 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 outdoor spaces.

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: 2021/2022	Total fund allocated: £28,386.00	Date Updated: November 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.	Each class to access a 30 minute movement break each day as part of a Wake Up and Shake Up session. Pre-formal classes to have the opportunity to access sensory circuits 3 times a day to ensure children gain a readiness to learn. Pre-formal classes to access regular swimming sessions to support complex needs of children and support behaviour. Weekly coaching sessions to be prioritised for semi-formal learners. Rebound, sensory swing and Sensory Integration Hall timetabled for all pre-formal learners to access for half a day each week. Staff can work with small groups of children in here or on a 1-1 basis. Semi-formal learners will begin to access the swimming pool at St Anne's in January 2022. There will be a cost for this but has not yet been confirmed.	FREE Swimming TBC	Learning Walks. Earwig Observations. Feedback from sessions. Use of share-point to share good practice. Rebound observations. Recording of good practice using Iris Adapt sharing ideas and session plans.	Children to gain awards and certificates for each dance session they take part in. Daily superstar awards. Children to gain awards and move up stages for Rebound Therapy. Children to gain awards and move up stages as part of the Princes Swimming Programme.
Provide individual class budgets for class based physical development and sensory based sessions.	Each class has been allocated £200 to support physical Development in classes. This can be used to support sensory regulation and the development of sensory circuits. After meeting with teachers and feedback from children's individual sensory profiles, a range of low climbing frames have now been purchased to support proprioceptive difficulties within class groups/bubbles.	approx. £4000	Learning Walks. Earwig Observations. Feedback from sessions. Use of share-point & Iris Adapt.	Monitor progression & implementation of equipment to improve teaching and learning for physical development, motor control and sensory integration.
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:
Installation of a Light Room to support sensory difficulties for our most complex learners.	Installation of a carefully planned Light Room will support our most complex learners. This room is to help regulate children on a 1-1 basis. The room will offer a calming approach with a range of light fittings that children can operate themselves. This room will be used for sensory breaks, movement breaks, communication sessions and intensive interaction sessions.	£14,000	Learning Walk and spot checks. Monitor and assess teacher planning and INTENT for learners who are regularly accessing the room. Earwig observations.	Monitor usage of room. Monitoring earwigs to see levels of progression of motor control, PD, alertness, concentration and emotional regulation.

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:
Training and teachers trialling the use of Iris Adapt to reflect, improve and provide CPD opportunities to improve teacher led PE sessions.	Training on using the Iris Adapt app will allow staff to feel comfortable in recording their own lessons. Iris Adapt allows staff to reflect on their practice as an individual or class team, share good practice and improve the teaching of PE sessions. Iris Adapt is a discrete way of recording the lessons without having to use a member of staff to hold the recording device.	FREE	Staff will be able to record and reflect on their practise as an individual or a class team. Monitoring and use of share-point. Earwig observations.	Regular discussions and feedback in staff meetings. Curriculum groups to meet regularly to discuss good practice. Staff become more reflective practitioners.
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 taken from Iris Adapt. 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. Share good practice videos from Iris Adapt .	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. Curriculum groups to meet regularly to discuss good practice. 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. Pre-formal learners to access sensory circuit and sensory integration sessions to support their vestibular and proprioceptive difficulties, helping them gain a readiness to learn .	Weekly rebound, sensory swing and sensory circuit sessions supporting vestibular, proprioceptive and MOVE based sessions. These sessions support children's gross motor skills, provide a range of alerting and calming strategies and activities, as well as support those children with both physical and mobility difficulties. Staff are able to set up the school Hall 3 times a day and cater the sensory circuits for their learners to help them gain a readiness to learn and help regulate their pupils.	£2000	Earwig observations to measure progress and children's readiness to learn. Learning walks to assess staff's knowledge of INTENT and targets they are working on with individual children. Children returning to class in a happy, calmer and regulated state.	Regular discussions with all staff on effectiveness of sensory integration equipment. Collaborative meetings with individual teachers and staff around children's individual sensory needs outlined in their sensory profiles. Regular discussions with behaviour lead and involvement in behaviour meetings to determine if child needs behaviour support or sensory support.

Semi-formal learners to engage in a range of differentiated coaching sessions.	Semi-formal learners to continue to access weekly coaching sessions with EITC and LFC. These sessions support children's balance, coordination, attention, health and well being, as well as teaching them sport specific skills such as kicking, throwing, catching and working as a team. School have recently invested in a yoga coach. These sessions run weekly for our semi-formal learners and teach the children a range of skills such as balance, co-ordination, strength, body awareness as well as relaxation, self acceptance, support for emotional regulation, behaviour and yoga specific techniques taught through the use of animals, visuals and Yoga Bears.	£3000	Planning, evaluating & feedback. Teacher feedback. Earwig Observations. Learning walks by management and PE Co-ordinator. Use of Iris Adapt to monitor, reflect and share good practice.	Regular discussions and feedback in staff meetings. Monitoring of annotated and evaluated planning.
--	--	--------------	--	--

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:
Sporting competitions, celebration events, themed planning and physical development sessions planned as part of termly enrichment themed sessions.	Children to access sports based activities in a range of ways. Physical development activities will be planned for in themed weeks, enrichment days for all cohorts of children. Semi-formal learners will begin to attend sporting competitions and celebrations with other Merseyside special schools.	TBC Alongside enrichment budget approx. £1000	Teacher Feedback. Certificates and celebration events. Earwig Observations. Parental feedback on enrichment events. Reward ceremonies arranged at specialist sporting events.	Feedback from teachers attending sporting events. Staff meeting feedback.