



# PRINCES PRIMARY SPORTS PREMIUM 2022- 2023



Impact Report last reviewed July 2022. Sports Premium Report last reviewed November 2022.

# Impact Report 2021-2022

Key Achievements to Date:	Evidence and Areas for further development
<p>All children to access 30 minutes of physical activity each day.</p> <p>Keep target every year.</p> <p>First 3pages and cover to Col, Dave and San in July.</p> <p>Action plan and budget add to it Oct &amp; Nov for governors.</p>	<p>Most classes continue to provide daily physical development interventions appropriate to their class cohorts. Due to lack of space especially across the main site and to minimise the disruption that transition can cause , many classes access these physical development interventions as and when needed throughout the day either in class or in their own outdoor areas.</p> <p>The cohort of children has changed over this past year and there are many more children who need physical activity and sensory integration sessions a number of times throughout the day. Therefore, we thought it would be best to set the Sports Hall up as a multi-use sensory regulation area. Much of the budget was spent on sensory regulation equipment to share as well as a swing and climbing equipment. This hall was not timetables and staff were able to take children on a 1-1 or small group basis as and when needed throughout the day.</p> <p>For our Semi- formal cohorts, we were able to continue to use the school hall for a number of weekly coaching and teacher-led PE sessions. Children were able to access Liverpool FC coaches, Everton in the Community coaches and yoga bears. These coaching sessions provided children with the skills needed to engage in team games as well as develop coordination, agility, confidence, stamina and sport specific skills. All children thoroughly enjoyed these sessions and staff also found these coaching sessions as excellent ways of CPD for themselves., allowing them to build confidence to teach similar sessions in the future.</p>
<p>Provide individual class budgets for class based physical development and sensory based sessions</p> <p>Keep every year.</p> <p>S profile—wish list back up with evidence, meeting with teachers.</p>	<p>Class bought physical development and sensory regulation resources have enabled staff to cater their resources to their specific cohorts and individual children in line with her individual crowns as well as link with their sensory profiles. It has allowed staff teams to work together to buy specific resources which have helped children regulate and gain a readiness to learn.</p> <p>Classes have also been able to adapt their outdoor areas and create extra learning spaces with motor control, physical development and sensory regulation resources to support their cohorts of children.</p>
<p>Installation of lights room to support sensory difficulties for our most complex learners.</p>	<p>The lights room has been a huge success for all cohorts of children. It is not a room that is timetabled however used throughout the day for 1-1 intensive interaction and calming sessions. It is a safe space for children who are already regulated and are ready to interact on a 1-1 basis with adults. The installation of the lights room has also given an extra space for our less mobile children to enjoy especially those who are visually impaired. It is a calming space in which our PMLD children can visit for 1-1 interventions and activities to support their senses.</p>

<p>.Training and teachers trialling the use of IRIS adapt to reflect, improve and provide CPD opportunities to improve teacher led PE sessions.</p>	<p>This is something that teachers briefly begun to use once set up in classes and found many benefits of using it to monitor, reflect and improve their teaching styles, input, and help them become more reflective in their teaching. However this is still something we want to develop more consistency in using and more consistency in sharing good practice amongst teachers of similar cohorts.</p>
<p>Use of share-point to share good practice and training.  Share good practice sensory circuits, regulation, example why.</p>	<p>SharePoint has allowed teachers to share good practice amongst similar cohorts of children as well as work with similar cohorts to provide appropriate physical activity and sensory regulation activities and resources to share amongst classes. The use of SharePoint is something we will continue to develop and a consistent approach is needed to help staff develop CPD and help all teachers develop confidence in knowing what their cohort of children need and will benefit from to fulfil their physical development and sensory regulation difficulties.</p>
<p>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 .</p>	<p>Both our higher pre-formal and semi formal classes were able to access a years worth of coaching sessions led by professions teaching a range of sports and skills to these cohorts. Children learnt a variety of different sports such as football, dance, team games and yoga. Children developed and mastered a range of skills which they have then adapted and used at playtimes, playing various footballs games and team activities amongst themselves.  The Sports Hall has been set up as a sensory regulation space with a range of equipment to support all sensory difficulties and access to resources which will help children regulate enabling them to return to class in a calm and happy mood, ready to learn. Equipment to support proprioceptive, tactile and vestibular difficulties is readily available for staff to set up and cater sensory circuits to the needs of the children accessing the place. Much of this equipment has been replicated at our other sites and a space has been provided to support the sensory and physical difficulties of the cohort of children at these satellite sites.</p>
<p>Semi Formal learners to engage in a range of differentiated coaching sessions</p>	<p>Semi formal learners have accessed a range of coaching sessions from Liverpool FC, Everton in the Community and Yoga. These coaching sessions have all delivered different supports, skills and challenges which has allowed learners to achieve and master a range of skills across various sports and enabled them to develop confidence in a range of sporting and team related games.</p>
<p>Sporting competitions, celebration events, themed planning and physical development sessions planned as part of termly enrichment themed sessions.</p>	<p>Our semi formal learners have been able to access a range of sporting celebrations and competitions over the year to showcase the skills and games they have learnt during the coaching sessions with other schools in Merseyside. These have been hugely rewarding and memorable experiences for these cohorts of children.  As part of the themed weeks, we have worked closely with Everton in the Community to provide themed related sports days for all children across the sites to enjoy. Children have engaged in a winter Olympics day, Music and sports from around the world as well as Christmas and summer festival sports days differentiated and inclusive for all cohorts of children to engage and enjoy.</p>

# Swimming 2020/2021

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	<p>Need to get numbers—Jo Cree—how many year 6 on role and how many can swim 25 m.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>Due to the severe learning disabilities the children are working below the NC requirements for swimming and water safety, the children in princes are working on confidence and early swimming skills, and safety in and around a closed pool area.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Due to growing number of classes, 4 classes access a larger pool at St Annes.</p>

# Action Plan and Budget Tracking

Academic Year:2022/2023	Total fund allocated: £7723	Date Updated: November 2022		
<b>Key indicator 1:</b> 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:
<p>To promote physical activity, emotional and sensory regulation by providing PE/ motor control/ sensory regulation equipment for each class.</p> <p>Sensory circuit training and plans to be developed and shared with teachers.</p>	<p>Each class has been allocated £150 to support Physical Development, emotional and sensory regulation in classes.</p> <p>This can be used to support emotional and sensory regulation and the development of sensory strategies that can be accessed regularly throughout the school day. By doing so teachers can ensure they are stimulating individual to the correct level to engage calmly with people or activities and ensuring readiness to learn. While also providing coping strategies for an individual so they can react in an appropriate way when we are sensory or emotionally dysregulated.</p>	<p><b>£2700</b> <b>(£150 per class)</b></p>	<ul style="list-style-type: none"> <li>• Learning Walks.</li> <li>• Earwig Observations.</li> <li>• Feedback from class teams.</li> <li>• Monitoring incidents of dysregulation</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the progression and implementation of equipment to improve teaching and learning for physical development, motor control and sensory integration.</li> </ul>
<b>Key indicator 2:</b> 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:
<p>To improve Physical Development provision for outdoor areas.</p>	<p>Teachers who share outdoor spaces to meet and discuss the Physical Development needs of their specific cohort and create a carefully planned Wishlist of outdoor equipment that will meet the needs of the pupils.</p> <p>The outdoor spaces will be set up daily for children to access.</p>	<p><b>£2100</b></p>	<ul style="list-style-type: none"> <li>• Earwig Observations.</li> <li>• Learning walks by management and PD co-ordinator and team.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring earwigs to see levels of progression of PD.</li> </ul>

**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:
<p>Improve and provide CPD opportunities to improve teacher led PE sessions. Through the use of SharePoint to share good practice and training.</p> <p>Opportunities for teachers to observe lessons and share planning ideas.</p>	<p>Teachers to share good practice, videos of lessons and planning ideas to support children’s physical development.</p> <p><b>SharePoint resources available:</b></p> <ul style="list-style-type: none"> <li>• Squiggle &amp; wiggle PowerPoint and video.</li> <li>• EITC online PE videos and sessions.</li> <li>• Daily Wake up &amp; shake up sessions.</li> <li>• EITC 8 week programmes for a range of sports.</li> </ul> <p>Teachers to continue adding resources to SharePoint and sharing ideas of lessons.</p>	<p><b>FREE</b></p>	<ul style="list-style-type: none"> <li>• Teachers will gain a better understanding of physical development sessions, motor control sessions for all cohorts.</li> <li>• Earwig observations.</li> <li>• Good practice shared via SharePoint and observations.</li> <li>• Learning walks.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and feedback in staff meetings.</li> <li>• Curriculum groups to meet regularly to discuss good practice.</li> <li>• Planning evaluations.</li> </ul>

**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:
<p>Upskilling teachers on providing coaching sessions for their current cohort after attending demonstrations modelled by coaching professionals.</p> <p>Teachers can then use planning and experience from those sessions to develop and lead class sessions.</p>	<p>All cohorts will access weekly coaching sessions with EITC and LFC.</p> <p>These sessions will be adapted to suit the needs of all cohorts, four classes will access these sessions for an eight week period and classes will be alternated after this time. This will allow teachers to gain a greater understanding of delivering coaching and Physical Development (PD) sessions and how to deliver these activities with their class.</p> <p>These sessions will run similarly to previous years with a focus on sensory integration while also developing children’s balance, coordination, attention, health and well being. In addition sport specific skills will be taught where appropriate. These skills include, ball skills and teamwork.</p>	<p><b>£2500 (EITC) FREE (LFC)</b></p>	<ul style="list-style-type: none"> <li>• Planning, evaluating &amp; feedback. Teacher feedback.</li> <li>• Earwig Observations.</li> <li>• Learning walks by management and PD coordinator and team.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular discussions with teachers to see what is work well and areas for improvement.</li> <li>• Planning to be uploaded and shared.</li> <li>• Monitoring of activities and progress being made.</li> </ul>

**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:
<p>Children to attend sporting competitions, celebration events, themed planning and physical development sessions planned as part of termly enrichment themed sessions.</p>	<p>Children to access sports based activities adapted to their needs</p> <p>Physical Development activities to be incorporated into planning for themed weeks and enrichment days which can be adapted for complex learners.</p> <p>Where appropriate children will attend sporting competitions and celebrations with other Merseyside special schools.</p>	<p><b>£400</b></p>	<ul style="list-style-type: none"> <li>• Teacher Feedback.</li> <li>• Certificates and celebration events.</li> <li>• Earwig Observations.</li> <li>• Reward ceremonies arranged at specialist sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers attending sporting events.</li> <li>• Monitoring of PD activities planned for themed weeks and enrichment days.</li> <li>• Staff meeting feedback.</li> </ul>