

<b>Funding total</b>	<b>£16,400</b>
<b>Eligible pupils</b>	50 pupils
<b>Key Objectives;</b>	
<ol style="list-style-type: none"> <li>1. <b>Ensure that all staff are trained to understand the physical development needs of all our pupils, including those with physical difficulties, in order that they can maximise the opportunities for physical development for all pupils throughout their school life.</b></li> <li>2. <b>Provide high quality PE lessons that challenge pupils at all levels.</b></li> <li>3. <b>COVID recovery - Ensure that pupils with limited movement and complex needs participate in activities that develop movement and encourage flexibility and muscle control.</b></li> <li>4. <b>Identify pupils who benefit from opportunities to develop strength, stamina and a feeling of well-being.</b></li> <li>5. <b>Provide a wide range of sporting opportunities through clubs and extra-curricular activities. Use the ‘great outdoors’ to develop all our pupils both physically and mentally, through a breadth of outdoor and adventurous opportunities and challenges.</b></li> <li>6. <b>Use the therapeutic and physical benefits of our hydrotherapy pool to support the physical development of our pupils.</b></li> </ol>	

<b>Objective</b>	<b>Description</b>	<b>Cost</b>
<b>Ensure that all staff are trained to understand the physical development needs of all our pupils, including those with physical difficulties, in order that they can maximise the opportunities for physical development for all pupils throughout their school life.</b>	TA3 supporting physical development across school including key work as a pool responder.	£2,000
	Staff training on Pedal awards in school and how to maximise the use of cycling with the curriculum.	£0
	<b>Total</b>	£2,000

**Impact**

CPD for staff. TA3 supporting students across school has supported the recovery programme for many pupils to ensure any loss in physical attributes has been limited and their physical targets are being addressed consistently. CPD based on the pedal awards has provided teachers and their teams with the knowledge and confidence to use cycling as a sport/activity with all pupils regardless of their needs. This will in turn provide them with the foundations needed to access further physical interventions and lessons as they progress through school.

<b>Objective</b>	<b>Description</b>	<b>Cost</b>
<b>COVID recovery - Ensure that pupils with limited movement and complex needs participate in activities that develop movement and encourage flexibility and muscle control. Provide high quality PE lessons that challenge pupils at all levels.</b>	HLTA to deliver high-quality physical development lessons in close liaison with class teachers and therapists to support the recovery of movement and strength post COVID lockdown. Roles included; <ul style="list-style-type: none"> <li>• Gaining skills and knowledge of new strategies to support all students.</li> <li>• Setting small step targets and goals</li> <li>• Monitoring and reviewing targets</li> </ul>	£3,000
	<b>Total</b>	£3,000

**Impact**

Following COVID lockdown for many pupils their targets were changed in order to address any physical deteriorations. Staff training and pupil’s targets are mutually identified, and appropriate recording and

reporting systems demonstrate progress in PE skills. HLTA liaises with class teachers and therapists to ensure targets are then transferred into the classroom setting and are then incorporated into each pupil's curriculum.

Objective	Description	Cost
<b>Identify pupils who benefit from opportunities to develop strength, stamina and a feeling of well-being.</b>	Pupils have been highlighted to take part in key interventions including cycling and couch to 5k.	£0
	Post COVID the school has been working with Sports England. Funding has now been secured to start a recovery programme based on improving identified pupil's mental and physical health, and wellbeing.	£0
	<b>Total</b>	£0

**Impact**

Pupils identified for physical interventions and targets set in liaison with class teacher. Pupils develop strength and stamina, evident through achievement of targets. Pedal awards are used to track and support cycling interventions. For those pupils for whom it is identified a priority, there is evidence of a calmer and more sustained attention when in formal curriculum. Pupils have experienced additional benefits which include weight loss which is monitored by the school nurse.

Due to these physical interventions within school, families of the pupils accessing these interventions are now able access more outdoor activities which include bike rides and walks.

The school has been working with Sports England throughout the year to highlight pupils who would benefit from a focussed project based on the physical, mental health and wellbeing of pupil's post COVID. This will start 2021/22.

Objective	Description	Cost
<b>Provide a wide range of sporting opportunities through clubs and extra-curricular activities.</b>	COVID recovery – development of key outside areas to ensure clubs and lessons can occur in a COVID secure environment following the school's risk assessment.	£3500
	COVID recovery – Working with Active Lancashire funding has been acquired to support the implementation of new sports clubs and equipment acquired.	£0
	After school clubs offered to pupils post COVID based on key skills such as hand eye coordination in addition to specific sports. Physical development support assistants ensures the high quality PE lessons are also translated into after school clubs.	£500
	<b>Total</b>	£4000

**Impact**

Following the implementation of our school's COVID risk assessment, key outside areas of school are being developed to ensure students can access these areas in a secure COVID environment. After school clubs then utilise these areas to ensure extra-curricular activities can continue to run outside and not

indoors – as per our COVID risk assessment. The pupils are now more focussed when accessing these areas and demonstrate more control when travelling around a new piece of equipment or area. Physical development support assistants ensure the key skills and targets which are planned for throughout the PE curriculum, are implemented and built upon during extra-curricular sessions.

<b>Objective</b>	<b>Description</b>	<b>Cost</b>
<b>Use the therapeutic and physical benefits of our hydrotherapy pool to support the physical development of our pupils.</b>	Pool responder training has been extended to additional staff and resources.	£900
	<b>Total</b>	£900

**Impact**

COVID restrictions have resulted in limited access for pupils. CPD and training for staff will ensure that when appropriate and available there are high quality swimming instruction which will in turn lead to improved skill acquisition and celebrations through the school’s swimming awards. Greater numbers of pupils will be able to access the aquatic curriculum due to an increase in qualified pool responders. Staff ensure the pool is safe, secure and accessible for all students. Post COVID pupils will benefit from hydrotherapy and make physical improvements via a gain in muscle mass, improvements in coordination and communication with staff.

<b>Objective</b>	<b>Description</b>	<b>Cost</b>
<b>Use the ‘great outdoors’ to develop all our pupils both physically and mentally, through a breadth of outdoor and adventurous opportunities and challenges.</b>	A green curriculum class is in place to support a class of pupils which promotes and utilises the outdoor areas in school and within the local community. Resources provided to ensure all student’s participation.	£500
	Sensory area developed to support outdoor learning for pupils in school.	£6000
	<b>Total</b>	£6500

**Impact**

The green curriculum has increased the pupil’s ability to transition with independence between places around school and when out in the community (lifelong learning). The pupils are more resilient: out in a range of weathers; tolerating textures such as soil, sand and mud. Reports from parents about better sleeping patterns. Independence in skills around dressing and self-help (fastening zips, turning sleeves the right way out, beginning to tie shoelaces). An increase in pupil’s attention, communication and behaviours in school has been observed. Communication: being able to recall and retell events that have happened outside. Following the implementation of our school’s COVID risk assessment, key outside areas of school are being developed to ensure students can access these areas in a secure COVID environment.

## Swimming

<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.  Please see note above.</p>	20%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above.</p>	20%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements.  Have you used it in this way?</p>	Yes – hydrotherapy is provided.

As a specialist setting we use Rockhopper Series from STA to support pupil development in water and celebrate their achievements as they progress through each stage.

### **Impact of premium use**

This year the premium has been used to respond and implement a recovery programme post COVID to ensure any loss in physical attributes has been limited and their physical targets are being addressed via the classroom setting and outside space. The physical and therapy needs of all children have been maximised and opportunities for physiotherapy, pedal awards and outside sensory experiences have been planned within pupil timetables, where appropriate. The development of our specialist physical development team that works with our visiting NHS therapists, ensures that advice is followed, and pupils have significant opportunities to engage in physical development.

Utilising outside space has remained a priority for the school and opening up extra-curricular opportunities to the students has only been possible due to this measure. Through the development of our school COVID risk assessment we have identified areas we can develop and these will be taken forward via the school improvement plan. Close liaison with therapists, parents and carers has ensured we have been able to measure physical development for pupils with significant physical disabilities and set appropriate targets. These targets are then incorporated into the classroom setting to ensure the physical needs of the pupil remain at the centre of his/her curriculum.

Every PE lesson at The Loyne includes a wide range of abilities, disabilities and learning difficulties; consequently, individual pupils have very different physical needs and targets. Through access to high quality training, teachers who deliver these lessons have an excellent understanding of how to best meet the pupils' needs. Some of this training has been accessed through the local authority.

### **How has the premium allowed pupils to develop active lifestyles?**

Many pupils at The Loyne lead inactive lives outside of school hours, for many reasons. COVID has provided further barriers for families and has resulted in a deterioration of skills and strength for some pupils in school. Data demonstrates that whilst our pupil population travel from a wide and diverse economic area the majority of our pupils live in a ward with a MDI 'C' which is categorised as just above and just below average. Certain categories bring this overall average down most notably Health (40% of the most deprived wards) and Living environment (40% of the most deprived wards). In addition to this, the many physical and behavioural difficulties of the Loyne pupils can also present many barriers for families attempting to lead healthy and active lifestyles. We acknowledge these reasons but are also very aware of the many benefits of developing a more active lifestyle. Consequently, identified pupils have been provided with opportunities throughout the school day to take part in a wide range of short high energy sessions. These include running and cycling sessions on the school cycle track. Access to couch to 5K has developed stamina and strength as well as having a calming effect on identified pupils. Conversations with parents and carers of identified pupils continue to show that the families have been utilising the skills learnt within the school setting e.g. learning how to ride a bike, to develop the access to the local area when the pupils are at home. Parents are then using this information to purchase new equipment at home to build on this new skill their son/daughter has learnt.

Through our work utilising the outside areas of school, some pupils have been able engage in physical activities after school and lunchtimes. Residential outdoor and adventurous activities have been postponed until the academic year 2021-22.

### **How will the school sustain the improvements?**

The Loyne school will continue to develop capacity to sustain improvement through staff development opportunities and through the use of externally sourced expertise. The school is very fortunate to have well developed school grounds with a Woodland area, 'Multi-Use Games Area' (MUGA), outdoor gym equipment, a cycle track, hydrotherapy pool and carefully landscaped play areas. It is essential that our staff are confident and competent in maximising the use of these areas and that there are clear systems in place for measuring progress and setting stretching and functional targets for all pupils.

Future targets for the development of physical exercise include;

- Work with Sports England to implement a programme which will last four terms to support the development of physical, mental health and well-being of identified pupils.
- Implantation of extra-curricular clubs in liaison with Active Lancashire.
- Joining the Lancashire FA MLD football league for both male and female players.
- Setting up Young Sports Leaders within school.
- Attending the Youth Games via work with the local School Games Organisers.

### **Post COVID-19**

**Due to COVID-19, the majority of pupils within school have shielded at home and have therefore had little to no access to physical exercise or specialist input. During this key time, senior leaders and the physical development team have provided differentiated exercises and activities for families to access at home.**

**Upon returning to school the pupils have been assessed and in liaison with therapists all teachers have implemented an accurate physical development programme for each pupil via sports lessons or dedicated time within the pupil's curriculum.**

**Targets which were not achieved last academic year due to COVID restrictions have been brought forward and built on ready for 2021-22.**