



PE and Sports Funding

The Westminster School

Academic Year 2017-18

This report is a summary of how the sports premium funding has been spent, its impact and next steps for the remainder of this academic year and next. This report is up to May half term and a completed analysis report will be completed in September 2018 alongside the plan for academic year 2018/19.

This report is based on the 21 students currently accessing PE in the primary department, one student recently joined the school at the start of the summer term 2018.

The spend of the funding focussed on the following three areas:

- Quality of Teaching and Learning
- Curriculum Enrichment
- Resources

Quality of Teaching and Learning

The funds have enabled the school sports coach to work alongside teaching staff in the planning and co-delivery of lessons. This has supported teaching staff to become more confident in their delivery of a range of activities and lessons.

Staff have identified that the use of the sports coach has helped them in three main areas:

- Improved understanding of activities to help with differentiation in lessons
- How to progress games and activities so students can make accelerated progress
- Understanding of pupil abilities

As a result: (14 students - Non PD)

57% of students (8) are making above expected progress

29% (4) of students are making expected progress

14% (2) are currently not on target

Of the students following the PD (Curriculum - 7 students)

28% (2) are exceeding expectations of Towards Independence Points achieved

56% (3) are on track to make the expected Towards Independence Points

28% (2) are not on track to make expected Towards Independence Points.

Swimming

Funding has supported students attend weekly swimming lessons at swimming facilities appropriate to their needs for example Hydrotherapy pool at The Portway Lifestyle Centre and Haden Hill Leisure Centre. Students have progressed well and this has resulted in 35% of students working at level 2, 65% of students working towards level 3 on the ASA



Swimming Charter Mark. Students regularly receive charter certificates for their achievements. The table below gives examples of the skills they are working towards at each level.

Level 2	Level 3
Enter and Exit the water without support Push from the wall with arms extended Blow bubbles in the water to a rhythm Perform a log roll from front to back	Exit the water without using steps Push from the wall and log roll onto their back Fully submerge to pick up an object Jump into the water from the side and submerge for at least 1 metre

Curriculum Enrichment/Enhancement

With the funding the school have been able to enhance the PE curriculum through a range of activities and experiences,

These have included

- Frank Chapman Residential
- Circus Skills Day
- Clent Hills Sport Relief Mile
- Dance Teacher (Ongoing)
- Sports Festivals and Events

Frank Chapman - 50% of students attended the annual Frank Chapman residential. The funding supported the organisation of the visit by paying for staff cover and resources to support students to access and thrive at Frank Chapman. This visit also helped staff moderate the achievements of the students on the PD (Personal Development) curriculum through My Well Being and My Independence.

Circus Skills Day - was organised in the spring term to link to the curriculum theme. This gave students an understanding of how to exercise through a different means and further support gross and fine motor skills development as well as balance and co-ordination. This also helped show evidence for Skills Outcomes statements *'I use large and small apparatus safely and with some control'* and *'I begin to use control when sending an object'*

Clent Hills Sport Relief Mile - As part of Sport Relief all 20 students attending a short walk up Clent Hills in order to complete their Mile. This was also supported by parents. Further walks are planned later this academic year.

Dance Teacher - The school have continued their link with Epic Dance in order for students to access a scheme of work that will result in them dancing in front of the school at the Pupil Oscars on the last day of term. Dance lessons have been well received by the students and there are examples of students who are more complex thriving:

'Pupil A's PE sessions have been mostly successful when dance has been involved. This has helped him with his gross motor skills'

'Pupil B's work on physical well being has been mainly achieved through dance'

'In his PE session he is flourishing, in particularly in dance where he watches and follows the movements of the dance teacher'

All quotes from the TLR for the Personal Development (PD) Curriculum



Sports Festivals and Events - Eight students have had the opportunity to attend the following events:

SEN Primary Sports Festival, Portway Lifestyle Centre, November 2017

Easter Eggstravanganza, Portway Lifestyle Centre, March 2018

These events gave students an opportunity to complete physical activities against peers from other schools and access a range of activities they may not have been familiar with. The next event is due to take place in June 2018.

Add pictures from circus, frank chapman, clent hills



Resources

Resources have been purchased to support the delivery of the PE curriculum in Primary. One good example has been the purchase of swimming nets that has enabled one student to engage well in their swimming lessons as they have the opportunity to throw objects into the nets while in the water.



Money has also been used to purchase a PE T Shirt for all students. This has given the students a great sense of ownership and belonging and they regularly wear them for their lessons.



Next Steps

Below are some of the key next steps that we will take for the remainder of this academic year and the next. These steps have taken into account the possible interventions or changes to the curriculum to enable **all** students to make progress.

- Continue to research more financially viable options for storing bikes for students in primary to access
- Further develop extra-curricular activities which are resourced appropriately which will result in a primary school only after school club next academic year
- Create a sensory trail for students who are more complex to access as part of outdoor education
- Upskill MDSA's and learning support to have the confidence to lead small group PE activities at lunchtime
- Continue to increase opportunities for longer walks in order to support them to recognise the importance of maintaining a healthy lifestyle and also be prepared for Duke Of Edinburgh later on in their school education.
- Identify alternative curriculum enrichment opportunities linked to physical activities - for example the Sycamore Centre
- Ensure that the Sports Coach timetable is flexible to enable all students on the Personal Development Curriculum (PD) have daily and meaningful exercise opportunities.

Ben Taylor

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