



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Springside
PE Premium Action Plan
& Spending 2022/2023

Commissioned by



Department for Education

Created by



YOUTH SPORT TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

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

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the **31st July 2022**. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Achieved The School Games, 'GOLD MARK' for 2021-22 • Successful Springside Health and Wellbeing week with a variety of activities and providers. • Successful OFSTED, deep dive into Physical Development • Strong links continuing with RBSG • Springside hosted a SEN event for the IPLCN schools which was extremely successful and is now going to be an annual event. • Adapted bikes and trikes fully utilised during break and dinner sessions as well as via specific PE lessons. • Bike Ability differentiated sessions provided and accessed by a variety of learners at their relevant level of ability. • Regular contract with a bike maintenance company in place to allow for health and safety and best utilisation of the equipment. 	<ul style="list-style-type: none"> • MAPT training has not taken place again! Due initially to COVID and then being let down by the trainers – this needs putting in place as soon as we can for the Physical and Complex learners and then to be up and running on a weekly basis • We need to take into account the, New guidelines to support disabled children to be more active, published 16th February 2022. We will look at increasing our accessibility to cycling through the Jiraffe trikes and to introducing the, MOVE program to our learners as well as after school Hydro clubs and establishing the Hydro offer again. • We need to look at how we can re-establish extra-curricular clubs • Continue to work on increasing our Educational visits, using them for independent learning and specific life learning involving physical activity and My Play and Leisure curriculum - making use of local facilities including Hollingworth lake water sports and climbing wall • Continue and further our links with school games, IPLCN, Your Trust (was Link4Life) etc. • Continue our swimming for Y6 learners and beyond using Castleton baths • Rebound Therapy – update training and get it up and running taking into account the staffing constraints • Continue to develop our delivery and resources for Sensory circuits and sensory breaks.

Meeting national curriculum requirements for swimming and water safety.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.	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/No
<p>In Sept 2022 there are 15 Y6 Learners. 3 in the Experiential Phase, 5 in the Exploratory Phase and 7 in the Investigative Phase. From these there are 8 learners who would be able to access the local swimming pool for lessons on a weekly basis. Any Learners in Year 6 who are unable to attend the local pool, due to severity of need or medical conditions, are given the opportunity to access the school's hydrotherapy pool on a regular basis in year 6. Sessions are planned to support learners to develop confidence in and around water as well as to support physical (physio) need and movement. Classes have the flexibility to use these sessions in the most appropriate way for their learners, this can be 1:1 or small group sessions. Learners develop confidence in the water and increase their physical wellbeing and pre-swimming skills along with safety around water.</p> <p>100% of all Y6 learners over the year will access either the swimming lessons at the local pool or the school's hydrotherapy pool. We will be using our Primary PE and Sport Premium money to allow for a weekly session throughout the whole year in term time for our Y6 learners to access the local swimming pool where appropriate.</p> <p>We will be using extra staffing support in school to facilitate the Hydro / Water sessions for the Y6 learners, one and a half hours overtime per week for a LO.</p>	<p>Transport £52.70 per visit – year round Swimming lessons £70 1 hour pool time £40 per teacher x2 £20 for the lifeguard Total per session = £170 School budget pays 1 term PP = £1760 Transport 2 terms, x20 sessions = £1518 Total for Swimming = £3278 External swimming Castleton Baths Learners make great progress from their individual starting points in areas of physical development, resilience, water confidence etc. Staffing for Y6 Hyro/water sessions-£600</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £16 959.15		Date Updated: June 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 20%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continuation of, ‘Walk a Mile’ for relevant learners and staff each morning as they arrive at school. Those not involved in the walk take part in appropriate regulating/physical activities each morning. (standing pants, sensory circuits etc). SDP 1a How can we ensure all learners and staff are, ‘Calm enough to engage and alert enough to learn’. Impact on learners: Learners are able to regulate ready for the start of the school day, improved fitness and health, supports chief medical officer guidelines. Supports wellbeing of staff and learners. Helps learners establish Play and Leisure activities.	Continue to make sure the paths are free of overhanging branch growth and safe for learners etc. Make sure staff are strategically placed for Health and safety of learners. Make sure learners come prepared for all weather types Continue to create a mind-set among staff and learners that unless it is absolutely pelting down with rain or dangerous icy etc. we will be going out on the walk. Establish an alternative under cover in the runs if this cannot go ahead.		Covered via GFM school budget	Learners fitness levels increase Learners strength and mobility has increased Learners are socialising and sharing as they walk. Learners are establishing independence and there likes and dislikes regarding Play and Leisure activities. The majority of learners are refreshed, regulated and ‘ready to learn’ when the walk is finished. Some learners choose to jog the mile	This is very sustainable as there is little cost and now it has been up and running for a couple of years it has become an integral part of the daily school routine. Next steps: Continue with the expectation, add challenges and incentives. Now we have a protected area with the new fencing increase numbers taking part in the walk where appropriate. Use the walk for inclusive activities

<p>Continuation of Sensory circuits and Sensory breaks for the appropriate learners.</p> <p>Impact on learners: Learners are able to regulate ready for the start of the school day, improves fitness, mental health and mobility.</p>	<p>Sensory Circuits - top up purchases of equipment due to breakages, damage, wear and tear etc. eg. Physio balls, peanut balls, sensory flooring, stepping stones, durable trampolines, body socks etc purchase of new innovative equipment for this</p> <p>Purchase; Whizzy Dizzy x2 = £354.76 Step along Log x1 = £64.66 Step a Stones x1= £63.25 Didicar x2 = £109.98 Medium Physio ball extra thick x10 = £209.90 Anti-burst peanut ball x5 = £83.95 Inflated wobble cushion x2 = 31.98 Gonge carousel seat x5 = £799.95 Climbing equipment/frame = £921.04 Silent mini fitness trampoline x2 = £143.98 Total = £2783.45</p>	<p>£2783.45</p>	<p>Learners able to self-regulate appropriately</p> <p>Sensory circuits are carried out Each morning on arrival by the Exploratory Phase and where appropriate a number of learners from the investigative phase. This helps the learners to regulate ready for the days learning.</p> <p>Sensory breaks are taken as and when needed throughout the day using the most appropriate equipment to help the learners regulate and be ready to learn</p>	<p>It has been sustained for the past 3 years. It has become a routine part of the day for the learners and is headed by the Exploratory Phase lead who continues to realise its importance.</p> <p>Regular updating of Sensory circuit resources.</p> <p>Staff referral to, 'Sensory Circuits' benefits and needs, training delivered where necessary for new staff.</p>
<p>Establish Extra Curricular activities/ After school clubs for learners across school in the aftermath of the pandemic and in line with the recovery curriculum</p> <p>Impact on learners: improves fitness and health, supports chief medical officer guidelines. Improves self-confidence promotes social skills, promotes wellbeing, promotes Independence and my play and leisure etc.</p>	<p>Cycling club at lunchtimes- targeted learners are supported to use the cycling path/walk a mile route at play and lunch times to ride the bikes one way round a circuit. Expectations in place – helmets to be worn when using a bike. How to pedal and manoeuvre obstacles etc. Risks managed by class staff and route checked for debris, breakages etc prior to learners using</p> <p>Establish after school clubs for sessions in the Hydro Pool – Water play, water safety, physical</p>	<p>General maintenance of bikes, replacement of helmets Maintenance £500</p>	<p>danger, ability to ride a bike, fun and wellbeing. Experience of Play and leisure activities, improving independence – helmets were bought – need to focus again on the need to wear helmets Bikes remain in working order are safe and can therefore be used regularly and consistently</p> <p>Wellbeing, new skills, opportunities the learners wouldn't usually access, fun etc</p>	<p>Play and lunch clubs which take place alongside regular play break activities are easier to staff. Therefore, more sustainable</p> <p>Established a good relationship with no- profit organisation to regularly maintain our bikes</p> <p>Using the staff members that owe extra hours is a cost effective way to utilise their time and highly beneficial for the</p>

	<p>development and pre swimming skills. Monday, Wednesday and Thursday 3-4pm Use ATSPRA trained staff to lead and set RA's Utilise the staff that owe hours via their contract (less than 5yrs with Rochdale).</p> <p>Skylight Circus – re-establish our link with Skylight circus. One full day of performance and workshops for 4 Investigative classes. Then focussed grp 8 learners x1 pm session. Same 8 learners then do after school club at Skylight circus 6 wk block.</p> <p>Create a timetable of clubs and register of learners attending.</p> <p>Purchase any specific equipment required for the clubs.</p>		<p>Clubs can go ahead without any resource issues in an efficient manner.</p> <p>Develop social skills in a fun way which motivates learners and increase physical activity which impacts wellbeing.</p> <p>Increase physical activity, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.</p>	<p>learners and more sustainable than relying on good will.</p> <p>Continue links with skylight circus and their charity donations and community projects</p> <p>Playground equipment remains separate from PE equipment</p>
<p>Achieve the Bronze award for LOtC (Learning Outside the Classroom)</p> <p>Support the LOtC working Party members to offer physical opportunities for LOtC</p> <p>Mirror competitions experiences back in school for those not available to attend IPLCN or School Games events - where this would be appropriate and of benefit to learners</p>	<p>Inclusion & The Learning Outside the Classroom Working Parties to work together using the IPLCN and School Games competition/Festival calendars to provide opportunities for learners back in school to have a taste of these events at the relevant level.</p> <p>e.g. 09.12.22 – Tigers attend Santa Dash 16.12.22 – Use the Walk a Mile route to do an in school Santa Dash inviting parents to come and join in the Dash.</p>	<p>Pupil premium money and school funds will be used for the majority of this project, time, staffing, large cost equipment etc</p> <p>Heavily dependent on the cooperation</p>	<p>Increased awareness of the benefits of Outdoor learning Increased use of Outdoor learning Outdoor areas and resources improved and purchased Bronze LOtC award achieved</p> <p>Increase physical activity, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.</p>	<p>JH LOtC working party lead and an established working party in this area. (very passionate about this area) Staff awareness of benefits, resources purchased and training increased therefore more sustainable</p>

<p>Impact: Learners able to access a variety of physical experiences in a safe learning environment expanding their play and leisure opportunities.</p>	<p>Development of outdoor areas: musical sound walkway, shelters, log seating, tents, trees, planting area, long grass area, chimes, visual stimulus etc. Risk assessment for large outside area and possible activities (Fire etc.)</p> <p>Continue to develop and run 'Wilderness Therapy' (eQe Outdoors) as an intervention program extending it back to going off the premises in line with the easing of the restrictions due to the pandemic. (advertise and take on a driver for the mini-bus) Led by the 2 staff trained in Wilderness therapy (FJ & MO)</p> <p>Several groups of targeted learners with emotional needs will take part once a week for a full morning or afternoon. Each group will complete a 6 week course taking part in activities – den building, fire pit, walking, discovering nature etc.</p> <p>Keep a register of learners who have taken part over the year</p> <p>JABADAO –to be led by the class teachers now it has been modelled. FJ to be used in an advisory capacity and to model good practice. Developmental Movement Play is child led, play based, non-verbal movement approach based in movement play practice and</p>	<p>of GFM and their costings</p> <p>Replace & purchase appropriate low cost equipment</p> <p>Dependent on bus driver contract and release of trained staff.</p> <p>School budget</p>	<p>There's pre and post scoring assessments, referral forms, and observations - all of them are then used to write up a report (which outlines progress made by each of the individuals).</p> <p>Increase physical activity Improve, health benefits emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery. Whilst exploring an environment they would rarely access</p> <p>Develop social skills and communication through music and movement in a fun way which motivates learners and increases physical activity which impacts wellbeing</p>	<p>Trained TA4 FJ to lead the project, overseen by Assistant Head (Behaviour lead) and EVC lead. (Also TA2 trained MO)</p> <p>JM to monitor trips as EVC lead</p> <p>As long as we keep a bus and driver in the staffing structure then weekly visits off site can be timetabled and continue.</p> <p>FJ has modelled and delivered in the Exploratory phase, staff to continue to use within their own classes FJ to oversee equipment and train staff as and when appropriate.</p>
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	<p>development movement theory</p> <p>English - Continue the use of funky fingers, write dance, dough disco etc.</p> <p>Maths on the Move - A lot of our learners love maths/number but do not like or understand when you want them to move about/be physical – using maths to motivate movement</p> <p>Use of lesson study video to disseminate particularly to new staff</p>	<p>replacement equipment school budget</p>	<p>Assists fine motor skills in a fun hands on learning approach</p> <p>Learners maths and physical activity improve.</p>	<p>Continues through curriculum where appropriate.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>9%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Our Functional Curriculum continues to promote active learning with every child having a PLP target related to, 'Physical & Sensory' and a main curriculum pathway being Physical & Sensory, with ample opportunities across the curriculum to be active and improve motor competence and independence.</p> <p>SDP – 2a/ How can we ensure our curriculum pathways provide breadth 3b/ How can we ensure all learners are, 'actively learning'</p> <p>Aims</p>	<p>Support physical curriculum activities via educational visits, equipment and resources in school, knowledge and understanding of how Physical activity promotes health and wellbeing (See Key indicator 1 above)</p> <p>Update our Healthy Schools application receiving an updated certificate.</p>		<p>Increase Physical activity alongside Wellbeing in line with our SDP and government research and legislation</p> <p>Continue with 'Healthy Schools Status'</p>	<p>The Functional curriculum is up and running and growing continually.</p>

<p>Increase Physical activity -in line with the government research into the 3 Pillars of progression in PE Research March 2022</p> <p>Promote Healthy Lifestyles – Develop learners understanding of how to keep physically healthy, eat healthily and maintain active lifestyles.</p> <p>Impact for Learners: Health and Wellbeing improved through Physical activity. Improved motor competence and Personal development, reduced levels of anxiety, stress depression.</p>	<p>Culminate our year with a focussed Physical and Wellbeing Week Summer term.</p> <p>Learner Council to be fully involved in the planning of Springside Health, Physical and Wellbeing Week and</p> <p>Throughout the week we will have health and Wellbeing and Physical activities going on internally and from external providers. e.g. Nurses, community Police, Fire Engine, Ambulance, Dietician, Tooth brushing, RFC, RCC, RRC.link for life, adapted bikes, tri Golf, Your Trust etc.</p> <p>Negotiate with Hamer on use of some of there areas over the week for the climbing Wall etc.</p> <p>Parents invited in to join in/observe one of the activities</p> <p>Timetable of the week’s Physical and Wellbeing activities.</p> <p>Photographic evidence</p> <p>Wall Display of the week’s work / achievements / activities</p> <p>Parental, staff and learner feedback forms</p> <p>Learners experiencing new activities, activities they may not have the experience of otherwise.</p>	<p>£1600</p> <p>Hire equipment External providers etc.</p>	<p>Learner Council will be fully involved in the planning and organisation of Health and wellbeing week</p> <p>Physical activity along with Wellbeing, across the school promoted annually.</p> <p>A broader range of activities provided for the learners.</p> <p>Parents have an opportunity to come and see the learners participating in a broad range of activities.</p> <p>Building relationships, social skills</p> <p>Improve / develop: Self-esteem, confidence, social skills, physical activity, health awareness, wellbeing, resilience, teamwork etc</p> <p>Community links</p>	<p>In 2018-19 Introduction of a full carousel sports day - great feedback from all involved</p> <p>2019-20 – Introduction to a Physical and Wellbeing week based on the Olympic Games – cancelled due to the Pandemic. Rearranged Summer 2021</p> <p>2021-2022 – health and Wellbeing Week – Olympic themed</p> <p>Continue to build on this with an annual physical and wellbeing week with relevant current focus</p> <p>Use community links we have established over the years to facilitate the week</p>
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Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  Active Partnerships  UK COACHING  UK active  UK Active
Minister of Education

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>MAPT Training and the delivery of MAPT up and running on a weekly basis in the Experiential Phase with a celebration assembly each term</p> <p>Impact on Learners: Individual physical movement goals achieved, facilitate movement, increase or decrease muscle tone, aid relaxation and sensory integration as well as aid communication and promote assist physio therapy requirements for individuals. Learners with less opportunities for physical activity participate regularly in activity through MAPT.</p> <p>SDP 5a How can we ensure all staff members have the relevant skills, positive attitude to engaging and developing rapport with all learners? 5b How can we ensure the continuing professional development offer is good value for money?</p>	<p>Train the relevant staff in MAPT looking at alternative deliverers to Redwood as they have struggled to provide training for us year on year</p> <p>Once training in place Class Teachers to timetable the session in to facilitate regular weekly delivery of MAPT for the relevant classes, Wallabies and Butterflies.</p> <p>Purchase relevant equipment for the sessions to go ahead</p> <p>Link the movements with the MOVE Program</p>	£700	<p>Each learner in the Experiential Phase and relevant Dinosaur learners receive a weekly MAPT session</p> <p>Physiotherapists, OT's assist with relevant programs for the learners when they are in school incorporating their physio needs into their MAPT session where appropriate</p> <p>Termly celebration of the learner's achievements - with parents invited</p>	<p>Staff within school are trained in the delivery of MAPT so we are able to deliver year on year</p> <p>MAPT becomes established as a weekly session in the relevant classes</p> <p>Continue to train staff and disseminate MAPT training</p>

<p>Update Rebound Therapy training – JMa/BD and disseminate to staff involved. Rebound continued to be delivered at a high standard.</p> <p>Impact for Learners: Rebound interventions benefit in numerous ways including communication, self-confidence, balance, muscle tone, relaxation, spatial awareness, body awareness, trust & confidence as well as fun and enjoyment.</p> <p>Aquatic Therapy Shallow Pool Rescue Award – LA/KF/LW/KH/JMe/JMa attend the 2 day course and receive the associated qualifications. Onsite Hydro, water play, water safety and confidence delivered in a safe and productive environment</p> <p>Impact for Learner: Safe use of the onsite Hydrotherapy Pool. Increase in Water confidence, Physical development, Strength of limbs, body awareness, movement, communication, fun and enjoyment. Increase motor competence</p>	<p>22nd September 2022 – one day update of Rebound training attended by JM/BD</p> <p>Dissemination to the other 4 trained in Sept 2019.</p> <p>Continuation of Rebound Programme in Experiential Phase and rolling out to all Phases. JMe/JMa deliver in Exploratory Tues am</p> <p>6 members of staff across the phases trained in ATSPRA 2022</p> <p>These staff work across the phases. Where relevant they will lead support the Hydro sessions within the phase being the lead in the pool on the day.</p> <p>LO –employed as an extra body to facilitate the loss of this member of staff in class either to assist with swimming or to replace staff in class so they can assist with swimming.</p> <p>Experiential Mon/Tues am JMa – water safety and Hydro interventions – 3 times a week</p> <p>After school water play/Hydro clubs delivered 3 evenings a week.</p>	<p>£360</p> <p>Training cost - £900 –out of last years budget July.</p> <p>LO cover cost – £600</p>	<p>6 staff members updated in Rebound Training. Rebound Therapy continues to be delivered throughout the school particularly in Exploratory and Experiential Phases.</p> <p>Learners develop - communication, self-confidence, balance, muscle tone, relaxation, spatial awareness, body awareness, trust & confidence as well as fun and enjoyment</p> <p>6 staff members Awarded by RLSS UK in the following Awards.</p> <ul style="list-style-type: none"> • IQL Level 2 Award in Automated External Defibrillator- AED • IQL Level 3 Award in Emergency First Aid at Work • Aquatic Therapy Shallow Pool Rescue Award <p>These staff members have facilitated delivery in our Hydro pool for relevant learners.</p> <p>Learners - confidence in water increases, improved mobility, strength and suppleness of limbs improved, communication increased due to highly motivating activity.</p>	<p>6 x staff members are trained in Rebound Therapy delivery so year on year provision can be provided.</p> <p>Continue to update training and train others in Rebound</p>
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<p>MOVE Senior Practitioners – train 4 staff members JMa/OBR/LA/BD as senior practitioners in order to deliver MOVE in school and train other staff members</p> <p>Impact for Learner: Assists learners with complex physical needs to work towards, independent movement however small, targeting next steps. In some cases can lead to independent sitting, standing and walking. Increase motor competence.</p>	<p>8th & 9th December 4 staff to complete MOVE training as Senior Practitioners.</p> <p>MOVE is a program that supports learners with complex physical needs assisting with how best to work on movement, however small, and with targeting the next steps.</p> <p>Have 4 Senior Practitioners across the school who can implement the program and train others to deliver MOVE where appropriate.</p> <p>MOVE implemented throughout school to the Physical and Complex learners</p>	<p>£1235</p> <p>(£250 per person, £175 yearly membership & £60 MOVE manual)</p>	<p>We have 4 Senior Practitioners in MOVE. They have introduced MOVE combined with MAPT to ...</p>	<p>4 x staff members trained in MOVE and as MOVE trainers - therefore continued provision and training can be provided</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 41%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>SDP – 2a/ How can we ensure our curriculum pathways provide breadth 3b/ How can we ensure all learners are, ‘actively learning’</p>	<p>See all other Indicators for a broader range of activities offered via health week (climbing wall, gong bath etc), curriculum, swimming offer, after school, outdoor learning etc</p>	<p>See Above</p>	<p>The majority of learners are able</p>	<p>Once taken part in activity can</p>

<p>Improve opportunities for My Play and Leisure and Independence skills and Increase physical ability, social skills and wellbeing through Outdoor learning and Educational visits.</p> <p>Link with Hollingworth Lake— create a regular slot at Hollingworth Lake to take part in a water sports, Climbing wall and Archery activities.</p> <p>Impact for Learners: Learners who have no access to these sports generally, access them and can be signposted to use with parents.</p> <p>Exploratory learners who find it difficult in a typical PE environment get to be active, experience new activities, learn about safety.</p> <p>Educational visits involving Play and Leisure and Sport.</p>	<p>Made a link with Hollingworth lake through our Olympic week last summer.</p> <p>Create a weekly slot for school to use the facilities as part of our PE/SMSC delivery and play and leisure pathway.</p> <p>Make use of their fully accessible climbing wall, Archery Range and water sports - Learners can be hoisted into a sling and taken up the wall , Sailing is fully accessible can hoist into boats on beanbags etc</p> <p>Ratio 1-6 or -8 governing body regulations - costings £72.90 2hrs session min 6 learners plus £13 each child after - try and negotiate a deal for regular use.</p> <p>Y6 learners to access during Health Week.</p> <p>Fill in EVOLVE risk assessment for activities to be approved by the LA - High risk involving water</p> <p>Mini Bus driver employed so school minibus is up and running.</p> <p>Visit climbing walls, soft play & adventure areas, parks with playground equipment etc.</p>	<p>£1000</p>	<p>to access the facility at some level</p> <p>Physical fitness improving Understanding of turn taking, health and safety aspects Building confidence, self-belief, resilience, wellbeing, determination, social skills</p> <p>Learners taking part in activities that may usually be inaccessible to them</p> <p>Leaners understanding rules, turn taking, appropriate social rules/behaviours in community areas</p>	<p>see if it is something we want to maintain.</p> <p>Would rely on funding so would need to be incorporated into the school budget to be sustainable if funding for Sport Premium ends.</p> <p>Bus driver is part of the staffing structure at present</p>
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<p>Regular Swimming provision (year 6 learners) – see swimming section above</p> <p>Impact for Learners: Learners who have no access to swimming can access and can be signposted to use with parents. Learners increase water confidence, movement and physical ability to swim/move in water.</p> <p>Purchase Jiraffe Trike with all adaptions</p> <p>Impact for Learners: Assist in motor competence particular for learners with complex physical needs as they will be able to physically do the motion of riding a bike (assisted). Opens opportunities that they would never get as they wouldn't be able to physically access a standard bike.</p>	<p>See above first term paid from school budget then additional terms paid via Sport Premium and Hydro/Water play supported by paying an additional adult to facilitate the activity.</p> <p>Jiraffe came into school and demonstrated the bikes with our own learners.</p> <p>Purchase 1xS 1XM Trike – means we have all the parts for it to be for a small or medium learner and all the adaptions to support where appropriate for individuals.</p> <p>Grants available via Jiraffe for parents to purchase Jiraffe bikes – can trial in school first to see if it is something they want to purchase.</p>	<p>£3278 (doubled in price this year!!)</p> <p>£3602.70</p>	<p>Learners learn safety around water, increased confidence and abilities witnessed. Certificates achieved</p> <p>Learners can increase muscle tone, mobility, motor competence, health and wellbeing – being able to ride a bike which they could not do without these adapted trikes.</p>	<p>One term can be sustained through the school budget as it is now.</p> <p>Will have the bike in our possession adaptions are very simple mechanisms and with the regular maintenance of the bikes this is fully sustainable.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>SDP</p> <p>4a How can we ensure our social inclusion is effective?</p> <p>4b How can we ensure our learners participate at a meaningful level?</p> <p>4c How can we ensure we offer positive risk taking and offer appropriate active support.</p> <p>Member of IPLCN PE Cluster</p> <p>Impact: Belonging, being part of a network of schools working together. Inclusion into mainstream competition.</p> <p>Host a SEN specific IPLCN Event: Deliver a SEND competition for Mainstream schools with SEND learners.</p> <p>Impact: Learners who don't as a rule get to attend sports events / competitions can attend a competition/Festival/event specifically catered towards their needs.</p>	<p>Attend termly PE Cluster meetings as PESSPA lead at Springside.</p> <p>Look at the list of competitions available and choose the ones which will be most relevant for our learners. – Archery, Orienteering, Dance and Athletics etc.</p> <p>Assign a member of staff to oversee the organisation of attending these events ie. Picking teams, letters home, RA etc (JH)</p> <p>Ensure the learners can practice in school prior to events. Organise transporting learners from and to the competitions.</p> <p>16.05.2023 – Host an IPLCN event in which we target SEN learners from the IPLCN schools (JH to take lead) Tigers to be ambassadors/Leaders for the events. Timetable events, invite schools, create RA organise a lead for each event, use outside agencies where possible – Boccia, New Age Kurling specialist via Your Trust</p>	<p>Membership £300</p> <p>Travel costs IPLCN and School Games £400</p> <p>Outside deliverers - £300</p>	<p>Learners participated in the following IPLCN Competitions/Festivals this year:</p> <p>Dance Sparks Gym Add as the year goes on</p> <p>Smooth organisation of events. Socialise with peers. Appropriate behaviour in social / festival / competition and travel situations. Building confidence and Play and Leisure opportunities.</p> <p>Practice meant learners were better prepared for competition.</p> <p>Hosted event 16th May x schools attended with x learners each – received xxxxx feedback.</p>	<p>The IPLCN is a cluster of schools that work together as a collaborative including via the PE cluster</p> <p>First SEN event happened May '22 really good feedback received therefore has now become an annual event. Physical and Sensory curriculum lead will coordinate this activity each year making it sustainable.</p>

<p>Join the RBSG Primary Offer Further opportunities for competition/Festival events</p> <p>Impact: Opening up our competition network. Understanding the Rochdale offer and participating in inclusive competition, particularly All4Sport events and SEND specific competition. Having Pathway to the school Games competitions. Making links in the community. Reduced membership of Youth Sport Trust. Pathway to Pentathlon competitions. Achieving/maintaining the Gold Sports Mark</p> <p>Mirror competitions experiences back in school for those not available to attend IPLCN or School Games events - where this would be appropriate and of benefit to learners</p> <p>Impact: Learners able to access a variety of experiences in a safe learning environment expanding their play and leisure opportunities.</p>	<p>Negotiated a bespoke offer of reduced cost of membership with SSG coordinator for Rochdale due to our learners not accessing everything on offer due to our specific needs.</p> <p>Regular email contact and meetings to keep up to date on competitions and for training.</p> <p>Receive a calendar of this year's events and which were most relevant for our learners.</p> <p>Enter the 'Engage', 'SEND', 'Enjoy', events that are relevant for our learners and timetable etc.</p> <p>Inclusion & The Learning Outside the Classroom Working Parties to work together using the IPLCN and School Games competition/Festival calendars to provide opportunities for learners back in school to have a taste of these events at the relevant level.</p> <p>e.g. 09.12.22 – Tigers attend Santa Dash 16.12.22 – Use the Walk a Mile route to do an in school Santa Dash inviting parents to come and join in the Dash.</p>	<p>£450 (inc membership of YST)</p> <p>Transport costs see above</p>	<p>7.09.22- attended Welcome Back meeting – received our plaque for the Gold award. Disseminated calendar of events, CPD etc.</p> <p>Events attended:</p> <p>15.11.22 - Panathlon Bowling Won this SEND specific comp and had the highest scoring bowler and therefore chosen to represent Rochdale at the regional final. 08.12.22 – Panathlon Bowling Regional Final. 09.12.22 – Santa dash 16.12.22 – In school Santa Dash</p> <p>Experience of competition winning and not winning and how to deal with this. Experience of varies activities to increase play and leisure opportunities. Opportunities to improve social skills, turn taking etc. Opens a lot of doors regarding SEND specific competition including access to the school Games SEN events.</p> <p>The link with the SSCO's means we are constantly updated on what is on offer etc.</p> <p>Training courses attended at a reduced rate – increasing expertise in PE and therefore impacting on learners positively</p>	<p>Continue membership at the reduced rate in order to access the expertise on offer</p>
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<p>Attend the annual RANSTAD Athletics day</p> <p>Impact: Learners have the opportunity to compete against like for like in Athletic events, competition in a professional sports arena in a very well organised event.</p> <p>Houses and competition/Festivals, Learning for Life events and learning outside the classroom activities within school</p> <p>Impact: Learners have the opportunity to compete in a safe environment Improve develop - personal best Develop social and emotional skills</p>	<p>A group of ten learners attend the Ranstad Athletics competition</p> <p>Practice for targeted group leading up to the event to prepare learners for events.</p> <p>Continuation of personal challenge and continued emphasis on house groups in assembly and class so learners continue to be more aware of their houses. So when it comes to competition/Festivals they have a better understanding.</p>	<p>Transport £50</p> <p>See costings indicator 2 in relation to Health and Wellbeing Week.</p>	<p>Learners are motivated and enthusiastic SEND specific</p> <p>Learners are striving for their personal best Learners become resilient and learn to win and lose gracefully Learners more aware of houses so it becomes more meaningful Learners have multiple opportunities to put social and emotional skills into practice</p>	<p>An SEN specific event we have attended for the last two years (not Covid years as cancelled) very well organised and at no cost to the school except transport.</p>
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Signed off by	
Head Teacher:	Melody Fierro
Date:	Sept '22
Subject Leader:	Jane Mechen
Date:	Sept'22

Governor:	Lynn
Date:	Sept '22