



PRINCES PRIMARY SPORTS PREMIUM 2024-2025

Impact Report last reviewed July 2024. Sports Premium Report last reviewed November 2024.

Impact Report 2024-2025

Key Achievements to Date:	Evidence and Areas for further development
<p>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</p>	<p>Physical development interventions differentiated to suit the needs of the pupils are delivered daily across all sites. A large sum of the budget was spent to ensure the promotion of physical activity, sensory and emotional regulation and also a readiness to learn. Each class was equipped with a sensory integration starter kit including resources appropriate for alerting, organising and calming strategies. This allowed for sensory integration strategies to be accessed regularly throughout the school day. In depth guidance and training has been delivered in terms of sensory integration and regulation.</p> <p>Training was delivered to all staff on sensory integration and the use of sensory circuits and as part of their CPD. Sensory circuits were further developed across sites with a designated space being designed and developed on our Selborne street site.</p> <p>All cohorts have accessed Shadow Dance this academic year and been provided opportunities to explore physical development through movement to music and dance. Our pre-formal+ cohorts have also accessed coaching sessions with EITC. These sessions have aided the pupils in expanding upon their existing PD skills such as fine and gross motor skills, co-ordination and balance, and also their health and wellbeing. Moving forward we will be looking into furthering a staffs CPD and designing our own coaching sessions that all cohorts can access.</p>
<p>The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>A proportion of the budget has been allocated to sensory regulation, the MOVE programme and retained reflexes. School has been awarded the Silver MOVE Quality mark.</p> <p>Resources have been bought to further develop the provision in these areas and training provided had allowed staff to further develop these areas and provide the pupils with bespoke plans and targets suited to their individual needs, which has in turn provided invaluable opportunities for the pupils to progress their physical development and independence skills.</p>

Key Achievements to Date:	Evidence and Areas for further development
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> Continued development of CPD for all staff to ensure high quality PD and PE sessions are delivered to all cohorts. 	<p>Training has been delivered to all staff around our Physical development framework which is now fully embedded in the curriculum. Further training has been delivered to all staff around to use of and intent of sensory circuits and sensory integration. MOVE training and retained reflexes plans have also been delivered and disseminated to individual staff who are working with children on these programmes.</p>
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> Use of share-point to share good practice and training. Share good practice sensory circuits, regulation, sensory profiles. 	<p>We continue to use SharePoint as a platform to share good practice in terms of PE, physical development activities, sensory regulation techniques and also provides a number of useful resources that can be used and adapted for all cohorts. Sensory strategy support plans have also been uploaded for teachers to read and examples have been provided to ensure children have a readiness to learn prior to engaging in structured activities.</p> <p>This is an area that will continue to develop and expand and provide opportunities for all staff to further develop their CPD.</p>
<p>Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All cohorts across 4 sites have had the opportunity to access services from external agencies. These have included EITC and Shadow Dance.</p> <p>Timetables have been implemented to ensure all sites have access to these sessions in order to provide them with a broader experience of physical development activities. Staff have worked closely with these agencies through planning meetings, this has allowed staff to ensure the sessions being delivered have been adapted to suit the needs of the pupils in line with their crowsns.</p> <p>These sessions have been extremely successful with staff commenting on the diverse range of activities provided. Pupils have been able to take part in team games and activities while further developing coordination, agility and confidence, in addition pupils have also engaged in sensory exploration while developing gross motor skills, communication skills and imitation skills.</p>

Swimming 2024-2025

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>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 continue to work 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, backstroke 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> <p>6 classes now access an external pool at our St Annes site.</p>

Action Plan and Budget Tracking

Academic Year:2024/2025		Total fund allocated: £19,602		Date Updated: November 2024	
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:
To promote physical activity as well as sensory and emotional regulation and a readiness to learn by providing each class with a sensory integration starter kit including resources appropriate for alerting, organising and calming strategies.	<p>The Physical development team will complete an inventory of sensory regulation equipment in each class and order a sensory integration kit for each class.</p> <p>This will then 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>This will ensure each class has the necessary equipment to provide input outlined on Sensory Profiles to support the children to remain regulated and engaged in activities throughout the school day.</p>		£4,000	<ul style="list-style-type: none">• Learning Walks.• Earwig Observations.• Monitoring incidents of dysregulation on CPOMS.	<ul style="list-style-type: none">• To continue to monitor the progression and implementation of sensory equipment to promote learning and progress for physical development, motor control and sensory integration.• Feedback from class teams will inform what has worked well and areas for improvement.

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>Sensory Regulation: To improve sensory circuit access and provision across all sites. 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>A designated space on our Selborne street site will be developed and transformed into a sensory circuit which will be set up for children to access throughout the school day as needed to promote self regulation skills. Additional safety equipment (gym mats) will be purchased for all sites to ensure the children's safety while accessing sensory regulation equipment.</p>	£4,500	<ul style="list-style-type: none"> • Earwig Observations. • Learning walks by management and the PD team. 	<ul style="list-style-type: none"> • Monitoring earwigs to see levels of progression of PD as well as engagement and focus during activities. • Incidents of dysregulation will be monitored on CPOMS to ensure effective implementation of sensory regulation strategies.
<p>MOVE: To improve MOVE provision and ensure suitable resources are available to achieve individualised MOVE targets and further promote physical development and independence skills.</p>	<p>A list of resources will be developed by the MOVE co-ordinator to suit the individual needs of the pupils on the MOVE programme.</p> <p>Training around the use of resources will be delivered to staff working with children on the MOVE programme.</p>	£2000	<ul style="list-style-type: none"> • Earwig Observations, MOVE assessment and data. • Learning walks by the MOVE practitioners and PD team. 	<ul style="list-style-type: none"> • Monitoring earwigs to see levels of progression of MOVE targets.
<p>Retained Reflexes: To improve Retained Reflexes practices and provision across all sites.</p>	<p>A list of resources will be developed by the Retained Reflexes lead to further enhance the children's primitive retained reflexes which will in turn further develop the children's sensory systems.</p> <p>Training around the use of resources will be delivered to all staff using these resources.</p>	£1000	<ul style="list-style-type: none"> • Earwig observations. • Learning walks by the Retained Reflexes lead and PD team. 	<ul style="list-style-type: none"> • Monitoring earwigs to see levels of progression of Retained Reflexes targets.

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>Continue to improve and provide CPD opportunities to improve teacher led PE and PD sessions.</p> <p>SharePoint will be utilised 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. • Shadow dance resources. • Discovery Box. • Jabadao. <p>Teachers to continue adding resources to SharePoint and sharing ideas of lessons.</p>	FREE	<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. 	<ul style="list-style-type: none"> • Discussions and feedback in staff meetings. • Curriculum group to meet regularly to discuss good practice. • Planning evaluations.
<p>Training to be delivered. Around the following PD areas:</p> <ul style="list-style-type: none"> • Retained reflexes. • MOVE. • Sensory circuit training. <p>Training will be delivered to all staff ensuring all staff are confident when delivering physical development sessions, MOVE activities and Retained Reflexes activities.</p>	<p>Specific training sessions will be planned and delivered during whole staff meetings.</p> <p>Resources used for training will be uploaded to SharePoint for staff to view and revisit.</p>	FREE	<ul style="list-style-type: none"> • Learning Walks. • Earwig Observations. • Feedback from class teams. 	<ul style="list-style-type: none"> • Discussions with staff to review what is working well and what areas need improvement. • Monitoring of sensory circuit activities. • Monitoring incidents of dysregulation.

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 all staff on providing dance/coaching sessions for their current cohort after attending demonstrations modelled by dance/coaching professionals. 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/or Shadow Dance. These sessions will be adapted to suit the needs of all cohorts.</p> <p>Pre-formal and Pre-formal + cohorts will access Shadow Dance for a half term. Classes will be alternated after this time. This will allow teachers to gain a greater understanding of delivering dance and PD sessions.</p> <p>Pre-formal + and Semi-formal learners will access EITC coaching sessions each term. 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 sport specific skills. These skills include, ball skills and teamwork.</p>	<p>£2500 (EITC)</p> <p>£4560 (Shadow Dance)</p>	<ul style="list-style-type: none"> • Planning, evaluating & feedback. Teacher feedback. • Earwig Observations. • Learning walks by management and PD team. 	<ul style="list-style-type: none"> • Regular discussions with teachers to see what is working well and areas for improvement. • Planning to be uploaded and shared. • Monitoring of activities and progress being made.

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>£1000</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.