

## PE and Sports Premium

“All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government’s ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.”

(Gov.uk, 2020)

At Royal School Manchester, physical development is taught to all individuals as part of their individual curriculums. How students access meaningful physical development is very individual and captured on individual programmes of study. Learners all have a physical development target within their IEP. Physical development often overlaps with therapy programmes. The therapy team and class teacher’s work holistically to ensure targets are challenging and functional.

The intent of physical development at RSM incorporates sports activities, fine and gross motor skills development, life skills, fitness, physiotherapy and occupational therapy to increase health and well-being. Physical development is embedded throughout individual curriculums in a meaningful way for the student, to increase fitness, stamina and independence. It is recognised that physical development has a positive impact on well-being, however slight participation may be. All students are encouraged to take part in new activities, to stretch and challenge their physical capabilities and participate in group games.

The premium is intended to sustainably strengthen the Primary PE curriculum against 5 key indicators:

1. Engagement of all pupils in regular physical activity
2. Profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport.

Academic Year: 2020-2021		Total Fund Allocated: £7000		
Key Indicator	Planned Impact	Cost	Evidence of Impact	Sustainability
<b>Training</b>				
<p>2.Profile of PE and sport is raised across the school as a tool for whole-school improvement</p> <p>3.Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>5.Increased participation in competitive sport</p>	<p><u>LuSu</u> To increase the skills within the staff teams to enable Teachers and TA's to deliver engaging and meaningful PE sessions throughout the school day, capitalising on our 'riding the wave' and Active Support approach by reducing 'white space' and optimising learning opportunities.</p>	£240	<p>All teachers and TA's have attended training. Kit bags have been allocated to each class. Evidence of impact on earwig includes students being engaged for 30minutes and more during a TA led session using the kit bags and skills taught during training. Student's previously not attending PE sessions due to transitions have access to sessions delivered in their classrooms.</p>	<p>Seashell Active attended the training and will be delivering on going coaching to continue developing the skills within the staff team.</p> <p>Established a relationship with 'LuSu' who will support Seashell to network with other schools.</p>
<b>Dog Hoopla</b>				
<p>1.Engagement of all pupils in regular physical activity</p> <p>4.Broader experience of a range of sports and activities offered to all pupils</p>	<p>To encourage exercise and playfulness and support overall well-being within the group, promoting social interaction and turn-taking.</p>	£400	<p>The Dog Hoopla experience was successful in engaging students in an alternative PE session. Earwig evidences turn taking, throwing the ball and students requesting to walk more with the dogs. Students were observed</p>	<p>On-site dog walking is available.</p> <p>This was a 6 week 'taster' session. We now hope to book them for a longer period in the spring time of 2022 increase the impact.</p>

			<p>copying the dogs, moving over and around obstacles. The enjoyment of sharing the experience with the dogs was evident and students who have previously not enjoyed 'PE' were perspiring during the session.</p> <p><i>"Having the show dogs visit the school was a wonderful tactile experience for the visually impaired students in my class. It helped one student in particular to develop her concept targets (discriminating different textures by verbally informing us what they were) when she had a real world experience of stroking one of the dogs and remarking that it was 'soft' and 'furry'".</i></p>	
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**Zorb**

<p>1.Engagement of all pupils in regular physical activity</p> <p>4.Broader experience of a range of sports and activities offered to all pupils</p>	<p>To provide an alternative resource to promote movement within an environment that supports proprioception.</p>	<p>£1100</p>	<p>The zorb provides a new activity to broaden the curriculum provides an alternative movement opportunity which supports postural strength and body awareness.</p>	<p>Postural support and stamina contributes to overall well-being for individuals. Zorb is expected to last at least 5 years with correct care and maintenance. Zorbing is a community accessible activity meaning</p>
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				students can build skills for life, accessing zorbing for leisure.
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<b>Resources</b>				
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1.Engagement of all pupils in regular physical activity	<p>New resources for use in the playground, 3G pitch and within classrooms.</p> <p>Resources include large (6ft) inflatables to throw and chase (coloured balls inside to support those with visual and hearing impairments). Sand and water play, Building blocks, Skittles, Bowling, Quoits, Toss and catch paddle sets, Bean bag toss set, Soft tennis set, Catch ball, Footballs.</p>	£900	The primary shed has been re-organised and is now safe and secure for students to access and choose their resources at play time. Students are encouraged to return toys at the end of play and this has supported progress towards independence.	Student more engaged in physical activity at break time, developing turn taking and social skills.
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