**Key achievements 2023-2024**

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| **Activity/Action** | **Impact** | **Comments** |
| £6241 spent on equipment to improve:   * Our provision for lunch clubs (football, boxercise, dance, street racket, kurling, boccia & athletics). * Our sports curriculum provision in PE such as badminton, tennis, handball and rounders | * Key indicator 2: The engagement of all pupils in regular physical activity * Key Indicator 3: The profile of PE and sport as a tool for whole school improvement * Key indicator 4: Broader experience of a range of sports activities offered to all pupils * Key indicator 5: Increased participation in competitive sport * This has provided pupils with greater access to sports clubs, developed interest in hobbies and provided greater opportunities to develop a love of sport. We have seen a greater uptake in pupils accessing sporting activities and more positive experience of pupils engaging in physical activity in our school. | * Equipment purchased is sustainable and can be utilised year on year with limited wear and tear and upkeep costs. |
| * £1064.26 spent on dance equipment, dance instructor and dance CPD: | * Key indicator 1: Improving staff confidence, knowledge and skills in teaching PE / sport * Key indicator 2: The engagement of all pupils * Key indicator 4: Broader experience of a range of sports and activities offered to all pupils * Through the introduction of a dance instructor this has supported PHS to bridge identified gaps in staff knowledge * Pupils have received high quality PE lessons in Dance and have had received improved enrichment opportunities such as access to Dance clubs over lunchtime. | * The CPD has provided valuable subject knowledge to continue to improve the delivery of high-quality dance in PE for the coming years |
| * £2899.87 has been spent on Cycling equipment, including 6 new bikes, helmets and cycling cones for accessing the ‘bike-ability’ course * Cycling has also been accessed via PE lessons, lunchtime clubs and therapy drop-in sessions. | * Key indicator 2: The engagement of pupils in regular physical activity * Key Indicator 3: The profile of PE and sport as a tool for whole school improvement * Key indicator 4: Broader experience of a range of sports and activities offered to all pupils * Pupils have been able to complete ‘bikeability’ schemes, they have greater safety awareness and functional motor skills in relation to riding a bike. Pupils have been able to attend regular cycling drop-in sessions through therapeutic intervention which has improved daily access to physical activity and improvements with wellbeing and independence * Some pupils can now ride a bike and were previously unable to do so | * The bikes will be used year on year with a small fee to pay for annual servicing |
| * £3853 to improve physical independence and access to learning   + Installing ceiling tracking (overhead hoists) into learning environments   + Sensory equipment such as scooterboard | * Key indicator 2: The engagement of pupils in regular physical activity * Key Indicator 3: The profile of PE and sport as a tool for whole school improvement * Key indicator 4: Broader experience of a range of sports and activities offered to all pupils * Pupils with complex physical needs have improved opportunities to access daily physical activity and improve their functional independence within varied learning environments e.g. walking and standing practice. * Improvements in upper limb strength and coordination, as well as spatial awareness has been gained through scooter board exercise interventions | * Equipment purchased has longevity and can be utilised with a wide cohort of pupils daily |
| * £349.06 spent on sports day activities | * Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement * Pupils were able to feel included in the build up to sports day as well as the day itself, through their participation in the design of sports day banners / posters. Pupils designed their own team flags and t-shirts which promoted sportsmanship, inclusivity and raised the profile of sports day across the school. * Pupils who previously had a lower interest in sports day provided feedback to say they’re looking forward to sports day next year! | * Some resources can be reused for next years sports day event/s |
| * £1914 was spent on CPD and training for:   + Boxercise   + Street racket   + Playmakers award   + D1 minibus driving training | * Key indicator 1: Improving staff confidence, knowledge and skills in teaching PE / sport * Key indicator 5: Increased participation in competitive sport * Staff are now able to deliver boxercise and street racket as part of clubs and within PE lessons. * Pupils had greater opportunities to engage in sports leadership and opitmise ‘pupils voice’ to support engagement in lunchtime activities. * D1 driving license training will enable improved access and frequency to sporting events and enrichment opportunities offsite on a regular basis | * Staff will use the knowledge gained to implement boxercise and street racket into PE lessons and lunchtime/sports clubs for years to come. The license will improve transport opportunities for the next 5 years |

**Swimming Data**

*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

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| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 22% | Our pupils have regular weekly access to swimming which is delivered by either external staff at the local leisure centre or inhouse trained staff at our hydrotherapy pool.  All pupils at PHS have identified special educational needs. This means that most pupils also present with a range of motor and sensory difficulties. This has a profound impact on the ability of our pupils to become independent swimmers. Some of our pupils also have complex physical needs such as cerebral palsy which make body control and motor movements extremely challenging. Halliwick is an approach that is used to support our swimmers both in school and at the local leisure centre. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 0% | Our pupils have regular weekly access to swimming which is delivered by either external staff at the local leisure centre or inhouse trained staff at our hydrotherapy pool.  All pupils at PHS have identified special educational needs. This means that most pupils also present with a range of motor and sensory difficulties. This has a profound impact on the ability of our pupils to become independent swimmers who can demonstrate a range of swimming strokes. Some of our pupils also have complex physical needs such as cerebral palsy which make body control and motor movements extremely challenging. Halliwick is an approach that is used to support our swimmers both in school and at the local leisure centre. |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 0% | Our pupils have regular weekly access to swimming which is delivered by either external staff at the local leisure centre or inhouse trained staff at our hydrotherapy pool.  All pupils at PHS have identified special educational needs. This means that most pupils also present with a range of motor and sensory difficulties. This has a profound impact on the ability of our pupils to perform safe self-rescue within different water based situations. Some of our pupils also have complex physical needs such as cerebral palsy which make body control and motor movements extremely challenging. Halliwick is an approach that is used to support our swimmers both in school and at the local leisure centre. |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum  requirements after the completion of core lessons. Have you done this? | No |  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | Staff delivering hydrotherapy and swimming lessons have completed a 5 day Halliwick course in 2024. This was not paid for out of the sports premium money. |

Signed off by:

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| Head Teacher: | *John Steward* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Richard Downes: PE Teacher / Subject Lead*  *Stephanie Tucker, Physical Development Lead and Lead Physiotherapist* |
| Governor: | *Carla Maley, Non-teaching Governor, Senior School Business Manager* |
| Date: | 12.07.2024 |

**2024-25 academic years projected spending**

This year’s funds are currently being discussed and finalised with Senior Leadership and the Governing Body.  Our current expectations are that they will be used to fund:

* To invest further in adaptable bikes – ensuring greater opportunities for our most physically complex pupils to access cycling opportunities
* To continue to invest in a broader range of sensory equipment ensuring high quality accessible PE lessons, lunch clubs and enrichment opportunities for our most complex pupils
* Investment in mini-bus driver licence to continue to support improved access to external sporting 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
* Equipment to ensure PHS offers an exceptional provision to support pupils' physical needs during play, sporting and learning environments
* Investment in swimming equipment, training and resources to improve pupils water safety and independence in the water