

Courtlands Special School Academy

PE and Sport Premium

Funding

2022 – 2023

PE and Sports Premium Statement

Objectives in Spending PE and Sport Premium Funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£14, 896
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£16,960
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023	£16,960

Swimming Data

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	24%
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	16%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

Action Plan and Budget Tracking: Our intended annual spend against the 5 key indicators. Success criteria and evidence of impact that we intend to measure to evaluate for our children today and for the future.

Academic Year: 2022/23	Total fund allocated: £16,960 Total amount to be spent: £16,960	Date Updated: July 2023
------------------------	--	-------------------------

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				47%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Year 6 children to engage in swimming lessons and be able to keep themselves afloat in water.	Booked swimming lessons for the 25 year 6 pupils at the life centre pool with trained swimming instructors.	£380.25	All the year 6 pupils now know how to keep themselves afloat in the water, even if they have not developed the ability to swim unaided. All the children developed the confidence to get in the water and enjoyed learning how to swim. 18 out of the 25 pupils learned how to swim on their backs and on their front and 6 of these children achieved the ability to swim 25+ metres unaided, without stopping.	Swimming to become a key part of Courtlands PE curriculum. Swimming lessons to be provided prior to year 6 to ensure the children have more time to reach the end of KS2 goal of being able to swim 25 metres.
Increasing activity levels and engagement in physical activity during break and lunch times.	Courtlands School have invested in playground equipment for their pupils to help them become more engaged in physical activity during their break and lunch times. The school have purchased new football goals and footballs, 15 news trikes, 5 balance bikes and 2 Viking scooters and general PE equipment. The school have also ensured that all staff and the pupil and family support team bring out PE	£4802.85	All pupils are excited to go outside for play and lunch times. The children are now engaging in playful interactions on the playground through physical activity, with some adult support. The football pitch always has 10-15 children playing on it every break and lunch time and all the trikes and scooters are in use. The children like to engage in physical games such as tag, Rob the	When budget planning for the next academic year the PE lead will liaise with the pathway 1 and 2 teams to ensure that more equipment is purchased for their playground to continue to support their children with wanting to engage in physical activity during the break and lunch times.

	equipment at playtime and lunch times to help engage the pupils in physical activity and games during these less structured times of the day. The school also used a separate budget to purchase a clamber stack for the children to play on at break and lunch times.		Robbins Nest and racing games. Due to the children actively engaging in physical activity during this time they are returning to class regulated and ready to learn.	
Development of a gym suite to engage our children in exercise and physical activity whilst also providing them with appropriate sensory input.	Courtlands have invested in cardio equipment including a treadmill, cross trainer, bike, rowing machine and boxing bags. All the pieces of gym equipment will develop the children's gross motor skills whilst also increasing their physical fitness. Additionally, these pieces of equipment all meet the children's push/pull sensory needs which help many of our children remain regulated and avoid sensory overwhelm. The gym suite and equipment will be fitted and complete ready for September 2023.	£2765.02	Previously the school have had gym equipment on site which children used during their sensory breaks, during break and lunch times and it was also used by pupils who struggled to engage in their main PE lessons. The children thoroughly enjoyed engaging with this physical activity and the repetitive push/pull movement helped them to regulate too. Courtlands have sought advice from the SENCo and OT and have purchased the gym equipment that will be best suited to meeting the children's sensory needs whilst also increasing their fitness levels.	Once the structural work is completed in the gym suite and the equipment is fitted. the PE co-ordinator will ensure a timetable is distributed to allow all classes the chance to use the gym suite once a week for 30 minutes. The PE co-ordinator will also ensure there are slots in the timetable left vacant so that children are able to access the gym suite during their sensory breaks to allow them to regulate through exercise and physical activity. Additionally, once the gym suite is set up, the PE co-ordinator will assess if additional equipment needs to be added to the room.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				47%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Development of a broad and balanced PE curriculum to increase engagement levels in PE and fitness across the school day	<p>Courtlands invested in CPD at the start of the academic year which provided teachers and HLTAs with support in school to know how to plan engaging PE lessons and to support the whole school in acquiring a bank of activities to support the children in engaging with physical activity at break times and lunch times.</p> <p>The school have also invested in the real PE scheme ready for the next academic year to help teachers plan engaging PE lessons and support the children in developing fundamental movement skills. This will also provide the PE subject lead and teachers with CPD across the year to improve their subject knowledge and PE teaching over the year.</p>	£4272	Pupil engagement in PE has increased now that the children's teachers are planning and delivering the PE lessons as this is adapted to meet their needs and interests. The children look forward to their PE lessons and have developed the physical skills needed to engage in a variety of winter and summer-based sports.	PE subject-lead to embed the real PE curriculum in the next academic year and attend the CPD sessions. Following this CPD support the PE subject lead is deliver training to the rest of the teaching staff at the school and is to monitor PE lessons and assessment to ensure PE lessons are adequate and meeting the children physical needs.

<p>All children have been given as many opportunities as possible to engage in a physical education programme suitable to their needs</p>	<p>Embedded swimming lessons for year 6 pupils. Football tournaments with another school have been held. Subject lead has ensured teachers are planning broad and balanced PE lessons for their classes. Subject lead has ensured there is adequate equipment for their PE lessons. Sports day was held for all classes.</p>	<p>£2874.42</p>	<p>All the year 6 pupils now know how to keep themselves afloat in the water, even if they have not developed the ability to swim unaided. All the children developed the confidence to get in the water and enjoyed learning how to swim. 18 out of the 25 pupils learned how to swim on their backs and on their front and 6 of these children achieved the ability to swim 25+ metres unaided. 15 of our pupils have attended 2 onsite football tournaments where pupils from another school attended. The children all engaged in a carousel of football-based activities to help improve their football skills and then engaged in a football game against the other school. This was the highlight of the pupils' year and they thoroughly enjoyed engaging in a competitive sport. The children all have one planned PE lesson per week for 1 hour and since the school have moved to the teachers leading the PE lessons the children have become more engaged in their PE lessons and have made lots of progress in terms of their physical education assessment.</p>	<p>PE subject-lead to embed the real PE curriculum in the next academic year and attend the CPD sessions and to provide CPD to the rest of the teaching staff. PE subject-lead to timetable time for each class to have access to the gym suite. PE subject-lead to plan and book swimming lessons. PE subject-lead to plan and book bike/balance ability. PE subject-lead to liaise with other schools to arrange more sporting activities and tournaments.</p>
---	--	-----------------	--	--

			<p>The children are now all engaged in physical activity during break and lunch times due to staff being trained in a range of active playground games which is supporting the children with getting a further hour of physical activity per day.</p> <p>The school have also developed a gym suite this academic year which has provided the children with a room where they can meet their physical sensory needs whilst engaging in exercise.</p> <p>The whole school also engaged in a two-day sports day event where 90% of the children engaged in the physical activities for an hour and 45 minutes. Some of our more cognitively able children were also able to engage in a competitive relay race.</p>	
To increase participation in competitive sports against other schools	<p>Courtlands School and Tiverton School have collaborated this year with supporting each other's pupils in engaging in competitive sports. Tiverton students have attended two tournaments at Courtlands School now where a carousel of football activities was engaged with before the schools engaged in a competitive game of football.</p>	£750.50	<p>15 pupils at Courtlands received football training from students at Tiverton School and all the pupils then played football against each other in mixed teams. The pupils learnt how to manage winning and losing and learnt the importance of communication and teamwork when engaging in team-based sports.</p>	<p>PE subject-lead to liaise with other schools to arrange more sporting activities and tournaments against and with other schools, including different sports, other than football.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				59%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increase the number of children engaging in PE lessons	Teachers have planned and delivered PE lessons, which are suitably adapted to their children's needs and interests and the PE subject lead has ensured that the PE equipment needed is available.	£1677.88	Overall pupil engagement has increased across the school and the children have voiced that they now enjoy going to PE and engaging in physical games and fitness with their peers and adults. This has been impacted by both teachers and support staff having more confidence to deliver a PE lesson effectively by breaking the skills down in to manageable chunks through exciting games. The children have then been able to achieve playing games of tennis, rounders, dodgeball, basketball, and hockey safely and accurately using the skills they have learnt across the term.	PE subject-lead to embed the real PE curriculum across the school to support more children who struggle with their gross motor skills, with engaging in PE by moving to a fundamental movement skills approach to PE lessons.

<p>Increase the number of children engaged in physical activity during break and lunch times</p>	<p>Teachers and support staff received CPD at the start of the academic year to help them develop a bank of physical games and activities for break and lunch times to help them engage the children in physical activity.</p> <p>The PE subject lead also invested in trikes, balance bikes, scooters and other playground ground equipment such as hula hoops, tyre trails and clamber stacks to support the children in engaging in physical activity at break and lunch times.</p>	<p>£4802.85</p>	<p>All pupils thoroughly enjoy going out to play at break and lunch time. All pupils are engaged in physical activity at break and lunch times. The children now struggle to come in from break and lunch times due to them enjoying the physical games and activities they have available to them outside. The children return to the classroom regulated and ready to learn following their 15 minute and 30-minute break and lunch time activity.</p>	<p>PE subject lead and pupil family support team to set up lunch clubs to ensure the children are still engaging with physical activity on wet play days.</p>
<p>Increase the number of children engaging in physical activity to support their sensory regulation</p>	<p>PE subject lead and school OT specifically identified and ordered gym equipment for the school gym suite which help meet the children with sensory profiles needs. All of the gym equipment in the gym suite has a push/pull factor due to this sensory input providing our children with the sensory output they need to regulate.</p> <p>The PE subject lead has also purchased a trampette for every classroom so that every child across the school can use this when they deem necessary to help them regulate through bouncing.</p>	<p>£3541.06</p>	<p>Pupils who seek/need deep pressure, resistance or repetitive movement are now able to self-regulate in their classroom environments through bouncing on the trampettes, whilst also engaging in physical activity.</p> <p>The children will have a gym suite which they can access when needing a sensory input or during their break/lunch times or during their PE lessons which will help meet their sensory needs whilst also engaging in physical activity.</p>	<p>PE subject-lead to explore rebound therapy and make the decision as to whether rebound therapy will be suitable and effective in supporting Courtlands pupils with engaging in physical activity.</p> <p>Once the structural work is completed in the gym suite and the equipment is fitted the PE co-ordinator will ensure a timetable is distributed around school to allow all classes the chance to use the gym suite once a week for 30 minutes. The PE co-ordinator will also ensure there are slots in the timetable left vacant so that children are able to access their suite during their sensory breaks to allow them to regulate through exercise and physical activity.</p>

				Additionally, once the gym suite is set up, the PE co-ordinator will assess if additionally, equipment needs to be added to the room.
--	--	--	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Year 6 children to engage in swimming lessons and be able to keep themselves afloat in water.	Booked swimming lessons for the 25 year 6 pupils at the life centre pool.	£380.25	All the year 6 pupils now know how to keep themselves afloat in the water, even if they have not developed the ability to swim unaided. All the children developed the confidence to get in the water and enjoyed learning how to swim. 18 out of the 25 pupils learned how to swim on their backs and on their front and 6 of these children achieved the ability to swim 25+ metres unaided, without stopping.	Swimming to become a key part of Courtlands PE curriculum. Swimming lessons to be provided prior to year 6 to ensure the children have more time to reach the end of KS2 goal of being able to swim 25 metres.
To develop a gym suite to support children engaging in physical activity, which will also	Courtlands have invested in cardio equipment including a treadmill, cross trainer, bike, rowing machine and boxing bags. All the pieces of	£2765.02	Previously the school have had gym equipment on site which children used during their sensory breaks, during break and lunch	Once the structural work is completed in the gym suite and the equipment is fitted the PE co-ordinator will ensure a timetable is

help them regulate and meet their sensory needs	gym equipment will develop the children's gross motor skills whilst also increasing their physical fitness. Additionally, these pieces of equipment all meet the children's push/pull sensory needs which help many of our children remain regulated and avoid sensory overwhelm. The gym suite and equipment will be fitted and complete ready for September 2023		times and it was also used by pupils who struggled to engage in their main PE lessons. The children thoroughly enjoyed engaging with this physical activity and the repetitive push/pull movement helped them to regulate too. Courtlands have sought advice from the SENCo and OT and have purchased the gym equipment that will be best suited to meeting the children's sensory needs whilst also increasing their fitness levels.	distributed around school to allow all classes the chance to use the gym suite once a week for 30 minutes. The PE co-ordinator will also ensure there are slots in the timetable left vacant so that children are able to access their suite during their sensory breaks to allow them to regulate through exercise and physical activity. Additionally, once the gym suite is set up, the PE co-ordinator will assess if additionally, equipment needs to be added to the room.
To encourage physical activity in the classroom environment to support with sensory regulation	PE subject lead has purchased a trampette for every classroom. All children across the school are able to access their class trampette when needed, throughout the school day.	£776.04	Teachers have fed back to the PE lead that their children are more regulated in class due to being able to go and bounce on the trampettes when they feel they need it. Some of the children in year 5 and 6 have told the PE subject lead that they love being able to bounce when they need it and that it's a fun form of exercise.	PE subject-lead to explore rebound therapy and make the decision as to whether rebound therapy will be suitable and effective in supporting Courtlands pupils with engaging in physical activity.
Engage children in a whole school sports day, including a range of different sporting activities	PE subject lead planned a two-day sports day event, with students from our sister school attending to help run some of the sporting events. PE subject lead ensured teachers and support staff had 6 weeks to prepare the children for	£446.04	90% of the children engaged in the school sports day. All of the children completed their carousel of 6 sporting activities and then completed the competitive relay race. The 10% of children that did not engage in the main sporting event helped run the smoothie	PE subject-lead to introduce more competitive sporting activities into sports day next year and to liaise with the EYFS team to help make sports day more accessible for our developmentally younger children.

	the 6 sporting events, plus the competitive relay races.		bike and helped the younger children ride the bike to blend their chosen fruit and vegetables.	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Sports day	PE subject lead planned and ran a two-day sports day event incorporating a competitive element to each day.	£446.04	On the first sports day 6 classes engaged in a carousel of sporting events/activities. We ended the sports day with a competitive relay race. All the children enjoyed the event, cheered on their teammates, and managed winning or losing well. On the second sports day we had to resort to a wet weather plan. The 6 classes involved we suppose to take part in a running race however the children engaged in bouncy hopper and egg and spoon races instead and shared the enjoyment of winning as teams.	PE subject-lead to engage the children in more personal best challenges and team challenges across the year throughout their real PE lessons to help the children manage competitive sports. PE subject-lead to introduce more competitive sports in sports day next year.

Football Tournaments	PE subject-lead and the PE subject-lead at ACE Tiverton ran two football tournaments at Courtlands School this academic year. Students from ACE Tiverton and Courtlands engaged in a carousel of activities helping them develop and improve their football skills. The children then play football against each other.	£750.50	All the children involved in the tournaments built new relationships with peers from other schools and were able to communicate and work together as teams. The children all shook hands at the end of the match and managed winning/losing respectfully.	PE subject-lead to organise more competitive sporting events with other schools, involving Courtlands pupils going to other school sites to engage in these events.