

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

## 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.

Rosehill School  
Action Plan 2022 – 2023



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

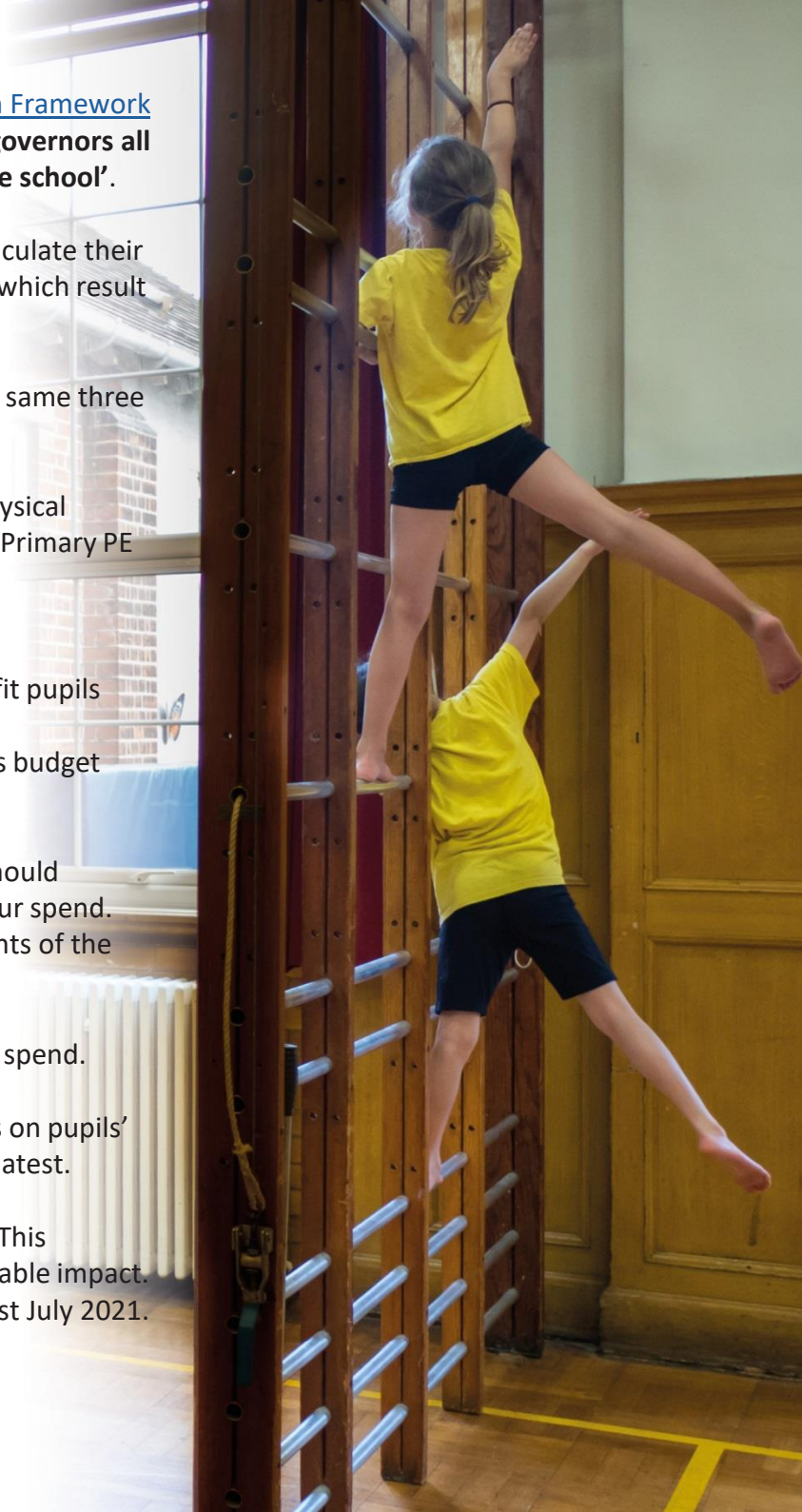
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



At Rosehill School, we believe PE and Sport plays an important role in making our PE vision statement a reality for every pupil, with the potential to change young people's lives for the better.

### 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.*

We have welcomed the Government's announcement in June 2022, confirming that schools in England will benefit from £320 million from the PE and Sport Premium during the academic year 2022-23. This so schools can continue to prioritise children's physical wellbeing, to help children get an active start in life in supporting primary schools to improve the quality of their PE and sport provision so that pupils experience the benefits of regular exercise – from becoming healthier both mentally and physically to improved behaviour and self-regulation and better academic achievement.

### How we are using it at Rosehill School

*Our commitment to providing children with high quality health and wellbeing opportunities continued to be a priority during 2021-22 with ongoing projects and sporting opportunities such as mental health and wellbeing week, rebound therapy club and after school clubs.* Rosehill is a Healthy School which is committed to delivering high quality and consistently good PE provision to all our children which enables our children to improve their health, fitness, welfare and wellbeing, their understanding of sport, teamwork and citizenship. We are very passionate about the UK Medical Officers Guidance, which promotes, that "being active every day provides a foundation for a healthier and happier life".

We promote an inclusive ethos where all pupils enjoy participating in sport and exercise; empowering them to become the best they can be. One of the many ways we have used the sports funding at Rosehill has been to update our resources for physical education lessons.

**Physical activity for children and young people (5-18 Years)**

- BUILDS CONFIDENCE & SOCIAL SKILLS
- DEVELOPS CO-ORDINATION
- IMPROVES CONCENTRATION & LEARNING
- MAINTAINS HEALTHY WEIGHT
- STRENGTHENS MUSCLES & BONES
- IMPROVES HEALTH & FITNESS
- IMPROVES SLEEP
- MAKES YOU FEEL GOOD

**Be physically active**

Spread activity throughout the day

Aim for an average of at least **60** minutes per day across week

All activities should make you breathe faster & feel warmer

PLAY, RUN/WALK, BIKE, ACTIVE TRAVEL, SWIM, SKATE, SPORT, PE, SKIP, CLIMB, WORKOUT, DANCE

Activities to develop movement skills, and muscle and bone strength **ACROSS WEEK**

**Get strong** (INACTIVITY)

**Move more**

Find ways to help all children and young people accumulate an average of at least 60 minutes physical activity per day across the week

UK Chief Medical Officers' Physical Activity Guidelines, 2019

Ensuring that the equipment is accessible for all children in the school means that they are able to develop their skills in each area of the curriculum. Recent developments include the use of sensory circuits, a rebound trampoline and climbing equipment. Rosehill continues to be part of the NST and Nottingham City Council Partnership which provides advice and quality training for teachers. We have also hired coaches from Dance Equation and EPIC Sports to offer additional multi-sports and fundamental movement sessions linked to maths, to broaden the variety of daily physical activities being offered and to help spark an interest in new ways of enjoying active times together in a social context.

We will continue to broaden the level of activity within the school through sport clubs and the daily exercise activities such as Active 8, which will have a long-lasting impact on the health and fitness of every child in the school.

We have continued to access swimming lessons with additional lessons before the end of Key Stage 2. In 2021/2022, 9 KS2 pupils successfully progressed through part of the swimming programme and grading system in line with the ASA (SEND programme). All pupils had the opportunity to swim according to their needs and have developed their confidence in accessing the water. For most, this was based a pre-swimming/foundation programme, which supports their water safety skills, confidence, sensory needs and wellbeing.

At our school we have developed a plan to ensure this funding is invested to maximise the long-term impact of our PE provision for pupils and staff. The impact of these initiatives is monitored through assessment of children's skills, staff and pupil feedback, uptake of clubs etc. In 2022/23 we will continue to use the PE associations 5 key indicators, to support the planning of improvements in physical activity within the school. The following factors are taken into account:

## Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.  
**There are 5 key indicators that schools should expect to see improvement across:**

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
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at [www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)  
Download afPE's exemplification guidance at [www.afpe.org.uk/physical-education/advice-on-sport-premium/](http://www.afpe.org.uk/physical-education/advice-on-sport-premium/)

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need 2022-23:
<ul style="list-style-type: none"> <li>✓ All children receiving specialist PE teaching.</li> <li>✓ Increased C/YP activity levels and time spent on exercise/sport/PE, reaching target of 30 minutes a day.</li> <li>✓ Vulnerable/inactive/pupil premium C/YP identified and given support through additional physical activity sessions.</li> <li>✓ High proportion of C/YP increasing engagement and interaction levels i.e. accessing additional physical activities such as rebound therapy, sensory circuits, primary sensory circuits.</li> <li>✓ Staff training sessions, CPD and wellbeing activities have helped develop knowledge and confidence in teaching PE and dance.</li> <li>✓ Purchased additional resources, which have enhanced P.E equipment stock, providing high quality equipment across an increasing range of sports to facilitate more participation.</li> <li>✓ Redevelopment of the school grounds, including additional activities for outdoor learning to support the delivery of physical exercise.</li> <li>✓ Further developed the range of sports offered to allow children to experience sports and activities that they would not normally i.e. hockey, rebound.</li> <li>✓ Enhanced C/YP mental health and wellbeing through including physical activities within a range of cross-curricular projects; Music week, assemblies, wellbeing week, theatre projects.</li> <li>✓ After school sports activities for key pupils/groups.</li> <li>✓ Creative dance activities, developing C/YP creativity and expressive communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To improve the effectiveness of teaching by employing specific sports specialists across the school to work alongside primary teachers when teaching PE to develop the skills of teachers and enhance specific skills need by the C/YP for particular sports.</li> <li>✓ Further increase daily time spent on sport/exercise/PE.</li> <li>✓ Continue to give increased support to vulnerable/inactive/pupil premium C/YP.</li> <li>✓ To improve the physical activity opportunities at playtimes, lunchtimes and after school extra-curricular clubs - to support access to a wider range of sporting opportunities.</li> <li>✓ Continue to offer further alternative sporting opportunities i.e. archery, cycling.</li> <li>✓ Further increase numbers in intra school sport, inter school sport.</li> <li>✓ 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 Change4Life programme, mental health and wellbeing events, rebound therapy, sensory circuits, daily exercise, sports days and sports challenges</li> <li>✓ Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices.</li> <li>✓ Providing places for pupils on after school sport clubs and holiday clubs</li> <li>✓ To continue to offer additional swimming sessions for year 5-6 pupils.</li> <li>✓ Ensure our PE Scheme of Work is reviewed to ensure progression of skills across the school.</li> <li>✓ Provide staff with professional development where necessary to help them to teach PE and sport effectively to embed physical activity. To maintain and monitor the effectiveness of CPD and delivery of PE teaching.</li> </ul>

Academic Year: 2022/23	Total fund allocated: £16,330	Date Updated/Reviewed: 28.6.2022
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Agreed and approved at Full Governing Body Meeting 5.10.2022

## 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 pupils today and for the future.

### Primary PE and sports premium key indicators of improvement:

- **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.

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria & Evidence Recorded
<p><b>Improve Health and wellbeing within school.</b></p> <p>Continue to focus on and improve mental health and wellbeing strategies for the whole school community.</p>	<p>Some pupils have significant needs in relation to their emotional and mental wellbeing and physical health, particularly following the pandemic, and continue to demonstrate low self-confidence and poor social interaction skills, despite the range of strategies being used. These factors impact upon their engagement with the curriculum and wellbeing.</p>	<p><b>Improving health and wellbeing</b></p> <p>These cohorts will be provided with opportunities for a wider range of health, wellbeing and bespoke learning initiatives and experiences to build their confidence and self-esteem, improving their health and wellbeing. This will include:</p> <ul style="list-style-type: none"> <li>• Planned social inclusion to further develop important social and communication skills/ relationships with others.</li> <li>• Support for targeted pupils on:                             <ul style="list-style-type: none"> <li>• emotional health</li> <li>• building resilience</li> <li>• healthy eating</li> <li>• first aid</li> </ul> </li> </ul>	<p><b>EW / OT &amp; EP input</b></p> <p><b>EW</b></p>	<p>Sept 22- July 23</p> <p>Ongoing</p>	<p>Health and wellbeing support and activities with additional services (EP/OT)</p> <p><b>£1200</b></p> <p>Staff release time to support initiatives <b>(funded in Sports Coach Costs)</b></p>	

<p>Continue to embed the amount of time pupils are physically active across the school day, with a key focus on activating alertness/sensory regulation.</p> <p>Further develop outdoor learning opportunities on school site.</p>	<p>School/ Nottingham City mental health and wellbeing profile and feedback from families.</p> <p>Government obesity strategy: (30mins active in school 30mins at home).</p> <p>SEN PE research and sensory OT plans/ journals.</p> <p>Feedback from staff and SEF/ PE action plan review.</p> <p>Outcomes from previous years sustainability impact work.</p>	<ul style="list-style-type: none"> <li>improving fitness</li> <li>Health and wellbeing Champion meetings.</li> <li>Wellbeing sessions i.e. EP twilight to be delivered to staff and strategies to be used and considered throughout the school at all times of the day.</li> <li>Promoting emotional health and well-being through embedding use of: <ul style="list-style-type: none"> <li>rebound therapy</li> <li>Yoga</li> <li>Mindfulness</li> <li>Zippy Friends</li> </ul> </li> <li>Purchase resources to support pupil's health and well-being.</li> </ul> <p><b>Improving fitness</b></p> <p>Daily sensory sessions/ physical exercise and activities at the start of the school to activate bodies – increasing alertness, focus and concentration, boosting energy, reducing fatigue, and improving mood (see British Journal of Sports Medicine)</p> <p><a href="https://bjsm.bmi.com/content/54/13/776">https://bjsm.bmi.com/content/54/13/776</a></p> <ul style="list-style-type: none"> <li>Sensory circuits</li> <li>Dance/ Zumba (including videos from Dance Equations)</li> <li>Wake and shake/ Activate/ Go Noddle</li> <li>Rebound therapy</li> </ul>	<p><b>EW</b></p> <p><b>EW</b></p> <p><b>EW</b></p> <p><b>EW/ JR</b></p>	<p>AuT22</p> <p>AuT22-SpT23</p> <p>AuT22-SpT23</p> <p>SpT23</p>	<p>Staff training <b>£250</b></p> <p>Yoga sessions (including for staff) <b>£1000</b></p> <p>Part fund Sports Coach cost <b>£3280</b></p> <p>Staff release time for delivering sessions (including rebound)</p>	
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<p>Key Indicator 1 Key Indicator 4 Key Indicator 2</p>		<ul style="list-style-type: none"> <li>Develop outdoor quad for delivering PE and increase the opportunities for outdoor learning at school.</li> </ul> <p><b>Staff wellbeing/ training</b> After school activities/ sessions</p> <ul style="list-style-type: none"> <li>Yoga</li> <li>Mental health strategies</li> <li>SAS wellbeing health workshops</li> <li>Wellbeing champions activities</li> <li>Regular staff meeting slot for PE Coach and staff to share ideas around how this is supporting pupils in the school</li> <li>PE Coach to keep sharing updates and information on government strategy i.e. obesity requirements and active lessons</li> <li>EP and OT training</li> </ul>	<p><b>CS/ EW (OT input)</b></p> <p><b>TR/ KS/ EW</b></p> <p><b>TR/ EW</b></p>	<p>AuT22</p> <p>Ongoing</p> <p>Across year</p>	<p>Outdoor learning school resources <b>£800</b></p> <p>Including in wellbeing costs above</p> <p>Staff release time <b>£300</b> EP &amp; OT training <b>£300</b> Yoga included in costs above</p>	
<p><b>Curriculum</b></p> <p>Embed staff confidence and ability to teach PE and motor/ fundamental movement skills</p> <p>Improve staff subject specific knowledge in</p>	<p>Learning walks.</p> <p>Conversation and feedback from Staff.</p> <p>Impact reports/ PE action Plan – next steps.</p> <p>Observations of pupils with mobility/ low active.</p> <p>Pupil voice feedback</p>	<p>Revise curriculum planning, in light of identified areas for development - see Long Term Plans and Curriculum Rationale for PE.</p> <p>Audit equipment and purchase new as necessary to develop PE and sensory/ regulation activities.</p> <p>PE CPD needs planned for the year based on staff feedback and monitoring activities conducted;</p>	<p><b>CS/ EW/ TR</b></p> <p><b>EW</b></p> <p><b>CS/ EW</b></p>	<p>Sept 22 review</p> <p>Oct 22</p> <p>Oct-Nov 22</p>	<p>Resources cost <b>£400</b></p>	

<p>identified areas and increase number of pupils meeting recommendations.</p> <p>To link and share ideas with other services i.e. NST Network and schools who value PE and Sport and are working on physical exercise and outcomes for their pupils.</p> <p><b>Key Indicator 2</b> <b>Key Indicator 3</b></p>	<p>regarding last year's dance/ sports/ multi skills/ football/ cycling experiences.</p>	<p>Deliver Dance workshops with Dance Equation focused on Dance and Maths</p> <p>Develop sporting interventions for children identified as needing extra support to develop basic physical skills; including multi skills, football and cycling with external specialist providers.</p> <p>PE lead to attend networking opportunities and continue to raise profile of the school and best practice. PE network meetings and local courses.</p> <p>Organise enrichment days linked to school focus for classes:</p> <ul style="list-style-type: none"> <li>• Outdoor Learning</li> <li>• Keeping Active</li> <li>• World Cup</li> </ul> <p>Monitoring activities planned to judge impact of the spend – lesson observations, questionnaires etc.</p>	<p><b>EW</b></p> <p><b>EW</b></p> <p><b>EW</b></p> <p><b>EW/ JR</b></p> <p><b>EW/ JR</b></p>	<p>Across year</p> <p>SpT-SuT22</p> <p>Termly with NST</p> <p>SpT22</p> <p>Termly checks</p>	<p>Dance Equation costs <b>£3000</b> (just primary)</p> <p>EPIC (just primary sessions) <b>£2000</b> Little Kicks cost <b>£1000</b> Ride Wise <b>£500</b></p> <p>Release time <b>£200</b></p>	
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<p><b>Competition and Community</b></p> <p>To increase the awareness and engagement of parents and carers in health and sports activities.</p> <p>Offer a range of additional and competitive opportunities for all pupils.</p> <p>To increase links with community clubs and organisations.</p> <p><b>Key Indicator 4:</b></p> <p><b>Key Indicator 5</b></p>	<p>Audit of areas to develop.</p> <p>Learning walks/ observations.</p>	<p>Additional swimming group to continue for year 6 pupils.</p>	<b>EW</b>	SpT-SuT23	<p>Additional swimming – year 6 1 term <b>£1500</b></p>	
	<p>Conversation and feedback from Staff.</p> <p>Impact reports/ PE action Plan – next steps.</p>	<p>Further increase engagement and involvement with parents through i.e. inviting them to join in with activities and sharing ideas through the website/ newsletters.</p>	<b>EW/ JR</b>	SpT23	Built in sports coach costs.	
	<p>Pupil voice feedback regarding community experiences links with other services and external providers, including additional swimming lessons and local places which have ‘enabling environments’ for the pupils.</p>	<p>Signpost parents to club links event, PE courses and advice websites and look into developing separate section on school website to help encourage pupils and families to be more physically active and further improve their skills.</p>	<b>EW</b>	Termly checks	Web area development and updates.	
	<p>Parent feedback regarding out of school opportunities, clubs and experiences.</p>	<p>Offer children a trip to a sports facility and take part in activities e.g. University sports campus for sports day.</p>	<b>EW/ CS</b>	SuT23	Competition cost/ sports coach release time <b>£600</b>	
		<p>Take part in sports competitions and link these to fitness unit to be taught in school and pupils achieving personal best scores and goals (including local schools’ competitions/ special schools).</p>	<b>EW</b>	Termly plans		
		<p>Register the school to take part in the National Sports Week.</p>	<b>EW</b>	AuT22		

### Links to whole school development plan 2022-2023:

- Building on our wellbeing practices, increasing the scope of mental health and wellbeing activities (Equality Duty)
- School focus on building rich character building experiences in a coherently planned way, across the curriculum and through extra-curricular activities
- Becoming increasingly effective at embedding personalised OT and self-help goals across the curriculum to promote self-regulation and positive engagement in learning, life skills and independence
- Increasing the awareness and engagement of parents in health and sporting activities through our healthy schools' model

## **Statement on Swimming 2021/22**

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 9 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.

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

- 9 pupils participated in Drowning Prevention awareness lessons
- 9 pupils have completed the pre-swimming foundation programme (grade 1-3)
- 0 have met the swimming programme (grade 4-5)

All 9 have gained confidence in the water:

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

Overall, the swimming programme has enabled all 9 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.

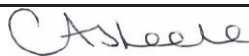
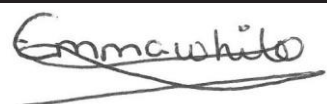
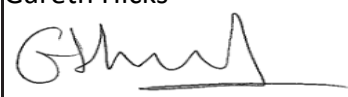
- All 9 pupils have expressed they have enjoyed swimming this year and have had fun
- All 9 pupils received recognition of their achievements through certificates and during assemblies, also shared with parents/carers.

## **Sustainability**

Through the introduction of a specialist Sports Coach in September 2019, who also holds swimming qualifications, staff continue to be inspired and will feel more confident to support swimming for children with more complex additional needs. Also, this year two additional qualified swimming teachers attended the swimming lessons (school staff) which added an additional layer of expertise to the sessions, further aiding children's confidence and development.

As a result of the changes to the swimming plan over recent years (as a result of the Pandemic), the school has re-evaluated the swimming offer for pupils in Key Stage 2 for 2021-22, and the school provided additional sessions to ensure that a larger group of pupils accessed lessons, over a longer period of time (following the government guidance).

Meeting national curriculum requirements for swimming and water safety	% of current year 6 pupils
What percentage of the current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0%
What percentage of the current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0%
What percentage of the current Year 6 cohort perform safe self-rescue in different water-based situations?	0%

Signed off by	
Head Teacher:	Cheryl Steele 
Date:	28.6.2022
Subject Leader:	Emma White 
Date:	28.6.2022
Governor:	Gareth Hicks 
Date:	28.6.2022