

PE and Sports Premium – Strategy Statement and planned spend at Lime Academy Ravensbourne 2023-24

OVERVIEW

PE and Sports Premium is used to develop and/or add to the PE and sports activities that the school already offers and to ensure that improvements made now will benefit the current cohort and those who join in future years. Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. During the 2023-24 academic year Lime Academy Ravensbourne will receive £16,700. These funds are for schools to use to support pupils.

Most schools with primary-age pupils, including special schools receive the PE and sport premium each academic year.

Funding for the PE and sport premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. In most cases, the Government determines how many pupils in each school attract the funding using data from the January school census.

Funding for 2023 to 2024

Schools with 16 or fewer eligible pupils receive £1,000 per pupil.

Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Funding 2023-24 for Lime Academy Ravensbourne is £16,000 base + (30 x £10) = £16,300. Plus £10,00 roll over from 21-22 allocation

PE and Sports Premium at Lime Academy Ravensbourne

Provision

Pupils at Lime Academy Ravensbourne engage in a regular structured P.E. and physical development opportunities.

Pupils benefit from Physiotherapy, a Hydrotherapy, Rebound therapy, Sherbourne Developmental Movement, bikes, a physical learning space to ensure they make the best possible progress in their physical development where possible and appropriate.

The school has one hall, a hydro pool, a soft playroom and outside play areas. We support our pupils in participating in experiences to develop their opportunities to make a positive contribution to the school and its local community.

How we intend to use Sports Premium funding to support the following:

We will provide additional targeted support to pupils to support them to be healthy, physically, socially and emotionally.

1. Summary information					
Lime Academy Ravensbourne					
Academic Year	2023-24	Total Pupils Aged 5-11	30	Date of SP Review	Sept 2023
NOR	83	Total Allocation	£16,300.00	Date of next internal review	Sept 2024

	Desired outcomes	Impact	Allocated Funds	Evaluation
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<p>1: Rebound Therapy: purchase trampoline and hoist, training for staff</p>	<p>Trampoline mats and Rebound Therapy is used to facilitate movement, promote balance, promote an increase, or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance, and to improve communication skills.</p>	<ul style="list-style-type: none"> • Increased confidence • interaction, and attention. • Improved physical development. • Spatial awareness • Body awareness • Social awareness • Coordination • communication • independence 	<p>£9000</p>	<p>September 2024 review of Sports Premium funding outcomes All classes have sent pupils to access Rebound on a Friday this year. It has had impact on mobility flexibility and emotional regulation for those pupils that have access the sessions. It has been good for independence and interaction with other pupils. Rebound has been very good at supporting pupils' vestibular systems and their proprioception. There are several pupils that have achieved calm or movement which has not been seen previously. We are going to extend the weekly sessions to 1.5 day in 2024/5 as the work has been so positive.</p>
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<p>2: commission Sensory OT team to work with staff and students</p>	<p>Greater use of assessment intervention to help students to develop their sensory processing. Learners have better readiness to interact and to learn and make progress. Pupils will be less frustrated and use less behaviour that challenges. Reduction in dysregulated behaviour. Staff given training in sensory OT and sensory processing Staff able to deliver universal OT level input in all classrooms.</p>	<ul style="list-style-type: none"> • Improved physical development and coordination • Self-regulation • Greater awareness and understanding of sensory processing disorders • Training for staff to give impact to work with students. 	<p>£7000</p>	<p>September 2024 review of Sports Premium funding WE do not get any sensory OT input from the LA in Havering. We commissioned Little OT company to come in and work with learners to better understand their physical needs and their ability to emotionally regulate through having greater body awareness and understanding how to get sensory feedback/input. The relationship with Little OT company has developed the resource base. We have purchased a giant squeeze machine, large gym balls and peanut balls, weighted clothes and blankets that are issued out under OT advice. The learners at Ravensbourne are almost all non-speaking so the impact has been seen through calmer self-regulated behaviours, smiles and laughter and interaction with the class staff. We will be paying to continue the relationship 24/25 as it has helped pupils to access curriculum and learning more and in some cases much more.</p>
<p>Anticipated End result:</p> <ul style="list-style-type: none"> • Pupils will have enhanced physical opportunities, their health and wellbeing is improved • Physical development targets within EHCPs supported • Pupils are more able to self-regulate • Staff can see the signs of sensory processing issue and have greater confidence and skills with which to intervene. • Much better MDT approach to learners needs and progress. <p>Specialist resources are well maintained to allow regular and sustainable use for current and future cohorts</p>				

How we'll measure the impact of Sports Premium

We use a range of approaches to collect, collate and analyze data on pupil progress, including measuring the impact of the above interventions on progress through EFL data, Annual Reviews in relation to progress towards end of Key Stage targets. We are also keen observers of fragments of communication provided by our learners this is often through stilling or eye contact, sounds made or movement anywhere throughout the body.

Monitoring progress:

- EFL scrutiny of input, long obs of pupils, class reviews of data by SLT Annual review of progress towards EHCP large and small steps.,