

Stephen Hawking Primary School

Impact of Primary PE and Sport Premium – 2021-22

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>There has been ongoing professional discussion regarding tailoring PE provision for pupils with the most complex physical needs.</p> <p>The Year 6 residential journey went ahead successfully and pupils were able to access new additional activities such as low level abseiling.</p> <p>Sports Day was undertaken with the help of 10 pupils from Harry Gosling School.</p> <p>Para Sports competitions at Stepney Green School resumed post Covid and Stephen Hawking sent a small team of competitors to attend this event.</p> <p>Training around play was delivered to staff and a positive impact was noted in practice delivered by lunch time staff.</p>	<p>Ongoing whole staff discussions and training re: play equipment outside that allows access to all pupils.</p> <p>Staffing to allow the pool to be used outside of timetabled swimming slots to enable additional sessions.</p> <p>To research PE provision offered in other special schools and enmesh any appropriate ideas from such visits within curriculum development at Stephen Hawking school.</p>

Academic Year: 2022-23	Total fund allocated: £16, 970	Date Updated: July 2022
-------------------------------	---	--------------------------------

Key indicator 1: The engagement of all 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:	Actions to achieve:	Funding allocated:	Evidence and Impact	Sustainability and suggested next steps:
Swimming to be offered to some pupils more than once a week.	Discussions to support using two instructors simultaneously across two sites or class teachers to lead additional sessions with their groups.	£2400 (2 sessions per week)	Additional swimming will be recorded on teacher planning. Assessment of pupil progress recorded through Earwig on line assessment tool. More swimming will take place across both sites	Additional swimming to become integral to teacher planning where appropriate.
For playtime to be used as a vehicle to consolidate physical development.	Staff training and daily modelling.		Pupils are observed participating in activities that have been initiated by staff following training.	Review playtime activities
Inclusion of Physical development and PE in school focus on curriculum development.	Professional discussions within teacher meetings and involvement of the wider school community through SIP groups.		Better outcomes achieved across the curriculum especially for children with complex medical & physical needs.	Review and observation of implementation of the whole PE Scheme of work.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
PE to be seen as a vehicle for pupil independence, developing risk competence and personal growth as well as a tool for co-operative play and	To embed physical activity into the school day through encouraging, active break times and holding active lessons and teaching.	£1000 resources/travel costs	Children will become more confident in gaining physical skills and practising them independently. PE will have a higher profile – through displays and on the school website.	Regular learning walks and scrutiny of Earwig. Use of website to advertise achievement.

development of peer relationships.	To create opportunities for interschool activities with federation partners at Harry Gosling School.		Joint sporting events taking place with mainstream partners at Harry Gosling.	Use of reception screen and displays to promote good PE practice. Use of certificates to maintain and motivate pupil achievement.
------------------------------------	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
To provide all staff with professional development, mentoring, appropriate training and resources to help them teach PE	<p>Ongoing training. Twilight and INSET days to be used if necessary.</p> <p>To engage trained sports trainer at St. Jude's Road site in training.</p>	<p>2 hours of training for LTAs - £1440</p> <p>£2,250 & £2,000 cover</p>	<p>Greater linear accumulation of skills across year groups.</p> <p>Broader range of activities delivered to pupils. Activities are consolidated by all staff in contexts outside of a discrete PE lesson-such as playtimes. Children highlight their achievements at Whole School Assembly and through photographic displays.</p>	<p>Observations and feedback to colleagues.</p> <p>SIP groups termly & end of year feedback.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
<p>Include regular physical activities in after school club time.</p> <p>Participation in Interschool sports during Para Olympic events and Sports Day with Harry Gosling school.</p> <p>Residential trip offered in Year 6 to Bewl Water. Activities to include sailing, low rope courses and orienteering Show the DVD (2021) which includes the new activity of abseiling.</p>	<p>Co-plan active sessions with the after school club co-ordinator.</p> <p>Co-ordination of dates and student availability through the link at Harry Gosling school.</p> <p>Arrange an information giving session in September 2022 with parents. Make provisional booking.</p>	<p>£8000</p>	<p>Pupils to generalise skill acquisition across their school day.</p> <p>Feedback from all pupils involved in the sports events. Children working cooperatively together. Photographic and video evidence. Assessment done formatively to identify key areas of improvement and decisions on appropriateness of provision.</p> <p>DVD record of residential and display. Feedback from parents and staff on how children coped being away from home. Children's growing abilities in undertaking the tasks. Post visit evaluation with staff involved.</p>	<p>Evaluation of event to feed into next year's planning.</p> <p>Ongoing evaluation of provision with regard to changing demography of the groups</p>

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
Continued participation in Para Olympic sports across the borough. Sports day in combination with mainstream federation partners. Ensuring competitive games are included as part of units of work.	Organised through membership of Stepney Schools Partnership. Developing partnership with other schools.	Stepney partnership- £50	Pupils given the opportunity to compete against peers with a broad range of disabilities. Photographs support pupil involvement and disseminate this across the school through displays and assemblies. Scheme of work and lesson plans. Post event evaluation.	Review of activities offered in the Para sports to ensure ongoing suitability. Ensure participation in Schools Partnership.
		TOTAL £17,140		