



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

## Rosehill PE and Sport Vision Statement

At Rosehill School, we pride ourselves on providing a high-quality Physical Education curriculum that inspires every child to succeed; promoting excellence and equality for all. We believe that all our children should leave the school physically literate, with a memorable experience of engaging in physical education and sports, as well as experiencing a range of challenging and enjoyable active opportunities; developing independence skills, making healthy choices, looking after our mental health and promoting positive wellbeing and developing a passion for physical activity and sport.



Updated September 2023

Rosehill School   
Impact Report 2023 – 2024

Commissioned by



Department  
for Education

Created by



## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

### Key achievements to date until July 2024:

- Staff have increased their knowledge with the support of the sports development officer and external sport companies (Kixx, EPIC, Dance Equation, Ride Wise).
- Interventions have been established to give support to vulnerable/ inactive/ pupil premium pupils (extra swimming lessons and rebound therapy sessions).
- Improved physical activity during lunch times; equipment has been purchased to help improve physical activity levels at lunchtimes (bikes, trikes, trampettes, balls).
- Trained and developed Sports Ambassadors (continuing to develop their skills before delivering sessions to pupils).
- Our pupils have been offered a variety of enhanced sports to help develop new skills (cycling, archery, additional swimming sessions).
- As a school we have continued to promote the importance of a healthy active lifestyles and mental health and wellbeing. Children will take part in sporting and healthy lifestyle activities including the Better Health Programme (Change4Life has now become part of Better Health, NHS). <https://www.nhs.uk/healthier-families/about-and-contact/> Also, mental health and wellbeing events, rebound therapy, sensory circuits, daily exercise, sports days/events and sporting challenges.
- Pupils have taken part in our first ever Rosehill Football match against Carlton Digby School.
- The sports development officer has delivered the Holiday Activities Food Programme (HAF) for Rosehill pupils during October, Christmas, and Easter holiday periods to enable the pupils to be more active during the school holidays.
- The school has continued to offer additional swimming sessions for year 5-6 pupils.
- The sports development officer continues to ensure our PE Scheme of Work is reviewed to ensure progression of skills across the school.
- Staff have been provided with professional development where necessary to help them to teach PE and sport effectively to embed physical activity.
- The school continuously maintains and monitors the effectiveness of CPD and delivery of PE teaching.
- The school continuously has strong links within our School Development Plan and Pupil Premium Grant/Recovery Grant Strategy.

## Details with regards to funding

|  |         |
|--|---------|
| Total amount carried over from 2022/2023   | £0      |
| Total amount allocated for 2023/2024   | £16,320 |
| How much (if any) do you intend to carry over from this total fund into 2023/2024                  | £1,045  |
| Total amount allocated for 2023/2024   | £16,320 |
| Total amount of funding for 2023/2024 To be spent and reported on by 31st July 2024 (Actual Spend) | £15,887 |

## Key priorities and planning

- **Key Indicator 1:** The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- **Key Indicator 2:** The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- **Key Indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- **Key Indicator 4:** Broader experience of a range of sports and activities offered to all pupils.
- **Key Indicator 5:** Increased participation in competitive sport.

| Area of Focus<br>(the 5 key indicators outlined by AfPE & YST)  | Actions<br>(identified to improve provision in each area)  | Funding<br>(breakdown of how much will be spent)       | Impact<br>(the difference the funding will make)   | Evidence<br>(sources which end of year evaluations will be based on)   | Sustainability/ Impact<br>(long lasting improvements, the spends will bring about)  |
|---|--|--|--|--|---|
| KPI 1)<br>Engagement of all pupils in regular physical activity | a) Order equipment (inc. basketball hoops, scooters, balls, trampettes) to help facilitate a physically active playground. | £500 equipment<br><br>Cost AuT2023<br>Actual Cost £625 | The additional items encourage pupils to play more/ different games and sports at break and lunch times, resulting in higher levels of physical activity. Also, equipment will support sensory regulation. | - Whole school survey, focusing on usage of this equipment during play times.<br>- Observations by EW throughout the year. | This equipment is used year on year, so more and more pupils are kept active at previously sedentary times of the day. Scooters and bikes purchased have enabled a more active lunchtime. |
|   | B) Rebound therapy interventions (staff delivery) for pupils who need support with weight management.                      | In-house cost with current staffing<br><br>No costs    | Extra rebound therapy interventions for pupils' who are overweight will help them to become more physically active and have a positive impact on their overall health and wellbeing.                       | - Rebound therapy logs to monitor pupils' activity levels / progression.   | Rosehill staff who are rebound trained delivered the sessions which helps support pupils with their weight, mobility and sensory regulation. Sensory breaks are built into timetables.    |
|   | c) Daily wake & shake/ dance sessions to improve the pupil's fundamental movements.  | £400 resources<br><br>Cost AuT2023<br>Actual Cost £448 | The improved skill proficiency of the targeted pupils leads to better movement competency, resulting in more engagement in physical activity.  | - Feedback from teachers.<br>- Link to PE levels.  | Such early intervention addresses potential barriers to movement, thus empowering our youngest pupils to pursue active lives.   |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
|  | d) Sensory circuits to help pupils develop fundamental skills and sensory regulation. | £500 equipment<br><br>Cost AuT2023<br><br>Actual Cost £430 | Sensory circuits will enable the pupils to be more physically active and help develop agility, balance and co-ordination. Sensory circuits will support our pupils (many of whom experience sensory processing difficulties) to better regulate as well as enabling them to be physically active. | Survey on the usage of sensory circuits.<br>- Observations by EW throughout the year.<br>- OT input with teachers/ TAs to develop the circuits. | This equipment will be used daily to help develop ABC. Our pupils use the circuits to become more physically active throughout the day. The focus on mental health and wellbeing, has impacted self-esteem and self-worth. Sensory and wellbeing activities have supported pupils to regulate. |
|--|---|--|---|---|--|

| Area of Focus<br><i>(the 5 key indicators outlined by AfPE &amp; YST)</i>                          | Actions<br><i>(identified to improve provision in each area)</i>                              | Funding<br><i>(breakdown of how much will be spent)</i>                | Impact<br><i>(the difference the funding will make)</i>  | Evidence<br><i>(sources which end of year evaluations will be based on)</i>                      | Sustainability/ Impact<br><i>(long lasting improvements, the spends will bring about)</i>  |
|--|---|--|--|--|--|
| KPI 2)<br>Profile of PESSPA being raised across the school as a tool for whole- school improvement | a) Primary sports day organised to incorporate external sports companies.                     | £400 hire of venue<br><br>Cost SuT2024<br>Actual Cost £430             | By using a variety of companies for this day, parents/ carers can see what sessions the pupils take part in during the school term.  | - Feedback from pupils, staff and parents about the day.<br>- Impact report conducted.           | Providing the pupils with new experiences and a sense of achievement will have a positive impact on their wellbeing and their passion for sport. This has developed a variety of fundamental skills which has enabled pupils to become more physically active. Parent voice has shown that parents have confidence in the range of activities. |
|  | b) Develop a new group of 'Sports Ambassadors' to help facilitate active play at lunch times. | £30 lanyards/ badges/ resources<br><br>Cost AuT2023<br>Actual Cost £37 | Select suitable pupils to act as advocates for PE and school sport, as well as developing their leadership skills, while helping to make Rosehill a more physically active school. | - End of year evaluations from the Sports Ambassadors.<br>- Feedback from teachers/ pupil voice. | Throughout their time at Rosehill, the pupils will continue to promote/ champion the benefits of PESSPA to others. It will help develop their social skills and Leadership. Ambassadors feedback on their enjoyment  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  | and engagement and this continues to grow ensuring all pupils have positive experiences, improved self-esteem, knowledge of the importance of being active and staying healthy and a love of PE. |
| d) Organise several PE, school sport and physical activity focused assemblies and award presentations. | £50 * certificates, medals and trophies<br><br>Cost SpT2024<br>Actual Cost £49 | PESSPA achievements are celebrated regularly, leading to increased levels of confidence and motivation in the pupils in attendance at these events. Swimming and rebound therapy achievements. | - PowerPoint slides from activities and the Sports Award presentation. (Invite dignitaries i.e., Sheriff of Nottingham).<br>- Whole school survey. | Continued organisation of celebration events leads to even greater numbers of pupils developing confidence and motivation regarding PESSPA.  |

| Area of Focus<br>(the 5 key indicators outlined by AfPE & YST)   | Actions<br>(identified to improve provision in each area)  | Funding<br>(breakdown of how much will be spent)   | Impact<br>(the difference the funding will make)   | Evidence<br>(sources which end of year evaluations will be based on)   | Sustainability/ Impact<br>(long lasting improvements, the spends will bring about)  |
|--|--|--|--|--|---|
| <p style="text-align: center;">KPI 3)<br/>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>a) Part-fund the Sports Development Officer who delivers PE alongside teachers and provides extra swimming lessons to year 6 pupils and rebound sessions.</p> | <p>£6,435</p> <p>Cost:<br/>£2,145 AuT2023<br/>£2,145 SpT2024<br/>£2,145 SuT2024<br/>Actual Cost<br/>£6,435</p> | <p>Provides the pupils with individualised PE plans to enable them to reach their full potential in PE.</p>          | <p>-Observations, assessments of pupils needs//Progress and achievements etc.<br/>-Impact reports for different sports/events.</p> | <p>Our Sports Development Officer continues to support our pupils sensory and physical needs- swimming and rebound therapy are essential to their development.<br/>Raised profile of sports/PE apparent to pupils and families will ensure a year-on-year involvement of pupils and encourage more pupils to join teams, clubs and activities.</p>  |
|  | <p>b) Hire a coach from EPIC sports in order to increase our primary teacher's capacity to team teach PE (during teachers' PE lessons).</p>                      | <p>£2,000</p> <p>Cost:<br/>£666 AuT2023<br/>£666 SpT2024<br/>£666 SuT2024<br/>Actual Cost<br/>£2,774</p>       | <p>Primary teachers' confidence and competence in teaching PE increases. Pupils experience high-quality lessons.</p> | <p>- Results from teachers end of year questionnaire.<br/>- Observations conducted by EW (PE lead).</p>                            | <p>Primary teachers deliver lessons with confidence. The quality of lessons are high. The difference of funding has meant children are exposed to different sports with EPIC sports, little kicks and dance equation. These organisations have all delivered structured sports sessions to the primary classes. This has developed a variety of fundamental skills which has enabled pupils to become more physically active.</p> |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>c) Hire a football coach (Kixx) to deliver high-quality football lessons to our primary department.</p> | <p>£4,000</p> <p>Cost:<br/> £1,333 AuT2023<br/> £1,333 SpT2024<br/> £1,333 SuT2024<br/> Actual Cost £3,229</p> | <p>Primary teachers' confidence and competence in teaching football increases. Pupils experience high quality football lessons.</p> | <p>-Class surveys, focusing on their engagement in football lessons.<br/> -Observations conducted by EW (PE lead).</p> | <p>Teachers deliver football sessions independently/ without needing the support of an external provider, and pupils receive consistently high-quality football.</p> |
|--|--|---|--|--|

| Area of Focus<br>(the 5 key indicators outlined by AfPE & YST)                         | Actions<br>(identified to improve provision in each area)  | Funding<br>(breakdown of how much will be spent)                                    | Impact<br>(the difference the funding will make)   | Evidence<br>(sources which end of year evaluations will be based on)   | Sustainability/ Impact<br>(long lasting improvements, the spends will bring about)  |
|--|--|---|--|--|---|
| KPI 4)<br>Broader experience of a range of sports and activities offered to all pupils | a) Run the 'cycle' programme for a targeted group of pupils, facilitated by Ride Wise instructors. | £1,000<br><br>Cost SuT2024<br>Actual Cost £880                                      | Primary pupils receive specialist cycling instruction, building confidence and competence in an activity that many will not have experienced before.                     | - Pupil survey, focusing on how previous experience in riding a bike.<br>- Measure competence of using a bike. | Pupils have positive experiences of riding a bike (often for the first time), which leads to further engagement with cycling outside of school. Pupils have developed their confidence and safety skills.   |
|  | b) Kwik cricket lessons for year 5/6 pupils.   | Notts county cricket (no cost/free)   | Y5 pupils experience a new sport within the curriculum, as well as developing fundamental movement skills and striking and fielding skills.                              | - Feedback from pupils about their sessions.<br>- Impact report.   | Pupils develop a passion for cricket and seek future opportunities to take part in SEND cricket sessions outside of school. The pupils took part in a video with Notts Cricket which demonstrates their capabilities, skills and confidence. (See website)              |
|  | c) Yoga.   | £270 supply cover for inhouse yoga instructor<br><br>Cost SpT2024<br>Actual Cost £0 | Primary pupils to engage in yoga sessions with a specialised company. –<br>Completed in house  | - Feedback from staff.<br>- Pupil voice about the sessions.<br>- Impact report.                                | Pupils enjoy the sessions and it has a positive impact on their wellbeing and supports pupils' self-regulation. The focus on mental health and wellbeing, has impacted self- esteem and self-worth. Sensory and wellbeing activities have supported pupils to regulate. |
|  | d) Rebound intervention sessions for identified primary pupils.                                    | Costed above  | Rebound interventions will help the pupils to self-regulate. Also, rebound will help with their communication skills, muscle tone, co-ordination and fundamental skills. | - Rebound therapy logs used to monitor pupils' progression.<br>- Impact report.                                | Our pupils enjoy rebound, which is proven to help with their sensory regulation and fundamental skills. We will therefore continue to provide this activity.  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  | This has built children's confidence and developed their speech, language and communication skills. It has developed children's interactions and engagement. |
|--|--|--|--|--|--|

Created



Supported



| Area of Focus<br>(the 5 key indicators outlined by AfPE & YST) | Actions<br>(identified to improve provision in each area)                      | Funding<br>(breakdown of how much will be spent)  | Impact<br>(the difference the funding will make)  | Evidence<br>(sources which end of year evaluations will be based on)   | Sustainability/ Impact<br>(long lasting improvements, the spends will bring about)  |
|--|--|---|---|--|---|
| KPI 5)<br>Increased participation in competitive sport         | a) Take part in all of School Sport Nottingham's 'Inclusion' events.           | £150 transport cost<br><br>Costs<br>£50 AuT2023<br>£50 SpT2024<br>£50 SuT2024<br>Actual Cost £150 | Provide our pupils with the opportunity to attend the inclusion disability events.  | - Attend all disability inclusion events.<br>- Pupil voice about the events attended.                            | Pupils have a positive experience at the events and become part of inclusive clubs outside of school.<br>Pupils have developed new relationships outside of the school with new peers.  |
|  | b) After school clubs for gifted and talented pupils.                          | £585 towards clubs<br><br>Cost SpT2024<br>Actual Cost £400  | Provide opportunities for our gifted and talented pupils to attend after school club. –<br>Replaced by external provider running lunch club | - Attendance recorded.   | Pupils become more engaged in sport and lead a healthier lifestyle. This has been developed at lunch time.  |
|  | c) Year 5/ year 6 pupils attend sports morning at Nottingham Trent University. | Costed above  | Provide our pupils with the opportunity to take part in sports morning off site at Nottingham Trent University.                             | -Impact reports completed to showcase the achievements of the pupils.<br>-Parents and pupil feedback and awards. | Yearly competition for our pupils to provide them with a new opportunity to engage in sport offsite. Pupils feedback on their enjoyment and engagement in the event shows that all pupils have positive experiences, improved self-esteem, knowledge of the importance of being active and staying healthy and a love of PE/Sports. See impact reports. |

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

Swimming at Rosehill School takes place by the end of Key Stage 2. All pupils have the opportunity to swim according to their needs. For all 19 pupils taking part in core swimming and additional funded swimming this year, this is based on a pre-swimming/foundation programme, which supports their water safety skills, confidence, sensory needs and wellbeing.

19 KS2 pupils have successfully progressed through part of the swimming programme and grading system in line with the ASA (SEND programme):

- 19 pupils participated in Drowning Prevention awareness lessons
- 7 pupils have completed the pre-swimming programme
- 12 pupils have completed the pre-swimming foundation

Programme (grade 1-3) All 9 have gained confidence in the water:

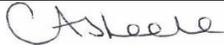
- 19 have explored blowing bubbles in the water and submerging their face and head
- All 19 were able to follow the structure of the lesson and were able to follow safety rules
- 12 have learnt to turn their bodies and float in the water
- 12 have learnt to propel themselves with the aid of floats/woggles
- 9 have learnt to kick their legs and use their arms to scull and pull through the water

Overall, the swimming programme has enabled all 19 pupils to develop their awareness of water safety, develop their confidence and regulation of sensory needs when in water, also showing good levels of desensitisation.

- All 19 pupils have expressed they have enjoyed swimming this year and have had fun
- All 19 pupils received recognition of their achievements through certificates and during assemblies, also shared with parents/carers.

| <u>Question</u>   | <u>Stats:</u>   | <u>Further context</u><br><u>Relative to local challenges</u>   |
|---|---|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?   | 1 pupil from Year 6 has managed to get their badges all the way up to 200 meters which is a huge achievement. | Very few pupils attend swimming lessons outside of school, therefore they have often not had pre-swimming experience before years 5/6. To enable them to access swimming, we focus on increasing their confidence and their water safety before we move on to swimming skills.  |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 2 pupils from Year 6 group are able to perform a variety of strokes.  | Once our pupils leave the Primary School, they may get another opportunity to swim at school through one of our funded programs.  |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | Some.   | Some pupils have learnt how to do a group self-rescue. This has developed their confidence and water safety skills and knowledge.   |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes   | We use external funding to provide additional swimming opportunities; pupils have developed their confidence in the water, and enjoyment of swimming. Pupils have become more physically active, which has had a positive impact on their mental health and wellbeing. Some pupils now have the confidence to access swimming lessons outside of school. Parent voice has shown that parents now have confidence to take their own children swimming. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes   | Each week the staff are in the pool with the pupils and are led by swimming instructors on poolside.  |

Signed off by:

|  |  |
|--|--|
| Head Teacher:  |  |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Emma White   |
| Governor:  |  |
| Date:  | 12.7.2024  |