



The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by



Department
for Education

Created by



Schools are expected to achieve self- sustaining improvement in the quality of PE and sport against the following 5 key indicators:



1	The engagement of all pupils in regular physical activity – kick starting healthy lifestyles.
2	The profile of PE and sport being 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.

Key priorities and Planning 2024-2025

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Widen opportunities for lunchtime/after school sport sessions/activities for pupils (dance, rebound, table cricket, cricket, football).	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity Pupils – as they will take part.	Key indicator 1 -The engagement of all pupils in regular physical activity – kick starting healthy lifestyles. The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 30 minutes of physical activity per day for learners with special needs.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities/Clubs.	TOTAL received £16000 plus £ 10 per learner in Years 1 to 6 £16,610 Allocation for this particular action £6,003

<p><i>Training of staff members to widen the base for clubs.</i></p>	<p><i>Teaching staff – widen knowledge, confidence and skills</i></p> <p><i>Pupils – widen exposure, more will take part</i></p>	<p>Key Indicator 3: <i>Increased confidence, knowledge, and skills of staff in teaching PE and sport.</i></p> <p>Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Teaching staff more confident to deliver effective clubs, supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming.</i></p>	<p><i>£2,750</i></p>
<p><i>Participation in extracurricular activities (tennis sessions: leisure centre swim; sailing; sport festivals organized by South Bucks Sport Partnership – Panathlon, cross country, dance, cricket, table cricket, multiskills)</i></p>	<p><i>Teaching staff – new experiences, broadening of knowledge</i></p> <p><i>Pupils – opportunities for social interaction; cognitive, physical benefits; influence on emotional regulation</i></p>	<p>Key indicator 2: <i>The profile of PE and sport being raised across the school as a tool for whole school improvement.</i></p> <p>Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE.</i></p>	<p><i>£7857 (see breakdown below)</i></p>

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Sailing at Aquadrome	<p>Physical Rehabilitation:</p> <ul style="list-style-type: none"> Coordination and Motor Skills: Sailing involves various physical activities such as handling sails, steering, and adjusting to the boat's movements. This can help individuals with special needs enhance their coordination and motor skills. Balance and Core Strength: The dynamic nature of sailing requires individuals to maintain balance on a moving platform. This can contribute to improved balance and the development of core strength. <p>Social and Emotional Development:</p> <ul style="list-style-type: none"> Teamwork and Communication: Sailing often involves teamwork, with individuals working together to navigate the boat. This fosters communication and cooperation skills, promoting a sense of belonging and shared accomplishment. Self-Esteem and Confidence: Successfully maneuvering a sailboat can be a powerful confidence booster. Individuals with special needs may experience a sense of achievement, boosting their self-esteem and belief in their capabilities. <p>Therapeutic and Relaxation Benefits:</p> <ul style="list-style-type: none"> Stress Reduction: The calm and serene environment of open water can have therapeutic effects, reducing stress and promoting relaxation. This is especially beneficial for individuals with special needs who may experience heightened levels of stress. Sensory Stimulation: Sailing engages multiple senses, from the feel of the wind and water to the sounds of the boat and the sights of the surroundings. This sensory stimulation can be particularly valuable for individuals with sensory processing issues 	<p>Accessed during Colne Valley Special Sailors's sailing season - Summer Term and Autumn 1.</p> <p>Groupings changed every year to reach wider audience.</p> <p>Learners follow CVSS's katanu sailing scheme.</p> <p>Activity promoted to parents of learners who have membership for that year</p> <p>£675</p>
Tennis at Halton	<p>Motor Skills Development:</p> <ul style="list-style-type: none"> Hand-Eye Coordination: Tennis requires players to track the ball, judge its speed and trajectory, and coordinate their hand movements to hit it with precision. This helps enhance hand-eye coordination, a crucial skill for many individuals with special needs. Fine and Gross Motor Skills: The varied movements involved in tennis, such as running, pivoting, and swinging a racket, contribute to the development of both fine and gross motor skills. This can be particularly valuable for individuals who may need targeted motor skill development. 	<p>Weekly sessions at Halton Tennis Club led by qualified coaches. Ten sessions per term.</p> <p>Groupings changed every term to reach wider audience.</p>

	<p>Social and Emotional Well-Being:</p> <ul style="list-style-type: none"> • Social Interaction: Tennis is often played in pairs (doubles) or one-on-one, promoting social interaction and communication. For individuals with special needs, this can be a valuable opportunity to connect with others, make friends, and develop social skills. • Emotional Regulation: Engaging in physical activity, such as playing tennis, can contribute to emotional well-being. It provides an outlet for stress, helps regulate emotions, and offers a sense of accomplishment, which is beneficial for individuals with special needs who may face additional emotional challenges. 	£750
Swimming – hydrotherapy pool and the leisure center	<p>Physical Therapy and Exercise:</p> <ul style="list-style-type: none"> • Low-Impact Exercise: Swimming provides a low-impact, buoyant environment, which reduces stress on joints and muscles. This is especially crucial for individuals with mobility challenges, as it allows them to engage in physical activity without putting excessive strain on their bodies. • Improved Muscle Tone and Strength: The resistance of water encourages the engagement of various muscle groups, promoting the development of muscle tone and strength. This can be particularly beneficial for individuals with conditions such as cerebral palsy or muscular dystrophy. <p>Enhanced Sensory and Cognitive Development:</p> <ul style="list-style-type: none"> • Sensory Stimulation: Swimming engages multiple senses, including touch, sight, and proprioception. The water's resistance provides sensory input that can be calming and therapeutic for individuals with sensory processing disorders. • Cognitive Benefits: Learning swimming strokes and practicing water safety skills can stimulate cognitive development. Following instructions, understanding spatial awareness in the water, and mastering different techniques contribute to cognitive growth and problem-solving skills. <p>In addition to these physical and cognitive benefits, swimming also offers social advantages. Participating in swim lessons or group activities in the water can promote social interaction, teamwork, and a sense of belonging. Adaptive swimming programs, trained instructors, and modified facilities ensure that individuals with special needs can access the full range of benefits that swimming has to offer.</p>	<p>Accessed in our hydro pool, with one or two weekly sessions per learner. Tailored to needs.</p> <p>Advanced swimmers have weekly sessions in local leisure centre, tailored for mixed class groups which are changed every term.</p> <p>Swimming club for our young learners – twice a week after school.</p> <p>£4,672</p>
Table cricket	<p>Table cricket is a modified version of cricket designed to be played on a table top, making it more accessible for individuals with special needs. One key reason why table cricket is beneficial for individuals with special needs is:</p> <p>Inclusivity and Adaptability:</p> <ul style="list-style-type: none"> • Physical Accessibility: Traditional outdoor sports like cricket may pose challenges for individuals with mobility issues. Table cricket, being played on a table top, eliminates the need for extensive 	<p>Twice a week as lunch club, one small group from Buttercup and Butterfly, one large group from Willow and YP2.</p> <p>Table cricket is accessible to most learners in autumn term</p>

	<p>movement and accommodates various physical abilities. It allows individuals with special needs to participate in a cricket-like game in a more accessible and inclusive manner.</p> <ul style="list-style-type: none"> • Adapted Rules and Equipment: Table cricket is often played with modified rules and equipment to suit the needs of participants. This adaptability ensures that individuals with varying abilities can engage in the game, fostering a sense of inclusivity and promoting sportsmanship 	<p>through sessions run by Bucks Cricket Board.</p> <p>Christmas Cup in Table Cricket has become an annual event.</p>
Adapted cycling	<p>Physical Exercise and Motor Skill Development:</p> <ul style="list-style-type: none"> • Promotes Physical Fitness: Adapted cycling allows individuals with special needs to engage in physical exercise, promoting cardiovascular health, muscle strength, and overall fitness. It provides a low-impact form of aerobic activity that is gentle on joints and muscles. • Enhances Motor Skills: Riding a adapted bicycle involves the coordination of various motor skills, including balance, rhythm, and hand-eye coordination. This can be particularly valuable for individuals with motor challenges, helping to improve their motor skills in a fun and enjoyable way. 	<p>A link with Wheels for All established.</p> <p>Waiting for resurfacing of Little Marlow Running Track to promote weekend sessions (summer) to parents. Possibility of another hub in Aylesbury in pipelines.</p> <p>Our own wheeley equipment – used at playtimes, PE sessions and afterschool club (tricycles, bikes, scooters) needs regular maintenance.</p>
Panathlon	<p>Equal Access to Sports: Panathlon creates inclusive sporting events and programs, ensuring that children and young people with disabilities have equal access to a variety of sports. This inclusivity is crucial for promoting physical activity, teamwork, and a sense of belonging among individuals who may face barriers in traditional sports settings.</p> <p>Tailored Activities: Panathlon events often involve adapted sports and activities that are specifically designed to meet the needs of participants with a range of abilities. This ensures that everyone can actively participate and enjoy the benefits of physical exercise and social interaction.</p>	<p>Several festivals organized yearly by Panathlon Charity (multi-skills for primary and secondary ages, ten pin bowling).</p>
Boatability at Bisham Abbey	<p>Accessible Boating: Boatability ensures that individuals with disabilities have the opportunity to experience the joys of boating. By providing accessible boats, equipment, and trained staff, Boatability makes it possible for people with diverse abilities to enjoy recreational boating activities.</p> <p>Enhanced Quality of Life: Boating can offer a unique and therapeutic experience, contributing to improved mental well-being and overall quality of life for individuals with disabilities. Boatability's</p>	<p>Yearly event on river Thames for all abilities, on katakanoes for ambulant learners and wheeley boats (accessible to wheelchair users).</p>

	commitment to inclusivity ensures that individuals of all abilities can participate in and benefit from these recreational opportunities.	£100
Special Olympics Great Britain Motor Activity Training Programme	<p>The Special Olympics Motor Activity Training Programme (MATP) is a unique programme specifically designed for athletes of all ages with Profound and Multiple Learning Difficulties (PMLD) or complex needs.</p> <ul style="list-style-type: none"> • Increase physical activity leading to improvement in motor skills, physical fitness, and functional ability • Enable more opportunities to perform sports activities • Development of a more positive self-image through skill acquisition • Enable greater interaction through sport and physical activity • Provide more opportunities to develop friendships with other athletes, family members and engage the local community <p>DEXTERITY, MOBILITY, STRIKING and KICKING – four areas of skills MATP focuses on.</p>	<p>MATP programme is firmly embedded in PD curriculum for multisensory classes. We have attended taster sessions of Special Olympics. Members of staff attended MATP training. Our own Special Olympics event was held in March 2023, another one for March 2024 in pipelines.</p>
Encourage further engagement in events organized by South Bucks Sports Partnership	Festivals further develop PD skills learnt in school, encourage social interaction and provide an ideal source of new ideas for our school based sessions.	Our membership in School Games Organizer supports us with establishing links, provides valuable advice. It also provides many opportunities to play adapted sports.
Develop staff expertise in teaching Rebound Therapy/ MATP through regular refresher courses	<p>Rebound refresher training organized as required (training valid for three years). Face to face training is our preference as it allows direct contact with coaches and other rebound professionals.</p> <p>More staff to be MATP trained.</p>	<p>Four staff members with an up to date rebound training. One OT assistant trained also. Two staff members with MATP training.</p> <p>£990</p>

Continued professional development of staff to enable establishment of wider range of lunchtime clubs	To create a wider staff/coach base to offer more flexibility with lunch clubs (dance, table cricket, cricket, football, rebound).	Currently two table cricket clubs, two afterschool swimming clubs, one afterschool games club.
	Football Coaching	£670

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	0 %	Heritage House caters for learners with severe, multiple and profound disabilities. Swimming is a very popular, therapeutic for some energetic for others, activity in our school. As such we do not find it straight forward to assess our learners against the 25 metre benchmark. Whilst some of our more advanced learners develop their swimming skills further through weekly sessions in our local swimming pool, majority of our population accesses their hydro/swimming sessions in our 10 metre hydro pool. All learners have one timetabled swimming session a week, multisensory classes typically access two a week. That is their yearly provision. Swimming experience is tied to personal needs of our learners.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0 %	Due to the diverse nature of abilities in our cohort we do not focus on performance of strokes but base our sessions around therapeutic

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>16%</p>	<p>Our Year 6 cohort is rather small, with six learners of very diverse abilities. Only one (who attends sessions in a public pool) can reliably react in self rescue situation.</p>
<p>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?</p>	<p>Yes</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	

Signed off by:

Head Teacher:	<i>Jacqueline Clearkin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarka Viehoff</i>
Governor:	<i>Ian Thomson</i>
Date:	

Add your key priorities and link them to one of the 5 key indicators