

Primary PE and Sport Premium Spending Allocation 2019/2020

| 2019/20 predicted costs | | | | | | |
|-------------------------|----------------|---|-------------|------------|---|---|
| Total Fund allocated | Approx £17 000 | | | | | |
| Activity | Provider | Rationale | Termly Cost | Total Cost | Impact | Ofsted Criteria |
| MEAPA Gym | MEAPA Gym | Meapa Gym provides the pupils at Ifield an opportunity to learn basic gymnastics and movement in an appropriate environment, with professionally trained staff. They learn and develop gymnastic skills at an appropriate and differentiated pace to meet their needs. This enables them to access their local community and provides a link into community activities. | £1 023 | £6 136 | Four primary classes are able to access the community through sport. They develop gymnastic skills in an environment appropriate for the sport and provides the equipment to develop their ability. | <p>The curriculum extends beyond academic, technical and vocational opportunities. It provides learners with broader development, enabling them to discover and enhance their interests and talents.</p> <p>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – the curriculum is designed to be ambitious and meet their needs.</p> |
| Additional Staff CPD | | Providing staff with the confidence to support pupils in varied sports and activities throughout the curriculum. Providing adequate after school sports provision | | £1 000 | Two staff have been on the rebound therapy course. This has enabled them to lead in PE Enrichment and | Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice. |

| | | | | | | |
|-----------------------------|--------------------------|--|--|------|---|--|
| | | | | | | <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p> |
| Sherborne Movement Training | Sherborne Association UK | <p>Promoting and supporting resilience and well-being for the pupils at Ifield. Movement experiences are fundamental to the development of all human beings and are particularly important to people with special needs. The input or 'feeding in' of movement experiences has to be concentrated and more continuous so that pupils are challenged. This is relevant across the curriculum from Early Years to Post-16.</p> | | £440 | <p>18 staff took part in the Sherborne Training day. This has supported CPD. They are now able to facilitate this activity in their classes and are equipped to support the pupils in PE lessons where Sherborne movement plays a big part.</p> | <p>Teachers create an environment that allows pupils to focus on learning.</p> <p>The curriculum extends beyond academic, technical and vocational opportunities. It provides learners with broader development, enabling them to discover and enhance their interests and talents.</p> <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. at each stage of education. The provider prepares learners for future success in their next steps.</p> <p>The provider has the same academic, technical or vocational ambitions for almost all learners.</p> |

| | | | | | | |
|-----------------|----------------|---|--|-------|--|--|
| | | | | | | Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs. |
| PESS Course | Take Pride | In line with afPE guidance on safe practice 2016, this qualification aims to up skill qualified teachers and TA's with recognised qualifications to be able to teach and or lead overall delivery of the PE curriculum. | | £3300 | 3 staff members accessed the PESS course. They are now involved in teaching aspects of PE, leading activities during PE Enrichment afternoons, supporting pupils with their PE development/learning as well as covering lessons. | <p>Teachers create an environment that allows the pupils to focus on learning.</p> <p>The curriculum extends beyond academic, technical and vocational opportunities. It provides learners with broader development, enabling them to discover and enhance their interests and talents.</p> <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. At each stage of education, the provider prepares learners for future success in their next steps.</p> |
| Boccia Training | Valence School | Staff having completed the PESS course will be able to broaden their subject base by also | | £500 | This course did not take place due to COVID-19 | The curriculum extends beyond academic, technical and vocational opportunities. It |

| | | | | | | |
|-----------------------------------|----------------------|--|--|-------|---|--|
| | | learning to teach Boccia and run small competitions where all abilities are able to compete. | | | | <p>provides learners with broader development, enabling them to discover and enhance their interests and talents.</p> <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p> |
| Archery | Kent Archery Assoc | With two instructors pupils will be able to experience Archery before they reach secondary age. | | £280 | A class teacher completed the Archery course and now leads Archery for PE Enrichment. | <p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.</p> <p>The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.</p> |
| Charlton Athletic Weekly Coaching | Charlton Athletic FC | Charlton Athletic offer a whole school impact providing high quality training for staff development, intra competition, health and wellbeing opportunities, leadership and | | £3750 | Coach Colin has played a vital role in school football development. He has also made an impact by speaking to KS3 | Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. |

| | | | | | | |
|-----------------|----------------|--|--|------|---|---|
| | | links to the community. Ifield has employed a coach for one day a week who provides the above as well as CPD updates and skill development for staff. | | | and 4 classes on healthy eating and exercise. | <p>Teachers create an environment that allows pupils to focus on learning.</p> <p>The curriculum extends beyond academic, technical and vocational opportunities. It provides learners with broader development, enabling them to discover and enhance their interests and talents.</p> <p>The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.</p> |
| Rebound Therapy | Valence School | Rebound is exercise therapy which uses trampolines to provide opportunities for movement, therapeutic exercise and recreation for people across the whole spectrum of special needs. | | £420 | Rebound Therapy has provided additional activities/therapy/communication and interaction for pupils with more challenging needs. One class has created an additional PE lesson where pupils are provided with additional rebound therapy. | <p>Teachers create an environment that allows pupils to focus on learning.</p> <p>The curriculum extends beyond academic, technical and vocational opportunities. It provides learners with broader development, enabling them to discover and enhance their interests and talents.</p> <p>The curriculum and the provider's wider work support learners to</p> |

| | | | | | | |
|-------------------------|--|--|--|-----------------|---|---|
| | | | | | | develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. At each stage of education, the provider prepares learners for future success in their next steps. |
| Specialist Tricycles | | Cycling can support those with SEN to lead healthier lives, become more mobile and independent whilst taking part in social activities in and outside of school. It can help improve balance, gross and fine motor skills as well as developing concentration. | | Approx £1400 | Before lockdown, the school looked at purchasing 4 new bikes to develop pupils' cycling ability and to make cycling accessible for pupils who find balancing on two wheels a challenge. This funding will be carried over to the 2020-21 budget to make further purchases of bikes. | The curriculum extends beyond academic, technical and vocational opportunities. It provides learners with broader development, enabling them to discover and enhance their interests and talents. The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. |
| Total spent to Dec 2018 | | | | | | |
| Total | | | | £17 026 | | |