



PE AND PRIMARY SPORTS PREMIUM REVIEW 2017-2018

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| Key achievements to date End of 2018: | Areas for further improvement and baseline evidence of need for 2018-2019: |
| <ul style="list-style-type: none"> • Development of the MATP programme within school • First MATP challenge day completed | <ul style="list-style-type: none"> • Participation in the Nottingham School Games - taking MATP beyond school • Development plan for outside activities across the school year • Targeted swimming support for those students previously accessing hydrotherapy |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>Due to the nature of the physical disabilities of the students at Oak Field swimming is focused around water confidence and safe entry in and out of water, as well as trying to develop swimming skills where possible.</p> | 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 – it is used to provide Saturday swim sessions so students can further develop skills and water confidence with their families in an appropriate environment, as well as an after school swim club and students accessing weekly swim sessions throughout their time in the primary phase. |

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| Academic Year: 2017/18 | Total fund allocated: £16, 470 | Date Updated: July 2018 | Percentage of total allocation: 50% |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | |
| School focus with clarity on intended impact on pupils: | Evidence and impact: | Sustainability and suggested next steps: | |
| <p>To increase students access and engagement in physical activities during lunch times.</p> <p>For all students to take part in weekly swimming sessions through the primary phase</p> | <p>Impact: Increased engagement in physical activity through use of adaptive sports equipment and alternative sporting activities</p> <ul style="list-style-type: none"> • Lunch time walking clubs – students in KS2 having opportunities to take part in daily walks supported by MDSA and class staff • New equipment purchased being used to encourage engagement in physical activities at lunchtime e.g. new slide encouraging climbing and physical co—ordination, alongside more traditional sporting activities • Diddy cars and races taking place– encouraging students to engage in more physical activities. • Range of mini-games games taking part with some students. <p>Impact: water confidence skills increased. Improved attainment in pre-swimming and swimming skills</p> <ul style="list-style-type: none"> • Students accessing weekly swim/hydrotherapy sessions | <p>Continue lunch time clubs, and include a specific KS2 MATP club</p> <p>Continue development of a range of sporting activities for students rotating them over the course of the year</p> <p>Training for teachers who teach swimming in school aimed at development of skills – specific focus on students with disabilities e.g. Halliwick, ASA</p> <p>Review assessment tool currently being used for recording progress in swimming and identify if it needs adapting to meet the more specialised and individual needs of our students</p> | |

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| | <p>dependent upon individual needs</p> <ul style="list-style-type: none"> Public swimming baths and school hot pool used to ensure all students who are able to have been offered the opportunities to access weekly swimming sessions. Students making progress through rock hopper awards in school and through assessment by swimming instructors through Nottingham City swimming instructors at local community pool. | |
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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | Percentage of total allocation: 23% |
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| School focus with clarity on intended impact on pupils : | Evidence and impact: | Sustainability and suggested next steps: |
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| <p>To formalise a PE curriculum for students with complex physical disabilities to support the development of physical skills at an appropriate level.</p> <p>To develop competitive sports amongst and highlight the talents of students with PMLD and CLDD</p> | <p>Impact: Increased engagement and progress in PE in line with the formalised curriculum.</p> <ul style="list-style-type: none"> • Students with PMLD/CLDD now accessing MATP as their PE curriculum. • Sessions taking part on a weekly basis and skills developments being achieved in line with individual aims • Learning journey evidence of student progress within these sessions <p>Impact: Increased engagement and skills development for students with PMLD and CLDD</p> <ul style="list-style-type: none"> • 15 staff across the school completed training with Special Olympics and MATP in March 2018 • MATP programmes introduced in to classroom 2nd half of Spring term 2018 students working towards individual targets • Challenge day completed at the end of the summer term 2018, students all successfully completing their challenges on the day. • Event supported by the rest of the school and parents, really | <p>Continue to implement and review the curriculum in line with the changing needs and profiles of the students coming through. Review current assessment tool for PE for students with CLDD PMLD and identify if it matches with curriculum and skills development now being followed</p> <p>Develop MATP further working towards taking part in Notts Games and working on inter-school event</p> |
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| | <p>positive atmosphere and engagement from all present.</p> <ul style="list-style-type: none"> • | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | Percentage of total allocation: 0% (allocated above) |
| School focus with clarity on intended impact on pupils: | Evidence and impact: | Sustainability and suggested next steps: |
| To train staff to deliver MATP for students with complex needs Students to receive individualised and targeted physical skills development sessions linked to competitive sports at an appropriate level. | <p>Impact: Increased engagement and skills development for students with PMLD and CLDD</p> <ul style="list-style-type: none"> • 15 staff completed the MATP training • Planning created and being implemented with students in structured PE – MATP sessions every week • Students working towards specific individual targets working on skills in each session. • Skills showcased at Challenge day in front of the rest of the school and parents • Learning journeys reflecting progress towards individualised targets in sessions over the term | <p>Staff to continue to implement MATP sessions, incorporated throughout the curriculum.</p> <p>Review and development of skills sessions for students with SLD</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | Percentage of total allocation: 27% |
| School focus with clarity on intended impact on pupils: | Evidence and impact: | Sustainability and suggested next steps: |
| Additional achievements: To support students to access outdoor and adventurous activities through the use of specialist providers and adapted equipment Students access a wider range of physical activities beyond the school environment | <p>Impact: enjoyment and engagement in a wide range of physical activities beyond the school environment</p> <ul style="list-style-type: none"> • All students in SLD classes in KS2 were offered opportunities to take part in residential trip during the year • Activities completed including canoeing, zip wiring, quick drop, buggy building, sensory orienteering trail, camp fire, shelter building • Residential booklets completed with records of achievements in each of the | <p>Continued implementation of school sports week and residential offering outdoor and adventurous activities that can't be completed on school site.</p> <p>Next steps: Include staff training where</p> |

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| | activities and shared with parents. | possible to enable activities to continue beyond the week, utilize staff skills (e.g. yoga/pilates teaching) to develop activities within school |
| Key indicator 5: Increased participation in competitive sport | | Percentage of total allocation: 3 % allocated |
| School focus with clarity on intended impact on pupils: | Evidence and impact: | Sustainability and suggested next steps: |
| Structured competitive games to take place using skills taught in MATP sessions and weekly swimming sessions | <p>Impact: All students take part in competitive sport at their level of need with the chance to achieve and celebrate with their peers and families</p> <ul style="list-style-type: none"> • First MATP challenge day completed in school. • Event supported by parents – celebrating their child’s successes • Students competing with their individual skills. • Medals awarded to all taking part. | Continued implementation of MATP across the school Next steps: access local networks and take part in interschool competitions in the local or neighbouring authorities. |