

Sports Premium Funding March 2017-April 2018

1. What impact do the PE lessons within our school have on the children's learning?
2. How do you measure this impact?

Provision	Impact (B squared Targets, Progress towards MAP Targets, Emotional Literacy Targets)
<p><b>Sycamore Class</b>  <b>6<sup>th</sup> Form Oak Class</b>                      Hire of Pool and Swimming Instructors/Lifeguards (Friday Session) and Hire of Sports Hall for PE/Games at The Swan Centre</p>	<p><b>Measured</b></p> <ul style="list-style-type: none"> <li>• Swimming is measured on actual ability using B Squared assessment in the PE section</li> </ul> <p><b>Impact</b>                      Promoting and Developing:-</p> <ul style="list-style-type: none"> <li>• Enjoyment and appreciation of the outdoors (linking to Outdoor Education/Geography)For some of our pupils the P.E activities and targets (MAPP) are linked to Occupational Therapy -Use of the swing in the sensory room and the outdoors swing</li> <li>• General physical health</li> <li>• Self - confidence</li> <li>• PHSE Skills</li> <li>• Mental and emotional well-being</li> <li>• Team building and co-operating in a group situation</li> <li>• Skills during P.E (e.g, ball skills) and swimming (e.g., stroke development)</li> <li>• Attention to instructions, listening skills, following instructions</li> <li>• Building resilience - e.g., the ability to keep trying and making effort.</li> <li>• Enjoyment, fun and relaxation</li> <li>• Co-ordination, Motor skills, Balance</li> <li>• Encouraging participation, turn taking and general social skills.</li> <li>• Sense of physical freedom</li> <li>• Enjoyment of music</li> <li>• Negotiating different types of slopes (e.g, using the bench attached to the climbing frame)</li> <li>• Stepping in and out of hoops; over elastic bands; hurdles</li> <li>• Hand- eye co-ordination e.g, skittles, Ball games</li> </ul>
<p><b>Oak Class</b>                      school based PE lessons</p> <p><b>Oak Class</b></p>	<p>In previous years, pupils' progress in PE, Games, Swimming and external coached lessons would be recorded in their log books, evidenced in their IEP folders and tracked via B-squared data.</p> <p><b>Impact</b>  <b>Impact</b>                      Promoting and Developing:-</p>

<p><b>Beech Class</b> school based PE lessons</p>	<ul style="list-style-type: none"> <li>• Enjoyment and appreciation of the outdoors (linking to Outdoor Education/Geography) For some of our pupils the P.E activities and targets Mapping Assessing Persons Progress (MAPP) are linked to Occupational Therapy (OT) - Use of the swing in the sensory room and the outdoors swing</li> <li>• The direct impact is seen mainly in P.E, O.T, PHSE and in general fitness levels but will also have an indirect impact in other areas of their learning. In fact, the physical and mental/emotional benefits of P.E has an impact in all areas of students learning although it would be difficult for us to measure the impact of this factor in isolation.</li> <li>• We are now using MAPP to track pupil progress in their learning, and are at the early stages of implementation. The MAPP tracks assesses progress via four categories - prompting, fluency, maintenance and generalisation.</li> <li>• Example of tracking P.E progress using MAPP -  <b>Target</b> - to develop Student's ability to cope with slopes  <b>Prompting</b> - observe and record the different levels of prompting required for Student to walk along the bench at a particular slope?  Record the amount of physical prompting needed. Reduce physical prompting over time. Then record the amount of verbal prompting needed and reduce this over time.  <b>Fluency</b> - observe and record the length of time it takes for Student to step onto the bench and then move along the bench. Does he become quicker at doing this? When he is able to do this fluently, move the bench to steeper slope.  <b>Maintenance</b> - observe and record the levels of fluency and prompting after a break from this activity (e.g., after 1 week, 1 month, etc). Does Student maintain his level of skill?  <b>Generalisation</b> - is Student able to generalise this skill to other slopes (e.g., slopes outside when going for walks.).  <b>Evidence</b> - notes in log book; photographs; video - stored in Student's IEP portfolio.</li> </ul>
<p><b>Beech Class</b> Hire of Pool and Swimming Instructors/Lifeguards at The Swan Centre (Wednesday Group)</p>	<p>Students take part in swimming lessons each week. They are taught in a small group with 1:1 support from our school when needed.</p> <p><b>Impact</b> Students work towards B Squared or MAPP targets tracking their progress recorded in their IEP folder or Log Books. Students develop new skills, Communication skills and develop confidence.</p>

Commented [KF1]:

<p><b>Beech Class</b> school based PE lessons PE Lessons</p>	<p>Impact of class based PE lessons on Children progress is measured in their B Squared targets. Children develop PHSE skills and form relationships along with trust of their familiar swimming instructor. Measure through direct observations on PE targets which are then recorded in their Log Books.</p>
<p><b>Elm Class</b> school based PE lessons</p> <p>Hire of Pool and Swimming Instructors/Lifeguards at The Swan Centre (Wednesday Group)</p>	<p>Impact of class based PE lessons on Children progress is measured in their B Squared targets. Children develop PHSE skills and form relationships along with trust of their familiar swimming instructor. Measure through direct observations on PE targets which are then recorded in their Log Books.</p> <p>Children have the opportunity 1:3 weeks to take part swimming lessons. <b>Impact</b> Children develop new skills and develop confidence. Measure impact by B Squared targets and general observations each week</p>
<p><b>Elm Class</b> Hire of DC Gymnastics Hall</p>	<p><b>Impact</b> Promoting and Developing:-</p> <ul style="list-style-type: none"> <li>• PHSE</li> <li>• Listening, looking and conversation skills</li> <li>• Taking a turn</li> <li>• Watching others</li> <li>• Body Awareness</li> <li>• Spatial Awareness</li> <li>• Balance/Coordination</li> <li>• Movement to music</li> <li>• The positive way in which nursery pupils engaged happily in the planned activities.</li> <li>• Pupils were accepting of the new and very different environment, forming relationships with gym staff.</li> <li>• Reception pupils were responsive and stimulated taking part in a new learning task related to B Squared targets and furthered development of their emotional wellbeing.</li> </ul>
<p><b>Maple/Willow</b> Pony Experience</p>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Developing self-esteem</li> <li>• Promoting self-regulation</li> <li>• Student's work alongside the ponies each week with the support from Sue Brewis and her team</li> </ul>
<p><b>Maple &amp; Willow Class</b></p>	<p><b>Impact</b></p>

PE/Dance	<ul style="list-style-type: none"> <li>• Student's develop a sense of rhythm</li> <li>• Student's develop communication skills</li> <li>• Student's show enjoyment through facial expressions and body language</li> </ul>
<b>Maple/Willow Class</b> <b>Elm Class</b> Hydrotherapy	<b>Impact</b> <ul style="list-style-type: none"> <li>• Student's develop water awareness</li> <li>• Student's develop core stability</li> <li>• Student's learn to enjoy the freedom of floating</li> <li>• MAPP targets track progress</li> </ul>
<b>Bollywood Dance Workshop</b>	<b>March 2018</b>
<b>NUFC Football Coaching</b>	<b>March 2018</b>