



# PE & Sport Support Grant Review of 2017/ 2018

## PE & Sports Grant 2017/2018

The 2017/18 PE Sports Grant of £7,144 (please refer to PE Sport Grant spend 17/18 for a full break down) enabled TVS to purchase Archery equipment and embed an exciting sport into our PE Curriculum. Archery offers all our pupils new learning experiences of participating in a Paralympic recognised event supporting their physical development.

Archery provides a range of benefits for our pupils:

- It improves hand-eye coordination and balance. Over time, the core becomes better at gaining control of the body's balance and helps with more accurate shooting.
- Hand and finger flexibility improves - Finger and hand strength increases in archery. They also become more flexible because they are fully in use while aiming at the target.
- Increases focus - The concentration practiced during archery can help with coping in high-pressure situations, and in day-to-day life as well.
- Builds strength - The arms, core, hands, chest and shoulders are all used.
- Improves confidence and relaxation.

Our pupils have enjoyed learning new skills and participating in Archery in their PE lessons. Archery is inclusive to all Sports Pathways at the Village School and has increased our pupils' learning and contributed to outstanding progress in Physical Education.

The PE grant supported our application and successful achievement of the afPE Quality Mark. The Village School received the afPE Quality Mark in July 2018. This prestigious award is a powerful way of celebrating success. The afPE Quality Mark recognises, through a succinct self-review and evaluation process, the strength and quality of physical education and sport in schools.

It has raised the profile of the subject and the school both locally and nationally and promotes the high quality work that is being undertaken on a day-to-day basis. High quality physical education and sport makes a difference to the learning and experiences of children and young people both within the subject and more widely across the curriculum.

Our validator Kim Henderson was very impressed with the schools' provision and was inspired by our fantastic students when observing them participating in PE lessons during a tour of the school and talking with them at a pupil feedback session.

She also commented on how passionate and committed our staff were when speaking to individual staff. Kim highlighted the holistic approach we use, not only within PE but also throughout the school, demonstrating the great impact this has had on our pupils' progress.

We used the Sports Grant to attend the National Junior Games in October 2018. The competition consists of a 4-day residential trip with 250 disabled children competing throughout the week at the Stoke Mandeville Stadium.

The birthplace of the Paralympics hosts the WheelPower National Junior Games - a showcase of disability sporting talent. The National Junior Games are the highlight of the junior disability sporting calendar and welcome children of all abilities. The games are designed to introduce children of all ages and types of disability to the opportunities that sport can provide, from promoting a healthy lifestyle to improving social interaction. Our pupils had an excellent time taking part in a range of sports, being independent, winning medals and making new friends.

Hiring a range of sports coaches facilitated TVS to offer a number of additional lunchtime clubs. These included Multi-Sports, Boccia and exercise clubs.

Our 8-week exercise programme had a significant impact on our pupils, encouraging movement through increased exercise combined with healthy eating. This was measured through individual pedometers calculating the amount of steps they achieved in lunch time sessions on Monday and Wednesdays incorporating fitness and games activities. Pupils were weighed at Week 1, Week 4 and Week 8. The results highlighted that out of the 5 pupils who were piloted in the exercise group 4 of them lost weight in the final weigh in.

The effect of the premium for on pupils' PE in terms of attainment for this 2017/2018 were;

#### **Sports Pathway 1**

<b>Expected Progress 2017-2018</b>	<b>Above Expected Progress 2017-2018</b>
62%	33%

#### **Sports Pathway 2**

<b>Expected Progress 2017-2018</b>	<b>Above Expected Progress 2017-2018</b>
65%	34%

#### **Sports Pathway 3**

<b>Expected Progress 2017-2018</b>	<b>Above Expected Progress 2017-2018</b>
55%	41%

Progress in PE for the year 2018-2019 (September - February) is currently;

#### **Sports Pathway 1**

<b>Expected Progress against Summer 2019 Target</b>	<b>Above Expected Progress against Summer 2019 Target</b>
59%	19%

### Sports Pathway 2

<b>Expected Progress against Summer 2019 Target</b>	<b>Above Expected Progress against Summer 2019 Target</b>
24%	55%

### Sports Pathway 3

<b>Expected Progress against Summer 2019 Target</b>	<b>Above Expected Progress against Summer 2019 Target</b>
17%	75%

## Swimming

Due to the broad range of disabilities and additional needs for our pupils at the Village School, swimming performs mainly a therapeutic element for our year 6 pupils and below and therefore none of our pupils at this age and can swim competently, confidently and proficiently over a distance of 25 metres, use a range of strokes effectively or perform safe self-rescue in different water-based situations.

Lessons are specifically tailored for all pupils in the class. As many of the classes have mixed abilities and physical/mental needs, it is not uncommon for in one lesson, to have two to three different stations in the swimming pool all working on separate goals. With the exception of a few, most students fall into one or two of these categories; Autistic spectrum condition (ASC), Severe/moderate/minor learning difficulties, Profound and multiple learning difficulties (PMLD) and/or sensory impairments (Visual or hearing).

All learn at different rates and respond differently to different teaching methods. Pupils who are physically and cognitively able to do so, will follow the ASA learn to swim awards 1-10, if it is found this is not suitable, other routes will be taken. One example is Intensive interaction, an approach designed to help pupils at early levels of development, pupils with autism and pupils who have severe, profound or complex learning difficulties. It works on early interaction abilities, how to enjoy being with other people, to relate, interact, know, understand and practice communication routines and involves using eye contact, facial expressions, vocalisations leading to speech and taking turns in exchanges of communication.

We also use sensory stories to stimulate pupils who have difficulties engaging. A child with sensory impairments or physical disabilities may face practical barriers to this learning; they can't see the picture; they can't reach the toy. Children who experience sensory processing difficulties as part of their condition, (often children with Autism, ADHD or similar conditions can struggle with sensory processing) may need support in learning to regulate their reaction to sensory stimuli. Sensory stories are a fun way of providing this support and of simply sharing a story together. It will always involve an action, sound, smell or feeling related to swimming and usually allows us to incorporate some ASA swimming targets for example pretending to be dolphin and blowing bubbles.

At the Village School all departments work cohesively to give the best care and teaching to pupils. In the swimming pool, this means that in most lessons the Swimming Teacher, P.E Teacher, PE Instructor, P.E Apprentice, Class Staff, Speech and Language Therapists and Physical Management Strategies team are supporting our pupils in the water. Swimming and P.E staff support all pupils and the therapy teams have individual pupils on their caseloads to support in the water taking advantage of the benefits of a hydrotherapy pool. The warmth of the water provides the perfect medium for relaxation of tight muscles allowing stretches in a fun and motivating environment. It is also the perfect place for monitoring of mobility problems in an appropriate setting.

We also have two members of staff trained to use the Halliwick concept in the water. Halliwick is based on principles of hydrostatics, hydrodynamics and kinesiology. It is a holistic approach bringing together knowledge about the water and the body, teaching and learning, motivation, challenge, activities, games and music, group dynamics, disability equality issues and swimming strokes. Swimmers advance through the Halliwick 10 steps programme improving their swimming positions and techniques until they reach 'water happiness' and can then progress to learning swimming strokes.

It is enjoyed by children because it is fun and gives them a freedom of movement only experienced in a hydrotherapy pool.

Please see the PE Sports Grant Intention 18/19 for information on how we intend to use funding for this academic year.

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