

Evidencing the impact of the PE and Sport Premium 2024-2025

Key achievements to date until July 2024:	Areas for further development:
<ul style="list-style-type: none"> • Specialist sports coaches planned and delivered small group and whole class sports sessions including football cricket and dance • Enhancement of school grounds and playtime resources, specifically linked to outdoor play and learning • Improved staff knowledge and expertise enabling the implementation of improved strategies with pupils and supporting them to better access physical and sensory therapeutic learning environments. • Resources, equipment and opportunities for pupils physical activity, promoting healthy lifestyles, supporting engagement, interaction and communication across the physical curriculum • Development of electronic session plan database to improve quality of PE lesson delivery throughout school • A continuous assessment framework that measures pupil's progress in PE. Differentiated curriculum that shows progression through school • A range of football fixtures against other local school football teams • Afterschool clubs available to pupils after each school day Monday – Thursday with a key focus on increasing physical activity levels • Fundamentals of Movement Curriculum being developed and trialed across school • A new assessment framework currently being developed • Students at the Appleby Centre using the local gym as part of their curriculum, increasing opportunities for physical activity and community access 	<ul style="list-style-type: none"> • Develop a more inclusive session plan database to improve quality of PE lesson delivery throughout school • Impact of assessment framework that measures pupil's progress in PE • Implementation of the Sports Leaders programme with a group of students in preparation for GCSE PE • Develop a PE and School Sport Team to plan and deliver PE lessons and support School Sport and Physical Activity including out of hours • Increase opportunities for pupils to engage in a broader range of sport and physical activities across the curriculum • Increase opportunities for pupils to be part of a school team and participate in competitive sports events • CPD to continue to ensure staff have the specialist knowledge and skills to deliver and support progressive and high-quality PE lessons, and to maximise pupil outcomes. • Purchasing bikes and scooters/ safety equipment for students in school to access and develop skills • Implementation of strategies to support pupils to better access physical and sensory therapeutic enabling learning environments • The implementation of therapies within the PE curriculum – <i>Intention is a therapeutic inclusive PE curriculum</i> • To further develop community links with external providers, school games and local facilities e.g. leisure centres and spaces • Develop a school wide bank of daily challenges to be increase physical activity levels for all in school e.g. themed 10 - 20 minute challenges linked with termly PE focus. • Seek pupil voice about the types of activity that they enjoy and question why they think physical activity is important – Differentiated

<ul style="list-style-type: none"> • Students in the Appleby Centre have completed a project with the NHS developing their awareness of health checks and the importance of having a healthy lifestyle • Links with the rebound team and hydrotherapy team to deliver personalised therapy sessions to meet individual needs and increase physical activity levels • Swimming lessons provided pupils to enable competence to a distance of 25m • Weekly water safety skill sessions for students in Phase 1. 	<p>Questionnaire</p> <ul style="list-style-type: none"> • Upskill teachers through formal CPD, modelling lessons, team teaching and lesson observation with feedback. Appropriate time is allocated in staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity – ensuring staff engagement with extra-curricular activity and any relevant school sport competitions.
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Meeting national curriculum requirements for swimming and water safety	Y6 pupils (20 pupils)
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	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

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Academic Year: 2024/2025		Total fund allocated: £17, 010		Date Updated: 19 th November 2024	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.					
Intent	Implementation		Impact	Sustainability and suggested next steps:	
Increased staff confidence in the delivery of PE lessons.	Identify staff interests, capabilities and potential through appraisal target setting and observations	Funding allocated to:	Raised profile of Physical Education, School Sport and Physical Activity (PESSPA) with pupils having a real desire to participate and learn in a wider range of activities	Utilising changing staff talents and interests well to support pupils	
Staff to have the knowledge and skills to plan inclusive PE sessions	Staff training/ CPD opportunities	External training provider sessions		Sharing schools overall activity levels with parents and stakeholders	
Support staff to deliver targeted small group interventions to address specific areas of development.	Regular meetings between PE team and therapy team.	Equipment for electronic planning e.g. Ipad	A whole school approach to the planning and delivery of PE	To research effective planning tools that could be adapted to meet need at CHS.	
	Whole school updates provided by staff team e.g updates in briefing, Commuted hours	Invest in an electronic planning tool to create a database for whole school use	Increased staff confidence and involvement in the delivery of PE.	To research training opportunities available for our setting	
	Coach to Coach practical learning sessions for staff – Bitesize sessions				
	Research-focused staff training delivered by Subject Leader	Cost of paying experts for CPD	Staff are better equipped to support and deliver PE		
	Develop staff coaching skills in disability sport, for eg. UK Coaching.org Coaching people with a VI; Activity Alliance Disability Inclusion Sport activity Programme; Autism Specific training especially linked to enabling therapeutic Environments	Cover costs Course/training costs	Students have access to high quality and enriching PE experiences. Subject Leader is an effective promoter of physical activity		
			Percentage of students enjoying PE increased –		

			Through differentiated questionnaire?	
To further develop roles for TA's within lessons	Active involvement in leading groups, modelling, capturing pupil achievement	Any appropriate CPD	Confident, knowledgeable staff provide effective support in all PE and sport lessons, facilitating pupil learning	Role of TA in PE developed and expectations shared for consistency across school
<p>Training for teachers to develop lesson planning and delivery of high quality PE lessons.</p> <p>Specialist Session plans made available for all staff teaching.</p>	<p>Create a session plan data base</p> <p>Liaising with SLT to allocate staff training time, staff meeting time</p> <p>To provide cover so subject lead can team teach/observe staff delivery of PE</p> <p>Monitor PE through peer support, lesson observations</p>		<p>Increased and sustained confidence to teach PE through continued CPD opportunities, including working alongside expert providers</p> <p>A whole school approach to the delivery of PE throughout the curriculum</p> <p>Staff can articulate the difference between PE, School Sport and Physical Activity</p>	<p>Teachers prioritise subject specific learning to keep skills current</p> <p>PE team to meet to set goals and develop planning tool.</p>

Key indicator 2: Engagement of all pupils in regular physical activity.				
Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.				
Intent	Implementation		Impact	Sustainability and suggested next steps:
Subject Leader to increase his awareness of 'big picture' PESSPA across school and PE curriculum content, delivery and need for all pupils	Subject Leader to undertake annual Deep Dive into PE curriculum	Funding allocated to:	Strong, effective subject leadership ensures outstanding holistic provision and drives whole school improvements	Attendance at afPE Conference and/or Webinars Links with other PE teachers in Special Schools
Integration of PESSPA in all areas of the curriculum- any learning can be presented in an active way	Teachers to commit to building practical physical activities in all lessons as appropriate. eg. Youth Sport Trust, BBC SuperMovers, Joe Wicks Connect with and use the power and momentum of national physical activity campaigns such as; 'Change4life' and 'This Girl Can'	Resources to broaden opportunities for active lessons Supporting outcomes from DfE Healthy	Pupils 'moving to learn'. Learning through movement Developing skills and understanding beyond physical activity eg. cooperation Pupils understand, (where possible) how PESSPA can make a positive difference to their confidence, self-esteem, behaviour and attitudes	Focused intent to maintain high profile of physical activity in lessons across the school year through calendared events/activities and celebrations

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	activities, teams and competitions Learning Walks with PE Lead/SLT to gain thorough understanding of PE and Sport across school		Cross curricular links and increased levels of physical activity across all pathways.	
All students to complete recommended 20 minutes of physical activity per day	Daily movement break Encourage active classroom opportunities across all pathways Host mini fitness challenges on a weekly basis – class award of the week given on a Friday Promote an active day – movement within learning for the day	Equipment Awards Outside agencies to support	Develop awareness of healthy lifestyles and the importance of being active PE integrated within all subjects, with a focus being active. Differentiated movement breaks to meet individual needs and interests Upskill teachers knowledge and ideas of activities. Whole school involvement in meeting recommended goal	Develop a programme of inclusive weekly challenges that link with PE key focus. Yearly plan of 'active' events developed across the academic year.
A whole school inclusive curriculum with progression through school	Develop a PE working group to develop curriculum New specialised equipment to meet student needs and create motivating PE session Development of six key areas, half termly, as a focus throughout school Schemes of work and knowledge organizers developed to support planning and delivery for all staff.	Specialised equipment Appropriate training if opportunities arise	Students identified for intervention and therapy input Whole school staff involvement in PE delivery/ planning A well planned inclusive curriculum in school that shows development of key fundamental skills. Opportunities to develop fine and gross motor skills	Continue to meet as a PE team regularly Development of one key 'focus area' as a model to roll out in school Discuss and development assessment tool Compare other assessment models e.g. other schools

	<p>Collaboration with the school therapy team regularly</p> <p>Raise staff awareness of opportunities through researching options and equipment for use in school and also for possible inclusion in groups beyond school</p>		Calmer, well-regulated pupils	
Raised awareness of PE in school	<p>Celebrate achievements through assemblies and class awards</p> <p>Integrate sport themes across the curriculum</p> <p>Create a PE/sport wall to share achievements and key focus</p> <p>Increase number of school sport events – seasonal events/themed</p>	<p>Equipment e.g. adapted equipment, VI support</p> <p>Specialised external providers e.g. nontraditional sport sessions</p>		
<p>To continue to develop outdoor play and learning</p> <p>Amazing play, every day, for every child</p> <p>Physical activity supports emotional regulation</p>	<p>Pupils given daily opportunities for free play</p> <p>Continued energy/movement breaks during lessons</p>	<p>Grounds maintenance; Meadow, Wildlife area, sensory garden, trim trail, outdoor gym, MUGA</p> <p>Equipment for shared activities on both yards</p> <p>Early Years equipment</p>	<p>Healthy, active lifestyles</p> <p>Play skills e.g. sharing, communication</p> <p>Learning through movement</p> <p>Developing skills and understanding beyond physical activity eg. cooperation</p> <p>Pupils well regulated and reduction in distressed, disruptive behaviours following physical activity.</p>	<p>Strategic and sustainable improvement in the quality of play opportunities</p> <p>Embed play into schools policies and practices</p> <p>Establish clear guiding principles and strategies for initiating lasting changes at playtimes</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	Sustainability and suggested next steps:
Appropriate PE curriculum design with planned progressive learning	Curriculum delivery through high quality teaching, learning and assessment Well planned and differentiated curriculum designed to meet needs of students across all pathways/phases Personalised learning goals that link with therapy goals e.g. physio, OT	<i>Funding allocated to:</i> PE and sports equipment	Relevant, vital PESSPA throughout school Pupils motivated to participate and making progress	Working party continue to develop curriculum
Broaden the range of sports and activities on offer to pupils during PE	Consider range of current sports on offer and how to broaden these e.g. nontraditional sports such as Korf ball and Frisbee Adapted sports/ sensory sports such as Goal ball and Boccia, Yoga offered Annual Summer Sports Day To offer pupils a range of specialist coaching/teaching from outside agencies e.g. Northumberland Cricket board Taking pupils to events to allow them to thrive such as specialist SEN events, Pentathlon, School Games Participation in National School	Purchase additional equipment e.g. VI adapted Coaching costs Visiting providers e.g. local leisure centres External providers/coaching	Outstanding co-curricular offer Pupils able to explore many varied sport and physically active Students to have access to enriching and exciting activities to develop a love for sport Develop engagement in physical activity/minutes per day increased	Gather information about pupil interests Develop community links with external providers Link with parents to share any available activities/sport groups in the local community.

	Sport Week- inter class/phase challenges Inviting sporting role models with a disability into school			
Develop provision for lunchtime and after school clubs	Use external providers to develop sport offer e.g fencing, archery, gymnastics, cricket More clubs on offer for students to attend	External providers e.g. Smile Through sport and Little Movers, PFC, Newcastle United	Develop hobbies and interests and greater opportunities to develop a love of sport. Opportunities to increase physical activity levels for all	Pupil voice – gather information about student likes and what they would like to have available

Key indicator 5: Increased participation in competitive sport				
Intent				
Implementation				
Impact				
Enhance current sports facilities Broaden range of sports and activities on offer	Consider range of current facilities and sports on offer and how to enhance these Work with local community spaces/centres to access new sporting facilities Staff team to deliver a wider range of sporting opportunities	<i>Funding allocated to:</i> Access to community events and spaces	Increase community sport and activity use and for the benefit of pupils and families	<i>Sustainability and suggested next steps:</i> Engage further with families for e.g. school race for life event; Family Fun Health Day; Sports Day Hiring school grounds e.g. MUGA and facilities e.g. Hydrotherapy Pool

<p>To continue to play football against local schools</p> <p>To develop sport tournaments with local schools in a range of sports</p>	<p>Inter competitions outside of school</p> <p>A programme of fixtures with local schools</p> <p>Students to attend School Games events and key days.</p>	<p>Kit</p> <p>Trophies/medals</p>	<p>Confident, enthusiastic competitors with a sense of fair play and appreciation of others</p>	<p>Extend both intra and inter competition opportunities</p>
<p>To compete against each other within school.</p>	<p>Intra competitions within school/phase/class</p> <p>Termly competitions for a range of sports e.g between main site and Appleby Centre</p>		<p>Commitment to training</p> <p>Associated skills; teamwork, confidence, resilience, learning to lose, shared experience</p>	