

## PE Funding Expenditure: 2018 – 2019

| Number of pupils and pupil premium grant (PPG) received   |              |
|---|--------------|
| Total number of pupils on roll  | 5            |
| <b>Total amount of Funding received</b>   | <b>£3999</b> |
| <p><b><u>Planning and Assessment:</u></b><br/>IPEP was used by teachers to access high quality resources and improve quality of assessment.</p> <p><b><u>Teams and Competitions:</u></b></p> <p><u>Sports Day:</u> Allowed all children the opportunity to compete for their teams across a range of sporting activities.</p> <p><u>Sports Themed Activities:</u> All children took part in a range of sports-related events, including Friday Options, Active Day and whole school theme days including circus day.</p> <p><b><u>Quality of Provision:</u></b></p> <p>Sourcing coaching staff to provide different activities for pupils to access in school</p> <p>Purchasing equipment suitable to meet the needs of the complex cohort of the school.</p> <p>Hiring of external provision that is unavailable in school to help raise the quality of provision and pupils well-being</p> <p><b><u>CPD</u></b></p> <p>FIRST Aid training for teachers and support staff</p> <p>Swimming</p> <p>50% of primary pupils can swim 25 meters.</p> <p><b><u>Costing</u></b></p> <p>Swimming - £2035</p> <p>Water Sports - £984</p> <p>Climbing- £480</p> <p>Introduction to Circuit Training £500</p> <p><b><u>Impact on pupils</u></b></p> <p>60% of pupils can swim 25m. Development of gross motor and fine motor skills and refining technique. This also provided a sensory and therapy stimulus to the SEND pupils and had a positive impact on their day due to a reduction in incidents.</p> |              |

Water sports, students were able to access a new provision. This reinforced their swimming and water confidence in a non-traditional environment. Students interacted socially with staff and pupils and were able to overcome challenges. Students could talk about the positive experiences they had. Sensory needs were met effectively through activities on the Adventure Dock. This helped with self-regulation.

Pupils struggle with positive transitions in and out of school due to their special educational needs the Climbing helped pupils to attend outside provision and return to school successfully. This resulted in a reduced number of incidents and increase in social interactions between pupils. Climbing helped to improve hand-eye and foot-eye co-ordination of the young people and development of core strength and muscle tone.

Fitness instructor was able to provide functional fitness activities to students. Alongside promoting interactions with an unfamiliar adult. Students showed an improvement in gross muscle movement and development of fitness and core strength. It also provide a pathway for students to explore self-regulation skills and strategies which can be used in later life.

**Monitoring:**

All aspects of this spending plan will be monitored each term.

**Sustainability:**

Teachers receive CPD from specialist SEND and PE teachers (observation of PE lessons).

## Key Aims for 2019-20

### **Planning and Assessment:**

IPEP to be used by teachers to access high quality resources and improve quality of assessment.

Purchase of PE passport to aid planning and assessment.

### **Teams and Competitions:**

### **Quality of Provision:**

Sourcing coaching staff to provide different activities for pupils to access in school

Continue to outdoor and adventurous activities to pupils within primary.

Purchasing equipment suitable to meet the needs of the complex cohort of the school e.g. Soft gymnastics equipment

Hiring of external provision that is unavailable in school to help raise the quality of provision and pupil's well-being

### **CPD**

Training to PE and support staff in the use of PE Passport