



PRINCES PRIMARY SPORTS PREMIUM 2023-2024



Impact Report last reviewed July 2023. Sports Premium Report last reviewed November 2023.

Impact Report 2023-2024

Key Achievements to Date:	Evidence and Areas for further development
<p>All children to access 30 minutes of physical activity each day.</p>	<p>Classes across all sites continue to provide daily physical development interventions appropriate to the individuals within each class. A large proportion of the budget was used to ensure that each site had appropriate sensory regulation and sensory circuit equipment to promote physical and emotional regulation. Training was delivered to all staff on the use of sensory circuits and the physical development framework as part of their CPD.</p> <p>For a number of our learners we have had weekly coaching sessions with EITC. A number of our classes have accessed a service called Shadow dance which engages pupils in physical development through dance, movement to music, and sensory experiences. These services have been extremely beneficial to the children's PD skills such as hand eye co-ordination, gross and fine motor skills development, as well as their over all health and wellbeing progression. Staff have also commented on how they have found these sessions useful for their own CPD.</p>
<p>Provide individual class budgets for class based physical development and sensory based sessions.</p>	<p>Each class has been allocated a budget to allow them to cater to the specific needs of their cohort, all staff were provided training on the importance of regulation and its impact on learners ability to engage with activities and progress across all areas of the curriculum, as a result of this staff were able to purchase bespoke equipment to help the children engage successfully in self-regulation and mutual regulation strategies.</p>
<p>Provide individual class budgets to improve Physical development outdoor provision and making it more accessible to all learners.</p>	<p>Through discussion with staff it was identified the importance of outdoor spaces to further develop Physical development skills for example gross motor skills and also these are importance spaces for children to have regulation breaks from the busy classroom environment, class were provided a budget to adapt and provide necessary equipment and outdoor clothing to make these areas accessible to all learners throughout the academic year.</p>

Key Achievements to Date:	Evidence and Areas for further development
<p>Training and teachers PD curriculum, regulation & sensory circuit training, Primitive reflexes training and MOVE training..</p>	<p>Initially training on our new Physical development framework was provided to all teachers, this ensured that all children would be baselined correctly and appropriately for their ability during assessments, this was later disseminated to all staff to ensure consistency when tagging the framework. The Physical development team also provided training around physical and emotional regulation and the use of sensory circuits, guides and visual support were also provided to be used in sensory circuits. Primitive reflexes and MOVE training was also provided to all staff.</p>
<p>Use of share-point to share good practice and training.</p> <p>Share good practice sensory circuits, regulation, sensory profiles.</p>	<p>SharePoint continues to be a very useful tool for teachers to share good practice in terms of physical development activities, sensory regulation techniques and also provides a number of useful resources that can be used and adapted for all cohorts. This is an area that will continue to develop and expand and provide opportunities for all staff to further develop their CPD.</p>
<p>All cohorts to access sensory circuit and sensory integration sessions to support their vestibular and proprioceptive difficulties, to support their wellbeing and help them to gain a readiness to learn.</p>	<p>With the development of the Picton site and the changing needs of cohorts across sites a portion of the budget was used to expand and develop sensory circuits across all sites. Each site was allocated a budget to purchase sensory circuit equipment specifically designed to meet the needs of the children on each site. Each site now has a designated sensory circuit space, sensory circuits are not timetabled and are used as and when needed, for example if a child appears dysregulated they will be taken to the sensory circuit area to engage in alerting, organising and calming activities before returning to their classroom to engage in activities. The equipment within the sensory circuit spaces have been designed to be multi-sensory focusing particularly on proprioceptive and vestibular needs.</p>
<p>All learners to engage in a range of differentiated coaching sessions/external physical development services.</p>	<p>All cohorts have had the opportunity to access coaching sessions from Everton in the community, these sessions have been adapted to suit the needs of each cohort that they are working with at the time, for our pre formal cohorts they were sensory based activities focusing on developing fine and gross motor skills. Pre formal + and semi formal cohort sessions focused on team games and further developing coordination, agility and confidence. A number of classes have also taken part in Shadow dance sessions which have focused on sensory exploration through dance as well as developing gross motor skills and imitation skills.</p>

Swimming 2023/2024

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</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 Primary school are working on confidence and early swimming skills, as well as safety in and around a closed pool area.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, back-stroke and breaststroke]?</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>As a result of the growing number of classes across 4 sites timetables have been implemented in order to ensure each class accesses swimming throughout the academic year.</p>

Action Plan and Budget Tracking

Academic Year:2023/2024		Total fund allocated: £14,663		Date Updated: November 2023	
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:	
<p>To continue to promote physical activity, emotional and sensory regulation by providing PE/ motor control/ sensory regulation equipment for each class.</p>	<p>Each class has been allocated £200 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.</p> <p>As a result of this each class should have the necessary sensory equipment available regularly throughout the school day to ensure each pupil is regulated, thus promoting a readiness to learn and engage with activities. It also provides opportunities for self and mutual regulation throughout the school day.</p>	<p>£4,400</p> <p>(£200 per class)</p>	<ul style="list-style-type: none"> • Learning Walks. • Earwig Observations. • Feedback from class teams. • Monitoring incidents of dysregulation. 	<p>To monitor the progression and implementation of sensory equipment to promote learning and progress for physical development, motor control and sensory integration.</p>	
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:	
<p>To improve Physical Development provision for outdoor areas by making it more accessible on a daily basis.</p>	<p>Class teams will 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. As a result of a school wide audit it has been highlighted that pupils can struggle to access outdoor provision due to weather conditions, in order to promote sensory regulation and coping strategies suitable outdoor clothing and equipment should be provided as a result of this outdoor provision and learning will flourish and ensure progression of PD.</p>	<p>£3,300</p> <p>(£150 per class)</p>	<ul style="list-style-type: none"> • Earwig Observations. • Learning walks by management and PD co-ordinator and team. 	<ul style="list-style-type: none"> • Monitoring earwigs to see levels of progression of PD. 	

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>SharePoint resources available:</p> <ul style="list-style-type: none"> • Squiggle & wiggle PowerPoint and video. • EITC online PE videos and sessions. • Daily Wake up & shake up sessions. • EITC 8 week programmes for a range of sports. <p>Teachers to continue adding resources to SharePoint and sharing ideas of lessons.</p>	<p>FREE</p>	<ul style="list-style-type: none"> • Teachers will gain a better understanding of physical development sessions, motor control sessions for all cohorts. • Earwig observations. • Good practice shared via SharePoint and observations. • Learning walks. 	<p>Discussions and feedback in staff meetings.</p> <p>Curriculum group to meet regularly to discuss good practice.</p> <p>Planning evaluations.</p>
<p>Sensory circuit and physical development framework training will be delivered to all staff ensuring all staff are confident when delivering physical development sessions and accessing sensory circuits.</p>	<p>Each site will be allocated £750 to develop their sensory circuit this will be done with the support of the Physical Development team.</p> <p>This will ensure that each site has the appropriate alerting, organising and calming activities for their cohort.</p> <p>Sensory circuits should be set up daily.</p>	<p>£3,000</p>	<ul style="list-style-type: none"> • Learning Walks. • Earwig Observations. • Feedback from class teams. 	<p>Discussions with staff to review what is working well and what areas need improvement.</p> <p>Monitoring of sensory circuit activities.</p> <p>Monitoring incidents of dysregulation.</p>

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 sessions with EITC and Shadow Dance.</p> <p>These sessions will be adapted to suit the needs of all cohorts, four classes will access these sessions for an 6 to 12 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 dance and sport specific skills will be taught where appropriate. These skills include, ball skills and teamwork.</p>	<p>£2000 (EITC)</p> <p>£1,150 (Shadow Dance)</p>	<ul style="list-style-type: none"> • Planning, evaluating & feedback. Teacher • Earwig Observations. • Learning walks by management and PD co-ordinator and team. 	<p>Regular discussions with teachers to see what is work well and areas for improvement.</p> <p>Planning to be uploaded and shared.</p> <p>Monitoring of activities and progress being made.</p>
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>Where appropriate children to engage in competitive sports through weekly planned physical development 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>£813</p>	<ul style="list-style-type: none"> • Teacher Feedback. • Certificates and celebration events. • Earwig Observations. • Reward ceremonies arranged at specialist sporting events. 	<ul style="list-style-type: none"> • Feedback from teachers attending sporting events. • Monitoring of PD activities planned for themed weeks and enrichment days. • Staff meeting feedback.