**Details with regard to funding**

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| Total amount carried over from 2020/21 | £0 |
| Total amount allocated for 2021-2022 | £16,220 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £16,380 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16,380 |

**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.  **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study** | 0%  At Critchill, our students are not able to reach age related expectations. However, they have weekly hydrotherapy sessions based on water confidence, water safety and basic swimming techniques in their primary years. Many of our students have Physiotherapy and Occupational Therapy plans which they follow in the hydrotherapy pool as part of their therapy.  In the Secondary school, for students who are more physically able they will access swim techniques and water safety sessions at a larger swimming pool which our own Qualified Swimming Instructor. |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** |
| 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? | No |

**Action Plan and Budgeting Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

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| **Academic Year:** 2022/23 | **Total fund allocated:** | **Date Updated: September 2022** | |  |
| **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: |
| 61% |
| **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: |
| Regular physical activity that supports students complex physical needs including developing: Exercise tolerance and stamina, balance, muscle tone, reaction speeds, proprioception, height and depth perception, coordination, eye contact | Rebound Therapy 1 day a week (yearly)  All primary pupils accept those with an exemption and those whom this therapeutic intervention would not be safe/beneficial at the discretion of the Rebound Therapists/SLT. | £9600 | Most pupils have access to rebound therapy at Critchill, during their primary years.  Those who are able to reach Level1 proficiency will work towards this award during their primary years.  For young people who have a physical/physio need they will be supported more therapeutically to access physio programmes over a longer period. | Further trainer to be fully trained in Rebound therapy so this offer can be extended in future. |
| Trained swimming teacher to support hydrotherapy sessions. This will build pupil knowledge of water safety, water confidence and basic swimming skills. | All students to have differentiated hydrotherapy lessons for at least 20/30 minutes a week. To take account of individual physical and cognitive skills. | £500 Resources to support lessons.  Staffing from School budget. | Physical activity is part of individual PLIMs and assessed for individuals across the year.  Students will participate more readily as it becomes routine.  Sessions are fun and engaging and this increases participation. | 100% of lessons to be graded outstanding in Hydrotherapy, swimming and PE. This will ensure a high quality provision from our sports and hydrotherapy leaders.  Ongoing training form our sports leaders to other staff members to upkeep and transfer skills. |
| Sports Lead employed to ensure high quality PE lessons for all primary aged students. | All students to have diffentiated PE lessons for at least 1 hour a week. To take account of individual physical and cognitive skills. |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 12% |
| **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: |
| Increased physical activity at playtimes and lunchtimes, to increase the engagement of lessons across school | Weekly lunchtime teams for primary and secondary students led by Sports Lead and TA to add additional physical movement to their day. Weekly Sports sessions at lunchtime  New playground/outdoor gym equipment to encourage physical activity.  - Support staff encouraged to lead physical games and activities at playtimes in order to keep students engaged. | £500 resources | Students are more active at playtimes with the new equipment and sports Teams. This allows them to play and be included in games and physical activities. | Continues lunchtime teams with pupil voice as a focus to ensure they are engaged and pupil voice is strong |
| Additional visits from outside agencies to increase physical activity across the school year. | Mojo Moves visits: 2x Spring, 2x Summer  Whole School Outdoors  WOLT – Outdoor & adventurous – programme of summer events | £1500 | Community participation in whole school physical activity.  Boost self-confidence of young people across school.  Accessible to all students regardless of physical abilities. | Provide opportunities for physical activity in a range of learning contexts |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 24% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | Can they now do? What has |  |
| what they need to learn and to |  |  | Changed? |  |
| consolidate through practice: |  |  |  |  |
| Trained swimming teacher to support hydrotherapy sessions. This will build pupil knowledge of water safety, water confidence and basic swimming skills.  This is supportive of staff development due to the ‘outstanding’ provision and coaching that is demonstrated. | All students to have diffentiated hydrotherapy lessons for at least 30 minutes a week. To take account of individual physical and cognitive skills.  Support Staff to be coached by hydrotherapy lead to lead hydrotherapy water skills activities of an ‘outstanding quality’ | £4000 | Staff are developing confidence to lead physical activity safely and of a high quality.  Lesson Observations are of very high quality. | Increase staff capacity in delivering outstanding swimming and hydrotherapy based lessons to meet the needs of learners at Critchill. |
| Sports Lead employed to ensure high quality EE lessons for all primary aged students.  This is supportive of staff development due to the ‘outstanding’ provision and coaching that is demonstrated. | All students to have diffentiated PE lessons for at least 1 hour a week. To take account of individual physical and cognitive skills.  Support Staff to be coached by sports lead to lead PE activities of an ‘outstanding quality’ |  | Staff are developing confidence to lead physical activity safely and of a high quality.  Lesson Observations are of very high quality. | Increase staff capacity in delivering outstanding PE sessions. |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 1% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Table Cricket Competition | Table Cricket Coaches to lead student groups in the Summer Term | £180 | Increased physical activity in a new sport. |  |
| Offsite physical opportunities, within the local community. | Summer Term  Bouldering |  | Increased physical activity in a new sport.  Increased community participation.  Preparation for adulthood and social opportunities in the local area. | Opportunities for learning beyond the classroom linked to Preparation for Adulthood |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 1% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Table Cricket tournament | Pupils to take part in competitions following Table Cricket Coaches input | £100 | Increased community participation.  Preparation for adulthood and social opportunities in the local area. | Opportunities for collaboration between special schools linked to Preparation for Adulthood |

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| **Signed off by** | | | |
| Head Teacher: | S Addison | Date: | 10.10.22 |
| Subject Leader: | E West | Date: | 10.10.22 |
| Governor: | A Jones | Date: | 11.10.22 |