



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by



Department  
for Education

Created by





## Sport Premium – Priestley Smith Specialist School 23-24

### **The PE and Sport Premium**

The government is providing additional funding to improve provision of physical education and sport in primary schools. Schools receive PE and sport premium funding based on the number of pupils in EYFS to 6. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - will be allocated to primary school Headteachers and is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

### **Purpose of the Funding:**

In the Academic Year 2023 - 2024 Priestley Smith School will receive £16,305. This year we have continued to use our PE and Sport Premium Grant to enable our primary pupils to access additional swimming sessions via Wilson Stuart Special School. Learning to swim is an important life skill especially for children who are Vision Impaired and is essential for all of our pupils. We have found that intensive blocks of swimming are the most effective way to support our pupils to build on their skills over time. We have also utilize any carry forward to buy moveable PE resources for the playground to capitalize on space as we don't have a hall of our own and also encourage movement in breaktimes. Children with a vision impairment have poor proprioception and balance and this equipment will help develop this and encourage movement at break times.

### **5 Key priorities:**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards.

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> <li>Continued development of and training of staff for delivery of PE/mobility programme to address delayed motor development of students with visual impairment. (100% of Primary aged pupils have delayed motor development/ coordination skills. VI children have issues with proprioception which affects balance and coordination).</li> <li>Swimming delivered to all age groups 3-16 to enable children all to learn to be confident swimmers, irrespective of age. Additional swimming instructor to be employed in 2022-23 to enable this to happen.</li> <li>Ongoing delivery of specialist PE lessons to all Primary pupils in order to upskill Primary teachers and support staff.</li> <li>Increased engagement in physical activity in 2022-23 for all Primary students including softplay and swimming.</li> <li>PE/mobility programme continued to be embedded by PE staff and Habilitation staff to address delayed motor development of students with visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>Use of "Wake up shake up " programme to develop coordination, proprioception and balance implemented across the primary department.</li> <li>All children across the primary department have had the opportunity to swim fortnightly in blocks throughout the year. Children have developed greater confidence in the water and develop their core skills. Some are developing into more confident swimmers</li> <li>Our specialist PE teacher is a QTVI and has been supporting TAs in the group to support in the delivery of the PE curriculum with a focus on the specialist nature of teaching VI children</li> <li>All primary children go swimming once a fortnight for a block of time throughout the year. They are gaining in confidence and some are improving in technique.</li> <li>The Curriculum Framework for Vision Impairments is being embedded across the department, of the 11 strands two are particularly pertinent – point 9, Health: Social, Emotional, Mental &amp; Physical Wellbeing , and point 10, Social, Sports and Leisure. Through VIPS lessons (Vision Impairment at Priestley Smith) there is now a greater focus on the gross motor skills if children and support to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop the Wake up Shake up activities in primary</li> <li>Use the CFVI as a vehicle to drive forward the elements of 9. Health: Social, Emotional, Mental &amp; Physical Wellbeing - Providing targeted teaching and support to facilitate the development of the mental, emotional, social and physical wellbeing of children and young people and 10. Social, Sports and Leisure - Supporting children and young people to have opportunities to participate in social, sports and leisure.</li> <li>Continue to offer swimming to all year groups Water provides an effective learning environment for a visually impaired person. The opportunity to feel safe and relaxed, develop an awareness of how their body moves and move freely in a space is relatively small and limited, is as important as learning strokes. Confidence in the water is hard to attain when a person has a VI and makes swimming an even more important activity for those who are VI</li> </ul>

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>Outdoor equipment to support PE and physical activity as an alternative to using other schools halls and to promote physical activity during leisure times – purchase of trim trail, adventure walk and construction set</i></p>	<p><i>PE teacher – further options to teach activities outside the hall</i></p> <p><i>Lunchtime staff and teachers – opportunities to encourage physical activity out side the curriculum</i></p> <p><i>Children – physical activity is encouraged and becomes a normal part of play</i></p>	<p><b>1. increasing all staff’s confidence, knowledge and skills in teaching PE and sport</b></p> <p>all staff utilise outdoor equipment and have an understanding of the impact of a VI on proprioception and balance and can support children to develop skills</p> <p><b>2. increasing engagement of all pupils in regular physical activity and sport</b></p> <p>Children have opportunities everyday to engage with physical activities,</p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to develop core strength balance and proprioception</i></p> <p><i>Equipment is available for use all year for years to come</i></p>	<p><i>£9735 used to purchase trim trail ( money brough forward -not spent during Covid)</i></p> <p><i>£2995 used to purchase a construction kit</i></p> <p><i>£1999 used to purchase adventure unit</i></p>
<p><i>Specialist QTVI PE teacher.</i></p>	<p><i>QTVI understands needs, barriers and support of Vision Impaired CYP and supports staff in delivering PE including CPD to develop Teaching assistants skills and repertoire in PE</i></p> <p><i>Children with a visual impairment tend to take part in less physical activity, thus it is particularly important that they become physically active in childhood to sustain a prolonged healthy, active lifestyle (Kozub &amp; Oh, 2004).</i></p>	<p><b>1. increasing all staff’s confidence, knowledge and skills in teaching PE and sport</b></p> <p>staff supported to understand specific needs of CYPVI to develop and access sports and physical activities</p> <p><b>3. raising the profile of PE and sport across the school, to support whole school improvement</b></p>	<p><i>Children and staff recognize the importance of physical activity and more likely to engage with it as they grow up as they are taught to overcome barriers to learning caused by their VI</i></p>	<p><i>£10000 towards salary of QTVI qualified PE teach with in depth understanding of needs of CYPVI</i></p>



<p><i>Swimming teacher to support swimming lessons</i></p>	<p><i>Staff participate in lessons supporting children in small groups or individually - CPD for staff</i></p> <p><i>Children have the opportunity to engage safely with swimming and overcome barriers to swimming as well as importance of learning to swim for a VI person.</i></p>	<p><b>1. increasing all staff's confidence, knowledge and skills in teaching PE and sport</b></p> <p>Staff have ongoing CPD on how to support CYPVI in the water and develop their confidence</p> <p><b>4. offer a broader and more equal experience of a range of sports and physical activities to all pupils</b></p> <p>Opportunity to swim broadens CYPVI opportunities to engage with physical activities</p>	<p>In the pool, a blind person can learn about body image and space by using concrete reference points such as water level, wall-to-wall distance etc. and developing their awareness of the world around them – long term impact</p> <p>Staff have an understanding through CPD on how to develop children's confidence in the water, utilized year on year – teaching a blind person to swim is very different to a sighted person and it is very important to realize that the information they receive cannot be visual so has to utilise other senses - hearing, the sense of touch, the kinesthetic, proprioceptive to enable them to learn the fundamental skills of swimming.</p>	<p><i>£1631 cost of swimming instructor</i></p>
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> <li>• Purchase of trim trail, construction balance kit and adventure trail utilizing carry forward from Covid</li> <li>Increased focus on physical activity for all primary aged children to encourage movement</li> <li>• CPD for staff in supporting physical activity for students with a VI – delivered by specialist QTVI PE teacher.</li> <li>• Increased liaison and partnership working with West Midlands sports organisations and schools including links with West brom and Aston Villa outreach programmes.</li> <li>• Residential focus on physical and sports activities opened up to Year 5 and 6 for the first time.</li> <li>• Increase water confidence in all primary pupils by the time they reach the end of year 6 with an increased number of children swimming 25M unaided</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden the experiences of pupils of sports and activities for fitness and leisure. CYPVI more actively engaging with physical activity</li> <li>• All staff develop skills in supporting physical activities for CYPVI to develop their balance and proprioception</li> <li>• CYPVI have increased opportunities to engage with external agencies and develop skills in different sports</li> <li>• Year 5/6 children spent 3 day residential atank Chapmas activity centre, enjoying outdoor activities with a focus on physical activity and challenging themselves whilst staying away from home ( high ropes, zip wires, climbing, archery)</li> <li>• Children are more confident in the water and some are making progress with their strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase some additional PE equipment pertinent to students with a VI</li> <li>• Explore Gym access to support our vision impaired pupils to access a wider variety of sports activities as part of our drive to improve mental health and introducing our pupils to new skills and interests to improve their overall fitness.</li> <li>• To develop further the PE/ mobility programme further through the CFVI VIPS programme</li> <li>• Intoduction of additional physical activity through movement and music for EYFS and infants from sept 24</li> <li>• Investigate opportunities to be found for all Primary students to take part in local, regional and national competition and activities</li> <li>• Continue to develop the skills of all staff in delivering games/sports in the playground.</li> </ul>

# Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	0 %	Small cohort – only 8 children - in addition to their VI students have a range of coordination and physical disabilities. Having a VI impacts proprioception and their coordination
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	12.5%	<i>Out of the 8 children 1 can use a range of strokes effectively This is in the context of children who are blind and severely sight impaired with complex learning needs</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	in addition to their VI students have a range of coordination and physical disabilities. Having a VI impacts proprioception and their coordination.
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	All children from EYFS to year 6 have been swimming this year. We have paid for additional support staff to promote swimming
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	All staff participate in swimming lessons as children need bespoke and often individualized support. CPD is required for the unique needs of each child and an understanding of how to develop core skills of swimming when demonstrations cannot be seen.

Signed off by:

<b>Head Teacher:</b>	Joanna Garvey
<b>Subject Leader or the individual responsible for the Primary PE and sport premium:</b>	Joanna Garvey
<b>Governor:</b>	Annie Bearfield
<b>Date:</b>	28 <sup>th</sup> July 2024