



Evidencing the impact of the PE and Sport Premium 2022-2023

Details with regard to funding	
Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16,350
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,560
Total amount carried over from 2022/23	£0

Key achievements to date until July 2022:	Areas for further development:
<p>Covid-19 Pandemic had a significantly negative impact on schools ability to provide many of the planned sports activities.</p> <p>Horse riding (2 sessions per week with Morpeth RDA)</p> <p>CPD Opportunities for staff – Rebound Therapy training, Hydrotherapy training</p> <p>Contribution towards additional staff costs for 2 rebound sessions</p> <p>Use of external PE coaches</p> <p>Increased amount of indoor PE equipment</p> <p>Increased amount of outdoor PE equipment</p>	<p>Continued support from Cleaswell Hill School.</p> <p>Specialist sports coaches to plan and deliver small group and whole class sports sessions</p> <p>Specialist themed dance and movement sessions with Little Movers</p> <p>Enhancement of school grounds and playtime resources, specifically linked to outdoor play and learning</p> <p>Improved staff knowledge and expertise enabling the implementation of improved strategies with pupils, and supporting them to better access physical and sensory therapeutic learning environments</p> <p>Resources, equipment and opportunities for pupils physical activity, promoting healthy lifestyles, supporting engagement, interaction and communication</p>

	<p>across the physical curriculum</p> <p>Development of session plan database to improve quality of PE lesson delivery throughout school</p> <p>Continue to providing swimming lessons for pupils to enable competence to a distance of 25m by Y6</p> <p>Impact of assessment framework that measures pupils progress in PE</p> <p>Develop a PE and School Sport Team to plan and deliver PE lessons and support School Sport and Physical Activity including out of hours</p> <p>Break/lunchtime and afterschool clubs focusing on physical activity</p> <p>Increased opportunities for pupils to engage in a broader range of sport and physical activities across the curriculum</p> <p>School facilities developed further for community sport and activity use and to benefit pupils and families</p> <p>Opportunities for pupils to be part of a school team and participate in competitive sports events</p> <p>Staff knowledge and expertise continues to develop through targeted CPD</p> <p>Implementation of strategies to support pupils to better access physical and sensory therapeutic enabling learning environments</p>
--	---

Academic Year: 2022/23	Total fund allocated: £16,560	Date Updated: 31.7.23	Sustainability and suggested next steps:
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			
Intent	Implementation	Impact	

<p>Developing of the PE Curriculum</p> <p>Support the Government Change4Life Programme</p> <p>All pupils engaged in at least 30 minutes of physical activity a day</p> <p>Celebrate participation in and the benefits of physical activity</p>	<p>Increase outside school hours learning (OSHL) Break and Lunchtime organised activities</p> <p>Identify staff interests, capabilities and potential through Appraisal target setting and observations</p> <p>Make celebration of physical achievement a regular feature of assemblies</p> <p>Harness the motivating potential of Technology in the recording and analysis of physical activity.</p> <p>Provide safe yet intense proprioceptive feedback for pupils in the Semi Formal / Engagement Pathway</p> <p>Provide pupils in the Semi Formal / Engagement Pathway with vestibular sensitivity with a low level opportunity to Experience movement.</p>	<p>Sensory equipment</p> <p>OT Support (Jigsaw Therapy)</p> <p>Hydrotherapy pool and Rebound Therapy staffing</p> <p>Swing Room</p>	<p>Raised profile of Physical Education, School Sport and Physical Activity (PESSPA) with pupils having a real desire to participate and learn in a wider range of activities.</p> <p>Organised activities increase to a daily offer every break and lunchtime</p> <p>Increase in pupil participation with all pupils being offered an activity session/club each week for at least half a term</p> <p>100% of Pupil Premium Pupils accessing regular physical activity</p> <p>Forming a vital link with community sport and activity (Covid restrictions dependent)</p> <p>Reduction in high levels of alertness and calmer, well regulated pupils</p> <p>Limited, predictable linear movement controlled by user enabling vestibular and proprioceptive systems to work together</p>	<p>Utilising changing staff talents and interests well to support pupils</p> <p>Community and family links and involvement</p> <p>Impact on community health legacy in local community</p> <p>Sharing schools overall activity levels with parents and stakeholders</p>
--	---	---	--	---

Enhance the PESSPA (Physical Education, School Sport and Physical Activity) offer to pupils who have a physical or sensory disability	Raise staff awareness of opportunities though researching options and equipment for use in school and also for possible inclusion in groups beyond school Visits to other special schools to observe PE teaching	Cover costs Virtual learning training costs	Pupils actively involved in school sport and physical activity, beyond their physiotherapy sessions	Research disability sports groups beyond school for potential links Develop staff coaching skills in disability sport, for eg. UK Coaching.org Coaching people with a VI; Activity Alliance Disability Inclusion Sport activity Programme; Autism Specific training especially linked to enabling therapeutic environments
To continue to develop outdoor play and learning Amazing play, every day, for every Child Physical activity supports emotional regulation	Policy updated Pupils given daily opportunities for free play Continued energy/movement breaks during lessons	Grounds maintenance	Healthy, active lifestyles Play skills eg. sharing, communication Learning through movement Developing skills and understanding beyond physical activity eg. Cooperation Pupils well regulated and reduction in distressed, disruptive behaviours following physical activity	Strategic and sustainable improvement in the quality of play opportunities Embed play into schools policies and practices Establish clear guiding principles and strategies for initiating lasting changes at playtimes Playworks Essentials training course (or equivalent) for staff
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Sustainability and suggested next steps:
Intent	Implementation		Impact	
Subject Leader to increase his awareness of 'big picture' PESSPA across school and PE curriculum content, delivery and need for all pupils	Subject Leader to undertake annual Deep Dive into PE curriculum and update Progression Model with Action Plan	£	Strong, effective subject leadership ensures outstanding holistic provision and drives whole school improvements	Attendance at afPE Conference and/or Webinars Links with other PE teachers in Special Schools

				Outdoor Learning / Forest Schools Training
Integration of PESSPA in all areas of the curriculum- any learning can be presented in an active way	<p>Teachers to commit to building practical physical activities in all lessons as appropriate. eg. Sport England Physical Literacy Framework; BBC SuperMovers</p> <p>Learning Walks with PE Lead/SLT to gain thorough understanding of PE and Sport across school</p>	Resources to broaden opportunities for active lessons	<p>Pupils 'moving to learn'. Learning through movement</p> <p>Developing skills and understanding beyond physical activity eg. cooperation</p> <p>Pupils understand, (where possible) how PESSPA can make a positive difference to their confidence, self-esteem, behaviour and attitudes</p>	<p>Focused intent to maintain high profile of physical activity in lessons across the school year through calendared events/activities and celebrations</p> <p>Connect with and use the power and momentum of national physical activity campaigns such as; 'Change4life' and 'This Girl Can'</p> <p>Create PE notice board promoting various activities, teams and competitions</p> <p>DfE Healthy Schools Assessment</p>
Recognise school's contribution to pupils' health and wellbeing	Whole school approach to health promotion		<p>Pupils (where possible) make informed choices about healthy eating, fitness and their emotional and mental wellbeing</p> <p>School aware of actions leading to change</p> <p>Parents/carers aware of how school is contributing to supporting health and wellbeing</p> <p>Working in partnership with parents</p>	<p>Share achievements with parents/carers, pupils and wider community</p> <p>Involve parents/carers in healthy eating and physical activity</p> <p>Complete DfE Healthy Schools Rating Scheme self-assessment</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Sustainability and suggested next steps:
Intent	Implementation		Impact	
Subject Leader to continue with professional learning and development	Through Deep Dive; Progression Model and Action Plan; CPD including learning from research and webinars	afPE- Safe Practice in PESSPA book Annual subscription fee inc PESP journal 6x year	Subject Leader is an effective promoter of physical activity PE Department created with energy and enthusiasm by a team of staff Staff can articulate the difference between PE, School Sport and Physical Activity Furthering pupils opportunities to be able to access high quality PE and sport curriculum Percentage of pupils enjoying PE and sport increases	afPE- Safe Practice in PESSPA book
Training for teachers to develop lesson planning and delivery of high quality PE lessons	Create a MTP data base Liaising with SLT to allocate staff training time, staff meeting time To provide cover so subject lead can team teach/observe staff delivery of PE Staff training sessions Monitor PE through peer support, lesson observations	Cost of paying experts for CPD Cover costs Course/training costs	Increased and sustained confidence to teach PE through continued CPD opportunities, including working alongside expert providers Staff can articulate the difference between PE, School Sport and Physical Activity	Teachers prioritise subject specific learning to keep skills current Consider impact of staff responsible for swimming attending appropriate courses and gaining qualifications to teach swimming effectively Percentage of Y6 pupils able to swim competently, confidently and proficiently over a distance of 25m increases Participation in water based activities increased as more

				pupils swim for pleasure and join swimming clubs in the community
To further develop roles for TA's within lessons	Active involvement in leading groups, modelling, capturing pupil achievement Attending coaching courses to Support PE		Confident, knowledgeable staff provide effective support in all PE and sport lessons, facilitating pupil learning	Increase PESSPA skilled TA's
To develop an assessment toolkit to effectively assess PE throughout school	Creating a fit for purpose assessment system that supports progressive teaching and learning		As a result of effective teaching and a responsive assessment, all pupils make progress from their starting point	Data monitoring and tracking over time shows pupils making consistent progress Involved in comparative judgement/moderation/validation meetings with other special schools
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Sustainability and suggested next steps:
Intent	Implementation		Impact	
Appropriate PE curriculum design with planned progressive learning	Curriculum delivery through high quality teaching, learning and assessment	PE and sports equipment	Relevant, vital PESSPA throughout school Pupils motivated to participate and making progress	Participation in National School Sport Week- inter class/pathway Challenges Inviting sporting role models with a disability into school

<p>Broaden the range of sports and activities on offer to pupils</p>	<p>Audit/gap analysis. Consider range of current sports on offer and how to broaden these</p> <p>Annual Sports Day</p> <p>To offer pupils a range of specialist coaching/teaching from outside agencies</p> <p>Taking pupils to events to allow them to thrive such as specialist SEN events</p>	<p>Purchase additional equipment</p> <p>Coaching costs</p> <p>Visiting providers</p>	<p>Pupils able to explore many varied sport and physically active opportunities.</p> <p>Undiscovered talents emerge. Potential for supporting lifelong learning</p> <p>Support staff development in PE</p>	
--	--	--	--	--

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Sustainability and suggested next steps:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Enhance current sports facilities</p> <p>Broaden range of sports and activities on offer</p>	<p>Audit/gap analysis. Consider range of current facilities and sports on offer and how to enhance these</p>	<p>Staffing costs for Hydrotherapy</p> <p>Costs of organising Family Fun Health Day/Sports Day</p>	<p>Increase community sport and activity use and for the benefit of pupils and families</p>	<p>Engage further with families for eg. school race for life event; Family Fun Health Day; Sports Day</p> <p>Hiring school grounds and facilities</p>
<p>To complete in sports events against local schools</p> <p>To develop sport tournaments with local schools</p>	<p>Inter competitions outside of school</p>		<p>Confident, enthusiastic competitors with a sense of fair play and appreciation of others</p>	<p>Extend both intra and inter competition opportunities</p>

To compete against each other	Intra competitions within school/pathways/class		Commitment to training Associated skills; teamwork, confidence, resilience, learning to lose, shared experience	
To engage pupils in personal Challenges To offer a range of individual sports for pupils to compete against personal best	Creative thinking to include more sport and physical challenges into the day eg. personal best challenges		Positive opportunities for pupils not wanting to be involved in team sports. Maximise use of school equipment And facilities	Use of community facilities for individual sports eg. leisure centre, climbing walls

Meeting national curriculum requirements for swimming and water safety	Y6 pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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 Hydrotherapy