

The Avenue School's PE and Sports Offer (including use of Sport Premium)

**PE & Sports**

**Monitoring and evaluation of standards in PE - What does our monitoring tell us:**

- Physical Education (PE) is being taught well within inside and outside areas and scheduled shared indoor space allocation.
- There is a good range of activities at an appropriate level and a range of resources are accessible for pupils.
- Pupils are generally engaged in PE sessions and encouraged to participate in activities as independently as possible; support is provided by adult as required.
- Playground monitoring: Class staff supervise in the playgrounds to ensure all areas are monitored for health and safety and pupil engagement.
- Some behaviour incidents recorded via behaviour watch in playground sessions, however pupils generally engaged.
- Fitness equipment is well used; trampolines are particularly popular.
- Pupils engage in differentiated PE activities which support coordination, core stability, physical activity and small group interaction.
- Swimming lessons: Pupils are well engaged and there is a differentiation of tasks and challenge for water confidence.

### **Our school's vision and strategy for PE – 'Love, Learn, Laugh'**

- Our curriculum review covered all key areas of the PE curriculum to ensure breadth and balance in line with Government guidance on curriculum and 3i's
- Continue to monitor PE sessions planning for awareness of personal space, coordination, gross motor skills and group interaction skills; Thinking Me (Selecting and Applying Skills and Tactics), Social Me (Acquiring and Developing), Healthy Me (Knowledge and Understanding of Fitness and Health), Physical Me (Evaluating and Improving Performance).
- Continue to plan and deliver PE sessions that are fun and interactive and ensure swimming is accessible to all pupils
- Continue to ensure our playground facilitates include a range of fitness activities that pupils can access in small group or individually.
- Continue to elicit multi professional guidance on how gross body movements can be incorporated into pupil programmes when possible.

### **Use of the Sports Premium 2020/21**

- Pupils continue to have 3 blocks of swimming sessions per year, led by the qualified Swim Team based at Manor School.
- All pupils participate in at least one weekly PE session and access outdoor play at least twice a day (weather permitting), which includes a wide range of equipment.
- Pupils attend high quality planned PE lessons delivered by the Class Teacher, which support the development of physical skills, according to individual pupil needs.
- PE is engaging vigorous and purposeful, promoting healthy lifestyles and positive physical change and collaboration with others.
- We aim to encourage a lifelong interest in physical activity and healthy living.

- We provide pupils with skills they can use in later life and aim to instill a love of gymnastics, dance, ball games, athletics, swimming and Yoga.
- We encourage pupils to warm up before and cool down after PE sessions, to improve their understanding of the impact of exercise on their body, and to reflect on their performance.
- All pupils benefit from weekly Yoga lessons to support competencies in mind-body awareness, self-regulation and physical fitness.
- All pupils have access to OT input and self-regulation programmes where necessary.

What will we receive?

Sport Premium payment for 21/22 is £16,250 PA which includes the additional payment of £10 per pupil for primary schools with 17 or more pupils.

How will we spend the money?

The sport premium grant is being used to improve the quality of PE, sport provision and raise standards across RPT schools.

Sport Premium to be used for	Amount allocated 2020/21	Amount allocated 2021/22	Number of pupils eligible	Brief summary of the intervention	Intended outcomes	Monitoring	Impact
Swimming sessions	£6,413	£6,638	32	All pupils receive swimming tuition to develop their swimming skills.	To become confident in the water. To make progress in learning to swim.	Swimming reports and awards Feedback from pupils, staff and or/parents	Pupils are making good progress in water confidence and swimming technique. Pupils receive certificates of achievement. Pupils have very positive attitudes towards swimming.
Yoga sessions	£2,760	£4,560	32	Weekly yoga sessions delivered by	To develop children's: confidence, concentration, coordination, flexibility	Lesson observations Generalisation of skills into classroom	Teaching of techniques that pupils can use to calm down and deal with their feelings Body control and improved

				Special Yoga practitioner	and fitness. To support pupils to learn how to relax and to identify strategies that might help them to be calm. To develop fine and gross motor skills and core strength To develop perseverance.	Yoga feedback questionnaires	posture. Develop skills of waiting, listening, speaking, taking turns and following rules. Postures can help to regulate the vestibular system, support with focused attention and self-confidence.
Transport to Milton Keynes for Skiing Experience		£600	8 pupils	3 blocks of Skiing Sessions for 8 pupils	Pupils to engage in Skiing activities  Pupils to develop their resilience when learning some new skills	Skiing feedback questionnaires  Staff/pupil/parent feedback	Support core strength, coordination, balance Supports engagement in cultural capital activities Pupils are highly engaged in the Skiing activities, some pupils are very excited by this unique experience. This experience supports pupils to take risks and challenge themselves in this new sporting activity.
Transport to Riding centre for Horse Riding Experience		£450	8 pupils	3 blocks of Horse Riding for 8 pupils	Pupils to learn to be confident in close proximity with the horses  Pupils to engage in Horse Riding activities  Pupils to learn new skills linked to Horse Riding	Horse Riding feedback questionnaires  Staff/pupil/parent feedback	Support core strength, coordination, balance Supports engagement in cultural capital activities Cross- curricular links to Science. This experience supports pupils to challenge themselves in this new sporting activity and further develop their resilience.

**The Avenue School: Updated November 2021**

<b>Purchase /replace equipment for playground</b>	£4,200	£2,500	32 pupils	Resources to support gross motor development, play skills, and interactions in the playground.	A wider range of resources will support pupils to be more engaged in the playground. Resources to be rotated which are engaging and encourage interactions between pupils and adults, and pupils with their peers. Resources will support the development of functional communication and PE vocabulary. To develop gross motor skills. To improve levels of fitness /performance.	Playground observations  Data relating to play skills	Improvement in posture, core strength, self-confidence, and self-regulation.  The frequency and quality of pupil interactions in the playground will improve. Pupils play skills will develop. Pupils interest in play equipment will increase.
<b>Purchase equipment to deliver PE lessons on site</b>	£2,907	£1,502	28 pupils	Resources to support the delivery of the PE curriculum	To improve the PE curriculum offer across the school  To support pupils to engage in all areas of the PE Curriculum	PE Lesson Observations	Improvement in posture, core strength, self-confidence, and self-regulation.  Improvement in skills related to all areas of the PE curriculum
<b>TOTAL SPEND 2020/21</b>		£16,250					

What does the data show about spending?

Sports Premium this year is being used to continue to develop playground resources – which can be utilised on our temporary site and transferred to our new site; also to develop PE resources in classes and shared areas.

All pupils benefit from weekly Yoga sessions. The inclusion of Yoga sessions delivered by The Special Yoga Centre supports pupils in developing strategies for self-regulation and awareness of self. Some staff have attended training from the Special Yoga centre which enables us to deliver additional sessions within the school day or when needed by individuals or groups.

Spending has provided good value for money i.e. we ensure 3 quotes are received before making decisions about spending. With Covid restrictions easing we have been able to re-introduce activities off site for pupils (Horse Riding and Skiing), which has been greatly received by pupils and parents. These experiences for pupils are very unique and highly engaging for pupils and are specially designed for pupils with SEND. We seek to have further variation in access to sports activities, to further extend our PE offer, and to ensure all pupils receive PE/sports sessions that suit their needs, preferences and age etc.

**Extra-curricular enrichment activities provided to promote sport participation**

- 8 pupils engage in weekly Skiing sessions delivered by trained tutors supported by school staff.
- 8 pupils engage in Horse- Riding sessions delivered by trained tutors supported by school staff/
- Playground exercise and climbing equipment
- Yoga sessions for all pupils
- Sports activities available for both boys and girls

Review of the current PE and school sport offer (**strengths** and **weaknesses** of the school's offer)

Current Provision

- PE curriculum Themes reviewed to ensure a consistent broad and balanced offer (3i's).
- Teachers are planning for pupils to develop the pre-requisite skills required to access team games.
- Teachers provide differentiated access to the PE curriculum to ensure all pupils make progress from their starting points.
- Staff interact with pupils at playtimes to ensure increased communication, 'play' interaction and learning experiences for all pupils.
- OTs support and advise on pupils' use of playground equipment to support self-regulation and independence.
- OT equipment is available in all classes to support pupils co-ordination, self-regulation, and the development of their core strength.
- Symbols are available to support with the use of playground equipment; pupils using AAC devices are able to request playground equipment.
- Pupils engage in 1:1 teaching sessions which incorporate play and PE equipment and pupils are taught to request for these items.
- OTs are available to support teachers with their planning and lesson delivery in PE sessions.
- Continue to develop teacher confidence in delivering high quality PE sessions through targeted CPD and support.
- Playground resources to be reviewed/improved due to temporary setting but unable to purchase more substantial resources.
- More pupils need to experience competition where appropriate ( BOCCIA)
- Moving to the new school site in April will greatly enhance our PE offer.

**Priorities for improvement in our PE action plan. How are we using our PE and sport funding grant to gain maximum impact?**

**Services from the local partnerships we have engaged with:**

- Yoga sessions– class staff working alongside Special Yoga Practitioner to develop their own practice and understanding
- Horse riding ( 8 pupils weekly )
- Skiing ( 8 Pupils weekly)
- Collaboration with Physical Education Students and Local secondary school 6<sup>th</sup> formers leading stations on Sports Days at Jason Roberts foundation setting.
- Collaborate with other SEND settings in setting up competitive activities/days ( BOCCIA- BHHAG group)

**Our PE Curriculum Focus Areas:**

**Pupils with complex learning needs:**

Physical Development

- Develop control and co-ordination in large and small movements.
- Move confidently in a range of ways, negotiating space.
- Handle equipment and tools effectively.
- Develop skills to manage basic hygiene and personal needs successfully.



## Swimming

- Develop basic swimming skills.
- Develop an understanding of the importance of personal hygiene in relation to pool use.
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Pupils should be taught to:

- Engage in planned/unplanned opportunities to be active and interactive with peers
- Engage in basic movements including running, jumping, throwing.
- Engage in planned/unplanned opportunities to develop balance and coordination using large and small apparatus.
- Participate in paired activities
- Copy movements and/or follow simple one key word instructions
- Perform simple movements in dance
- Begin to recognise changes in body after activity with adult modelling and input

## **Key Stage One**

### Dance

- Use different parts of the body to explore personal and general space and to move using simple actions.
- Listen to, and move in response to, different stimuli and accompaniments.
- Move in a controlled manner, at different speeds and in different directions, using different levels in space.
- Perform simple steps and movements to given rhythms and musical phrases.

### Gymnastics

- Explore a range of movement skills, including travelling, jumping, landing, climbing, transferring weight, balancing.
- Explore, practise and improve body management skills.
- Progress from working individually to working in pairs.
- Where possible, begin to evaluate their movements and those of others.

### Swimming

- Develop basic swimming skills.
- Develop an understanding of the importance of personal hygiene in relation to pool use.
- Progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities (OT advice)
- Participate in group games
- Participate in dances using simple movement patterns

### **Key Stage Two and Three**

#### Athletics

- Participate in fun activities and physical challenges.
- Learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment.

- Progress from simple running, jumping and throwing activities towards more difficult personal challenges.
- Analyse personal performance in a variety of ways.

### Dance

- Progress from using simple movements and gestures towards a structured, sequenced and co-ordinated set of movements.
- Develop their movements progressively individually, in pairs, in trios, in small groups and in larger groups.
- Develop more effective use of space levels, directions, speed and strength
- Move with increased control, co-ordination and poise, using a variety of actions and gestures to communicate ideas and feelings.
- Create, practise and perform movement sequences, using a variety of stimuli and to an audience.
- Structure dances with clear beginnings, middles and ends.

### Games (Invasion /Racquet and Bat)

- Progress from developing skills for partner activities and games to skills for adapted games and mini-games, through first co-operative and then competitive play.
- Progress skills of handling, hitting and kicking using a variety of equipment to skills needed for adapted games and mini-games, through first co-operative and then competitive play.
- Continue to develop control in running, jumping, changing speed, stopping and starting, with and without small equipment.
- Develop an understanding of, and participate in, small-sided, adapted and mini games.

### Gymnastics

- Extend body management skills and improve the variety and quality of movement.
- Progress from working individually to working in pairs, trios, small groups and whole groups.
- Explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, twisting, turning and stretching.

### Swimming

- Develop basic swimming skills.
- Show understanding of the importance of personal hygiene in relation to pool use.
- Progress from using a swimming aid to developing confidence and competence in swimming without the use of any aids using recognised swimming strokes.

### Outdoor Education and Adventure

- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Develop ability to evaluate and recognise own success.
- Be physically active for sustained periods of time.
- Play competitive games (communicating, collaborating and competing with each other).
- Develop confidence and self-belief in own abilities.
- Develop independence and responsibility.
- Develop ability to listen and communicate effectively with others.
- Develop increased resilience and determination.
- Develop increased knowledge and understanding of the natural environment.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance, for example, through athletics and gymnastics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges.

**Play and Lunch Time fitness, sport and exercise opportunities:**

- Scooters and bikes – coordination and stamina
- Ball games- coordination
- Trampoline – stamina/cardio