

# Impact of Sports Premium at Ravensbourne School 2019/20

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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Trained staff for MOVE programme</li> <li>• Pilot of Move Programme</li> <li>• Purchase of SmartDrive Deck (wheelchair technology)</li> <li>• Swimming Instructor Training</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated and inclusive PE equipment</li> <li>• Adapted PE resources for MSI pupils</li> <li>• Implementation of movement and dance into PE.</li> <li>• Adapted and inclusive Sensory Circuits</li> <li>• Adapted and inclusive playground equipment</li> </ul>

## Action Plan and Budget 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 students today and for the future.

<b>Academic Year:</b> 2019/20	<b>Total fund allocated:</b> £16,280	<b>Date Updated:</b> January 2020	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity <b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement <b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils <b>Key indicator 5:</b> Increased participation in competitive sport			Percentage of total allocation: 100%

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. Differentiated and inclusive PE equipment to ensure all pupils can access the PE curriculum</li> <li>2. Adapted PE resources for MSI pupils to ensure all pupils can access the PE curriculum</li> </ol>	<ul style="list-style-type: none"> <li>● Differentiated balls and equipment to be purchased</li> <li>● Gym mats to be purchased to ensure the safety of all pupils when using equipment</li> <li>● Auditory, visual and tactile resources to be purchased</li> <li>● Teachers to be trained on the new PE equipment and the benefits of each item purchased</li> <li>● Resources to be reviewed to determine the impact they have had on pupils progress in PE.</li> </ul>	£5000	<p>Differentiated resources allow pupils with physical disabilities to engage and be included into the same PE curriculum as their able bodied peers.</p> <p>Balls of different sizes and weights ensure pupils with physical impairments can engage in ball related sports effectively without risk of injury.</p> <p>Sensory equipment supports pupils with visual and/or hearing impairments to be effectively included in PE.</p>	<p>PE becomes more inclusively taught throughout the school and is beneficial to all pupils regardless of their physical or MSI impairments from 2020/21</p> <p>Small annual budget to maintain resources and training.</p>
<ol style="list-style-type: none"> <li>3. Implementation of movement and dance into PE.</li> </ol>	<ul style="list-style-type: none"> <li>● Dance equipment to be purchased that is inclusive of all pupils needs.</li> <li>● Teachers to be trained in the new dance equipment and the benefits of each item purchased</li> <li>● Resources to be reviewed to determine the impact they have had on pupils' progress in movement and dance.</li> </ul>	£600	<p>Resources to promote pupils of all abilities to engage in movement and dance.</p> <p>Adapted resources to support pupils with physical disabilities to engage in dance.</p>	<p>Becomes part of normal taught curriculum from 2020/21</p> <p>Small annual budget to maintain resources and training.</p>
<ol style="list-style-type: none"> <li>4. Adapted and inclusive Sensory Circuits implemented to support pupils with poor coordination and concentration.</li> </ol>	<ul style="list-style-type: none"> <li>● Assessments for pupils as required</li> <li>● Purchase sensory circuit resources</li> <li>● Training for staff on how to set up and use a sensory circuit effectively.</li> <li>● Review success of programme and the impact it has had on pupils learning.</li> </ul>	£680	<p>Providing a daily, physical programme to support children with concentration, co-ordination or engagement difficulties to prepare them for learning in the classroom.</p> <p>Children who are identified as having poor coordination, concentration and/or listening skills are encouraged to complete a 'Sensory Circuit' programme as required to improve sensory processing, which leads to a greater ability to learn new skills and adapt learnt responses to new situations.</p>	<p>Becomes part of normal taught curriculum from 2020/21</p> <p>Small annual budget to maintain resources and training.</p>

<p>5. To provide pupils with opportunities to develop their fine and gross motor skills To provide pupils with outdoor learning and exploration opportunities to help improve their physical development and wellbeing</p>	<ul style="list-style-type: none"> <li>Part fund outdoor play equipment</li> </ul>	<p>£10,000</p>	<p>Many of our pupils find it hard to access the world around them. We aim to provide an outdoor space that will inspire curiosity and challenge for children of all ages and abilities.</p> <p>Appropriate playground equipment can stimulate children's senses, develop social skills and regulate their energy levels. We aim to create an outdoor environment that will help improve their fine and gross motor skills and their physical development and wellbeing.</p>	<p>Outdoor learning activities to become part of weekly teaching in all classes</p>
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