



PE and Sports Premium Statement 2023 -204

Total amount allocated for 2022/23	£16,190
Total amount spent in 2022/23	£17,194.52
Total amount carried forward to 2023/24	£0
Total amount allocated for 2023/24	£15,000
Total amount of funding for 2023/24	£15,000

Introduction

The PE and Sports Premium is allocated to primary aged students to improve the quality of the PE and sports activities offered. The money is ring-fenced and therefore can only be spent to ensure additional and sustainable improvements to the PE, sport and physical activities offered by the school.

Ingfield Manor School is a Conductive Education school for children and young people with motor neurological impairment, such as cerebral palsy. Due to the mobility impairments of our primary aged children, they are unable to access higher level movement based activities, such as running, climbing, swinging etc. Therefore, a large part of our curriculum is the development of physical skills and all children take part in daily motor learning programmes to develop active, purposeful movements. These skills are then embedded throughout the whole school day, working towards greater independence in mobility, activities of daily living and to ensure physical well-being. It is important that all our children have opportunities for changes of position and place throughout the day, as well as active stretches and opportunities to weight bear when appropriate.

When deciding on how to spend the PE and Sports Premium we must take into consideration the 5 key indicators where schools are expected to see improvement across:

- The engagement of all pupils in regular physical activity
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Academic Year: 2022/23

Total fund allocated: £16,190

Date Updated: 30.09.2023

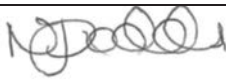

Key indicator 1: The engagement of <u>all</u> students in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:
Intent	Implementation	Impact	% 53
			Sustainability and suggested next steps:
<p>For primary aged students who are able to take part in standing and/or weight-bearing, as well as stepping activities as these have psychological and physiological benefits: aiding with muscle strength, bone density, cardiovascular fitness, circulation and digestive health. They also allow a change of position which supports self-regulation of alertness, e.g. going from a seated position to a standing position can increase alertness and in turn concentration.</p>	<p>All primary aged students who are able will stand daily. Purchase standing frame and walker to support those who are unable to do this unaided, as well as adaptations to enable students to access one of the school's standing frames.</p> <p>£8,614.80</p>	<p>All our students have Education, Health and Care plans which set long term outcomes for physical and sensory. From these, targets are set, which are agreed by the student, parents and staff at the annual review and reviewed at the next meeting. To enable students to work towards these targets, termly objectives are set, and evaluated each term. These evaluations are shared with parents.</p> <p>In addition to the formal recording and reporting of students' physical progress, therapists and teachers continuously monitor the progress of students' physical abilities, both within the daily motor learning programme and throughout the school day. Weekly meetings are held to discuss students progress within the team and termly progress meetings are held with a member of SLT to explore progress and put in place any necessary interventions, if these have not already been put into place through the ongoing formative</p>	<p>Ensuring the students continue to have the opportunity to stand/ weight bear and step is crucial as otherwise the students are mainly in a seated or lying position. The equipment purchased/adapted will continue to be available but it is important that the school continues to evaluate the equipment available and make purchases/adaptions as necessary.</p>

			assessment.	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.				Percentage of total allocation: % 21
Intent	Implementation		Impact	Sustainability and suggested next steps:
For primary aged students to have access to aquatic exercise, as this is one of the best environments for a child with cerebral palsy to improve physical functioning, especially if the child is not ambulatory. The benefits of the warm water are relaxation of the muscles, joints and ligaments and it also helps with the management of pain.	To enable primary aged students to access the pool weekly it is necessary for the purchase of resources for use in the pool and to enable the changing and showering of students, as well as the maintaining the pool	£3,433.19	Students' muscles, joints and ligaments are relaxed, helping reduce the pain and discomfort the students are in. Students also enjoy their aquatic exercise sessions and are physically active throughout. Evidence of impact of aquatic exercises recorded via the students' termly objectives on Evidence for Learning, as detailed above.	The maintenance of the pool is a key component for the opportunity for aquatic exercise, so it is important that the school continues to invest in the materials and expertise to enable this to happen. Also, to enable the students to continue to be active, the school need to replenish the floatation aids etc as needed.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: % 3
Intent	Implementation		Impact	Sustainability and suggested next steps:
A skilled, trained workforce who are able to support the students to be as physically active as possible throughout the school day. As we as aquatic exercise, trampolining is extremely beneficial as it can have a positive impact on students' motor function	Attendance of physiotherapist on hydro therapy course Attendance of OT on trampolining course	£250 £259.20	Primary aged students are taking part in meaningful aquatic exercises (see above). Knowledge of how students can access the trampoline safely and exercises which will be beneficial to them.	To support with the benefits for non-ambulant students, and to increase the opportunity to use the trampoline, more staff to have the training to lead session on the trampoline, particularly staff to be trained in Rebound Therapy as, due to staff turnover, a number of those

<p>(bilateral coordination, balance, speed and agility, coordination) Also, for non-ambulant children, it positively impacts sitting balance and supported standing times have been shown to improve, along with gross motor function. Light bouncing can help to increase blood flow to underused muscles and it helps the body release endorphins in the brain, boosting mental health and wellbeing. The exhilaration and effort of jumping can release dopamine, which can make students feel more alert, and serotonin, which helps to regulate moods and calm anxiety. Those with sensory processing disorders often experience a reduction in anxiety levels when trampolining as it can be particularly soothing and calming. This can be a good way to support regulation when feeling intense emotions.</p>				<p>previously trained are no longer available.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>

			% 29
Intent	Implementation		Impact
To over a wide range of physical activities to provide students with opportunities to practice and improve their strength and co-ordination as well as a different change of position and movement break. Also, to enable more independent mobility around the school. In addition, for students to have opportunity to improve their hand eye coordination, fine motor skills, strategic planning, cognitive skills, as well as to relieve stress and provide opportunities for sport related social interaction, turn-taking etc.	Purchase of trike Purchase of other sporting equipment to enable students with motor neurological impairment to be physically active and engaged in sporting activities. The use of multisensory resources and adapted equipment supports with this.	£4637.33	Students actively engaged in physical activities, as evidenced through the evaluation of termly objectives and annual targets.
Key indicator 5: Increased participation in competitive sport			Sustainability and suggested next steps: The items purchased will continue to be available. However, it is important that the school continues to explore accessible equipment which will enable students to be physically active and access a range of movement based activities. Having access to a wheelchair accessible swing will support development and growth, with students developing understanding of their body and sense of position in space. Research has shown (Sensory Integration) that enhanced vestibular movement can positively impact levels of arousal and optimize engagement.
			Percentage of total allocation: % 3
Intent	Implementation		Impact
			Sustainability and suggested next steps:

For all primary aged students, irrespective of physical disability or sporting ability, to take part in an event with other students both within school and in the wider community.	Purchase of Superheroes sports day materials to enable students to take part in national disability sports event - https://superheroseries.co.uk	£477	Raising of self-esteem, measured through the reaction of students on the day, including when presented with their t-shirts and medals.	The materials purchased continue to be available. To recommence Boccia competitions, both within school and with other schools/organisations.
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Signed off by	
Head Teacher:	
Date:	06.10.2023
Head of Education:	
Date:	06.10.2023