Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](https://www.gov.uk), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](https://www.gov.uk) hold them to account for this.

Schools are required to [publish details](https://www.gov.uk) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](https://www.gov.uk).
**Support for review and reflection** - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

**Key achievements to date:**

- Increased numbers of pupils taking part in lunchtime and after school clubs (Middle School 72%, Upper School 86% – lunchtime clubs).
- Weekly yoga sessions for children who cannot participate in traditional PE sessions due to their physical disabilities.
- Swimming Lessons at Langley baths attended by qualified swimming teacher – many children gaining distance awards – important skills for health and child’s general safety.
- Weekly Rock climbing sessions at Malthouse Centre – (46% of K/S 1 and 2). Plus the addition of elite group once a week.
- Weekly dance sessions for Phase 1 and 2 children (50%).
- Silver Package – Award winning Sycamore Centre – 8 full day sessions a term- three classes to attend each session – (84% of K/S 1 and 2).
- Staff Training in Sherbourne teaching methods (September 2019).
- Purchase of Large low impact sunken outdoor trampoline to benefit every child at Orchard School.

**Areas for further improvement and baseline evidence of need:**

- Staff Training in Rebound teaching methods.
- Spread of yoga sessions to different class groups in Autumn term 2019.

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**Meeting national curriculum requirements for swimming and water safety**

<table>
<thead>
<tr>
<th>Please complete all of the below:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</td>
<td>37% (we are a school that caters for children with profound and multiple disabilities).</td>
</tr>
<tr>
<td><strong>N.B.</strong> Even though your children may swim in another year please report on their attainment on leaving primary school.</td>
<td></td>
</tr>
<tr>
<td>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</td>
<td>21% (we are a school that caters for children with profound and multiple disabilities).</td>
</tr>
<tr>
<td>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</td>
<td>0% (we are a school that caters for children with profound and multiple disabilities).</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>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?</td>
<td>Yes/No Twenty children from KS1 and 2 attending a swimming lessons (as part of elite group) - to accomplish swimming skills and distance awards as the Orchard Pool did not fulfil their needs – they attend fortnightly for entire school year. Also Early years are provided with an extra member of staff once a fortnight to facilitate their children’s swimming lessons in school only in early years.</td>
</tr>
</tbody>
</table>
### Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

#### School focus with clarity on intended impact on pupils:

**INCREASED PARTICIPATION**

Increasing numbers of pupils taking part in extracurricular activities

<table>
<thead>
<tr>
<th>School focus with clarity on intended impact on pupils:</th>
<th>Actions to achieve:</th>
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<tr>
<td>Additional staffing has been provided for a number of reasons:</td>
<td>Increased numbers of pupils taking part in lunchtime and after school clubs (Middle School 72%, Upper School 86% Upper School – lunchtime clubs). Activities every lunchtime provided by WBA Trust – competitive games and using outdoor gym area). 53% of children attend weekly after school club (for half a term) multi-skills club run by WBA provided by WBA Trust.</td>
<td></td>
<td>Numerous break throughs in PE skills, behaviour and confidence reported by staff. Healthy and stimulating activities for our children that go to afterschool activities. Rewarding lunchtime plays keeping children occupied, using their natural energy.</td>
<td>To continue to offer a range of extra-curricular activities. To nominate ‘PE Mentors’ (students) to work alongside WBA Trust and staff in these ventures. To target less active children to further raise participation levels.</td>
</tr>
<tr>
<td></td>
<td>An MDS in class 12 every Friday morning to cover Wendy Fielding to attend Langley Baths and complete relative paper work. Cover in Class 16 (Spring Term) to enable a child to have 1:1 cover so the whole class can take part in physical exercise. Cover to facilitate Early Years swimming.</td>
<td></td>
<td>Swimming Lessons at Langley baths attended by qualified swimming teacher – many children gaining distance mainstream awards – important skills for health and child’s general safety. Tremendous achievement for many pupils. • Child covered in 1:1 situation for his and other children’s</td>
<td></td>
</tr>
<tr>
<td>Activity Description</td>
<td>Activity Details</td>
<td>Cost</td>
<td>Benefit until Summer term 2019. Children to receive swimming above and beyond... early intervention</td>
<td>Early years swimming groups to continue early intervention.</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Assisted Passive Yoga sessions with PMLD children in school 18% of children.</td>
<td>Providing weekly yoga sessions for children who cannot participate in traditional PE sessions due to their physical disabilities and children who are postoperative. This is to be reviewed before end of academic year to review the children she works with a mind to spreading the skillsets across the school and work with different types of children.</td>
<td>£3000</td>
<td>Staff Training, children involved in physical activity, can be used as an alternative therapy. Yoga can help increase concentration, flexibly, and strength. It can also develop coordination and reduce stress and anxiety.</td>
<td>Staff upskilled throughout school. Yoga sessions to move across school.</td>
</tr>
<tr>
<td>Dance Instruction – one morning a week 50% of K/S1 and 2 pupils</td>
<td>Weekly dance sessions for Phase 1 and 2 children. • Inclusion in evening. Performances in school e.g. Christmas shows and Celebrations day.</td>
<td>£1000</td>
<td>Dance sessions have helped our children mature physically, emotionally, socially, and cognitively. The physical benefits of dance are widely accepted, but also the emotional, social and cognitive attributes are important. Dance involves a greater range of motion, coordination, strength and endurance than most other physical activities, accomplished through movement patterns that teach coordination and</td>
<td>Participation is evidenced in Learning journals showing increased participation.</td>
</tr>
</tbody>
</table>
### Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

<table>
<thead>
<tr>
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<tr>
<td>WBA foundation Thursday afternoon extra PE sessions – multi skills across whole school – each class involved has whole half term - Lower School 75%, Middle School 86%, Upper School 83%. Large order to help with moving targets identified by class teachers and the replace broken or missing items. New resources identified and purchased. Large outdoor sunken trampoline (low impact) installed in August 2019 – to be used by 100% of pupils (can be used by children in wheelchairs).</td>
<td>A continuation</td>
<td>£2500</td>
<td></td>
<td>Large apparatus used with a professional sports trainer – all class staff required to be involved involved to learn techniques to use throughout year. Necessary upkeep and replacement of equipment</td>
</tr>
<tr>
<td>Enabling well-resourced PE sessions – an opportunity for children to visit sensory physical area to add to PE provision in class.</td>
<td></td>
<td>£1000</td>
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<td></td>
<td></td>
<td>£7000</td>
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<td></td>
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</tbody>
</table>
### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>SHERBOURNE TRAINING (September 2019)</td>
<td></td>
<td>£1000</td>
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<tr>
<td>REBOUND TRAINING</td>
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<tr>
<td>CPD - WBA foundation Thursday afternoon extra PE sessions – multi skills across whole school – each class involved has whole half term.</td>
<td>• Staff trained to deliver and share good practise throughout school. • PMLD children to receive Rebound Therapy.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CPD – yoga and dance sessions.</td>
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</tbody>
</table>

### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

<table>
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<tbody>
<tr>
<td>Additional achievements: A Class attend Portway Centre every Monday morning (for entire half term) for teamwork/games session supported by WBA Foundation trainers. (46% of K/S 1 and 2).</td>
<td>Broader range of opportunities provided with amenities at Portway centre. CPD of staff accompanying children.</td>
<td>Included in WBA allocation</td>
<td>Children to leave school once a week on a regular basis – WBA report back that the Portway was in part designed for our children when they are young adults and beyond. Gives them a chance to be acclimatised to these surroundings and part of the community.</td>
<td>It has been suggested that we create links with Meadow’s secondary school (where most of our children attend after their Primary years) in the summer term using Portway sessions to let out Year 6 children meet up and socialise with their Key Stage 3 students.</td>
</tr>
</tbody>
</table>
Silver Package – Award winning Sycamore Centre – 8 sessions a term—two or three classes to attend each session (average two sessions per class) 84% of K/S 1 and 2.

Weekly Rock-climbing sessions at Malthouse Centre – (46% of K/S 1 and 2). Plus an addition of elite group once a week (Academic year 2018-9)

Eight sessions over term taking up to three classes each day – award winning Sycamore Centre – Adventurous play/team building.

Different Phase classes across the school attending rock climbing lessons every Monday afternoon at Malthouse activity Centre – 2 trainers in attendance.

Recently advanced climbing skills were identified in Class 17 who attended an extra session a week to tackle the more difficult climbs. Children with behavioural issues.

£1360

Huge opportunity for children to have freedom to explore and play in challenging environment.; Feedback from fellow professionals 100% positive.

£700

Children have scaled the more challenging walls at Malthouse. Above and beyond expectation.

This is continuing in Autumn term 2019.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:

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</thead>
<tbody>
<tr>
<td>Continued work and participation with WBA Trust. Allocated to classes throughout year.</td>
<td></td>
<td></td>
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<tr>
<td>Organised in department – resourcing needs addressed, parental involvement by letter/texts etc.</td>
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<td></td>
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</tbody>
</table>

Percentage of total allocation: %

• Attendance (one class a term) at SEN Primary festivals at Portway – Competitions/celebration days between SEN Primary Schools from the Black Country – medals certificates awarded.

• All children involved in Department Sports Day – including many different activities to suit their individual needs. Families in

Parental involvement high, children display sense of pride in their school and in particular class groups.
| Attendance | Stickers certificates and class trophies are bought every child’s achievement celebrated. | Through Ranger Trophies – Tipton. £400 | Sport has now become celebrated in all its forms throughout school. Has become a firm fixture in yearly achievement awards. |