

# Stephen Hawking Primary School

## Impact of Primary PE and Sport Premium – 2020-21

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"><li>• There has been ongoing professional discussion regarding tailoring PE provision for pupils with the most complex physical needs.</li><li>• The Year 6 residential journey went ahead successfully and pupils were able to access new additional activities such as low level abseiling.</li><li>• Sports Day was undertaken with the help of 10 pupils from Harry Gosling School.</li><li>• Para Sports competition at Stepney Green School resumed post Covid and Stephen Hawking sent a small team of competitors to attend this event.</li><li>• Training around play was delivered to staff and a positive impact was noted in practice delivered by lunch time staff.</li></ul>	<ul style="list-style-type: none"><li>• Ongoing whole staff discussions around play equipment outside that allows access to all pupils.</li><li>• Further discussion around organizing staffing to allow the pool to be used outside of timetabled swimming slots.</li><li>• To research PE provision offered in other special schools and enmesh any appropriate ideas from such visits within curriculum development at Stephen Hawking school.</li></ul>

<b>Academic Year: 2021-22</b>	<b>Total fund allocated: £16, 790</b>	<b>Date: September 2021</b>		
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**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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and Impact	Sustainability and suggested next steps:
Extend provision to include use of the Yoga and Body awareness curriculum to ensure full access for all in Physical education.	Staff training where needed in implementation of yoga.		Staff training did not take place owing to staff non-availability.	Review and refine PD curriculum and PE Scheme of work.
Highlight playtime as a vehicle to consolidate physical development. Accessible play equipment in rear playground.	Training in Creative Play for LTA's alongside a 'play passport'.	Equipment £3000	Pupils were observed participating in activities at playtime that had been initiated by staff following training.	Continue to review playtime activities and support staff planning.
To increase and focus swimming provision across the school in KS1.	Discussions to support using two instructors simultaneously across two sites. Discussion with Physio Department to ascertain their planned use of the pool.	Swimming instruction & additional TA support £12,000	Swimming provision was restricted to one instructor due to staffing pressures. However, swimming was provided in KS1 and the EYFS.	To review swimming policy and offer for 2022-23

**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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
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<p>PE to be seen as a vehicle for pupil independence, risk management and personal growth as well as a tool for co-operative play and development of peer relationships.</p>	<p>Staff training in value and learning inherent in physically challenging activities.</p> <p>Thought to be given to play equipment bought to facilitate co-operative play and physical challenge.</p>	<p>Time for LTA training £500</p>	<p>Observation has evidence that some children are becoming more confident in gaining physical skills and practising them independently. Provision for this at lunchtime has been improved as a result of staff training.</p> <p>Some additional play equipment has been purchased.</p>	<p>Continue to support planning for outdoor learning in particular playtimes.</p> <p>Use of website to celebrate PD/PE achievement and use of reception screen and displays in school.</p>
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
A new member of staff is trained to implement Special Yoga programme. SofW can then delivered accurately and safely. Training of school staff in use and comprehensive implementation of the PE Scheme of Work. Sharing of staff knowledge/experience alongside to enhance this.  Use of outside professional bodies such as Green Candle Dance Company.	Training course to be sourced and funding agreed.  Twilight and INSET days  Evaluate their contribution last year and contact as appropriate.	Staff time   £1000	Yoga was not rolled out this year. Member of staff was not available.  Lesson reviews and learning walks provided opportunities for staff training and sharing of expertise. Activities were consolidated by all staff in contexts outside of a discrete PE lesson i.e playtimes. Children highlighted their achievements at Whole School Assemblies and through photographic displays.  Green Candle Company were not able to visit the school because of COVID restrictions.	Opportunity to incorporate Yoga when reviewing and refining the curriculum.  Continued opportunities to develop staff skills, confidence and knowledge. Observations and feedback to colleagues.  Continue to explore other professional bodies who can support with curriculum planning and offer enrichment opportunities within the curriculum.

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

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
Residential trip offered in Year 6 to Bewl Water. Activities to include sailing, low rope courses and orienteering. Also the addition of paddle boarding to be explored.	Provisional booking to be made and information shared with parents. Ascertain the demography of the group and arrange staffing.  Maintain contact with Jasmine to develop activities as required during SHS leg of the organization. Determine	£1000   Staffing time.	A highly successful residential trip took place. 12 pupils took part. DVD record of residential and display. Pupils showed high levels of engagement and enjoyment. They developed self-confidence and self-esteem.	Ongoing evaluation of provision with regard to changing demography of the groups  Develop adventurous activity as a strand within the school curriculum.

Participation in Interschool sports during Para Olympic events and Sports Day with Harry Gosling school.	children involved.		A small team of children attended the Para sports event. Children worked cooperatively together. Sports Day involving all pupils took place supported by 10 pupils from Harry Gosling Primary School.	Evaluation of events to feed into next year's planning.
<b>Key indicator 5: Increased participation in competitive sport</b>				
School focus with clarity on intended <b>impact on pupils:</b>	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 were given the opportunity to compete against peers with a broad range of disabilities. Photographs show pupil involvement Pupils were given the opportunity to compete against peers with a broad range of disabilities.  A joint sports day events took place with mainstream partners at Harry Gosling. This gave opportunities for children to interact, co-operate and collaborate with less familiar peers. Children were also able to be less dependent on their familiar adults.  Scheme of work and lesson plans show that competitive games are included in relevant units Scheme of work and lesson plans. Post event evaluation.	Review of activities offered in the Para sports to ensure ongoing suitability.  Ensure participation in Stepney Partnership.  Continue to build develop this strand across the curriculum when refining PD curriculum and PE Scheme of work.

## PART 2: Swimming

The data below describes what proportion of our year 6 cohort have met the National Curriculum requirements in swimming.

Swimming Attainment Data
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Percentage of year 6 children who can swim competently, confidently and proficiently over a distance of at least 25 metres.	0
Percentage of year 6 children who can use a range of strokes effectively.	0
Percentage of year 6 children who can perform a safe self-rescue in different water-based situations.	0