

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 
Impact Report 2021 – 2022

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:

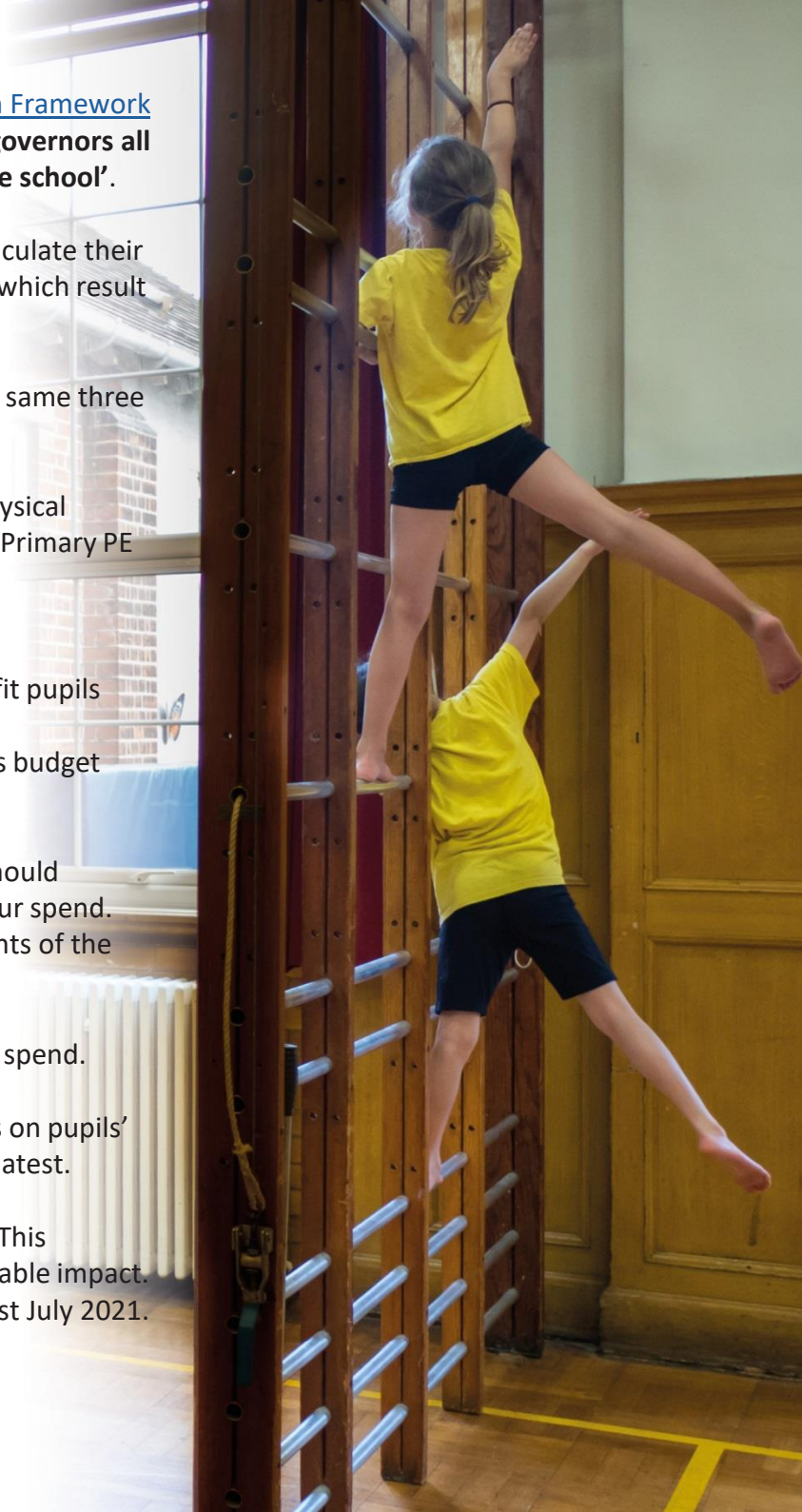
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 **31st 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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ All children receiving specialist PE teaching. ✓ Increased C/YP activity levels and time spent on exercise/sport/PE, reaching target of 30 minutes a day. ✓ Vulnerable/inactive/pupil premium C/YP identified and given support through additional physical activity sessions. ✓ 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. ✓ Staff training sessions, CPD and wellbeing activities have helped develop knowledge and confidence in teaching PE and dance. ✓ Purchased additional resources, which have enhanced P.E equipment stock, providing high quality equipment across an increasing range of sports to facilitate more participation. ✓ Redevelopment of the school grounds, including additional activities for outdoor learning to support the delivery of physical exercise. ✓ Further developed the range of sports offered to allow children to experience sports and activities that they would not normally i.e. hockey, rebound. ✓ 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. ✓ After school sports activities for key pupils/groups. ✓ Creative dance activities, developing C/YP creativity and expressive communication skills. 	<ul style="list-style-type: none"> ✓ 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. ✓ Further increase daily time spent on sport/exercise/PE. ✓ Continue to give increased support to vulnerable/inactive/pupil premium C/YP. ✓ 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. ✓ Continue to offer further alternative sporting opportunities i.e. archery, cycling. ✓ Further increase numbers in intra school sport, inter school sport. ✓ 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 ✓ Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices. ✓ Providing places for pupils on after school sport clubs and holiday clubs ✓ To continue to offer additional swimming sessions for year 5-6 pupils. ✓ Ensure our PE Scheme of Work is reviewed to ensure progression of skills across the school. ✓ 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.

Academic Year: 2021/22	Total fund allocated: £16,420	Date Updated/Reviewed: 9.6.2022
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

Total amount carried forward from 2020/21 £0
+ Total amount for this academic year 2021/2022 £0
= Total amount spent by 31st July 2022 £16,420

Draft agreed and approved at Full Governing Body Meeting 28.6.2022

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>Improve Health and wellbeing within school</p> <p>Improve well-being across the school for staff and pupils.</p> <p>Continue to embed the amount of time pupils are physically active across the school day.</p>	<p>Lesson observations of pupils struggling with stamina over sustained periods of time.</p> <p>Nottingham City health profile.</p> <p>Government obesity strategy: (30mins active in school 30mins at</p>	<p>Health and wellbeing of pupils and staff a priority area particularly in the wake of covid-19 break from school.</p> <p>Improving health and wellbeing:</p> <ul style="list-style-type: none"> - Improving health, fitness & wellbeing course/ twilight delivered to staff and strategies used and considered throughout the school at all times of the day - Health and wellbeing Champion meetings - Staff wellbeing after school activities/ sessions - In school support for pupils (targeted pupils) on: emotional health, building 	<p>EW/ AH</p>	<p>Sept 21- July 22</p>	<p>Health and wellbeing support £2000</p>	<p>Staff and pupils now have a number of strategies available to them to deal with emotional situations they may be experiencing; including through running/ walking activities and sensory breaks built into timetables. Rebound slots. Staff use and promote these when needed.</p> <p>The focus on mental health and well-being for example dance lunch time workshops, have impacted on their self-esteem and self-worth. Sensory/ wellbeing activities have supported pupils regulate their emotions.</p>

<p>Focus on promoting mental health and well-being strategies for the whole school community</p> <p>Develop outdoor learning opportunities on school site.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 2</p>	<p>home).</p>	<p>resilience, healthy eating, first aid, improving fitness.</p> <p>Regular staff meeting slot for PE Coach and staff to share ideas around how this is supporting pupils in the school. PE Coach to keep sharing updates and information on government strategy i.e. obesity requirements and active lessons.</p> <p>Further staff yoga training organised to build on last year's twilight/training to give staff tools and ideas to use yoga, sensory circuits/rebound and mental health strategies.</p> <p>Arrange for yoga sessions in school with children.</p> <p>Continue to look at opportunities to promote emotional health and well-being through embedding use of rebound therapy/ yoga/ mindfulness/ Zippy opportunities. Link to RSHE and new government guidelines that need to be in place for Sept.</p> <p>Look to develop outdoor quad for delivering PE and increase the opportunities for outdoor learning at school.</p> <p>Continue to use ideas to increase daily physical activity into the school day: - Staff twilight using Sensory Circuits.</p>	<p>EW</p> <p>EW</p> <p>EW/ AH</p> <p>CS/ AH/ EW</p>	<p>Ongoing</p> <p>AuT21</p> <p>AuT21- SpT22</p> <p>SpT22</p>	<p>£1000 staff release time</p> <p>£500 staffing training sessions</p> <p>£500 staff release time</p> <p>£2000 outdoor learning school resources</p>	<p>Through participation in outdoor learning sporting/sensory activities pupils have developed a love of the outdoors and nature and are developing their life skills including teamwork and communication.</p> <p>Evidence: Pupil voice, staff feedback, parental feedback, newsletters, display, case study. Impact reports- Dance Equation, EPIC, outdoor running, Rebound.</p> <p>Sustainability: Staff and pupils learnt strategies for emotional health and wellbeing will be embedded into practice and have a long-term impact on their ability to deal with challenging situations. The continuation of rebound therapy and outdoor learning activities will further embed, impacting on future year groups. Ideas other staff have gained will be there to be used in other lessons to enhance learning i.e. Cross circular through dance and maths.</p>
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		<p>-Audit lunchtime provision and resources.</p> <p>-Training for lunchtime supervisors. Strategic development of lunchtime training.</p> <p>-Send home half termly newsletter to parents to promote ideas for physical activities.</p> <p>-Update website with activities and challenges for sports at home with parents.</p> <p>Purchase resources to support pupil's health and well-being.</p>	<p>CS/ EW</p> <p>AH</p>	<p>Termly</p> <p>Oct 21</p>	<p>£750 staff release time</p> <p>£520</p>	
<p>Curriculum</p> <p>Embed staff confidence and ability to teach PE as per identified need.</p> <p>Improve staff subject specific knowledge in identified areas and increase number of pupils meeting recommendations.</p> <p>To link and share</p>	<p>Staff feedback from questionnaire.</p> <p>Learning walks.</p> <p>Conversation with Staff.</p> <p>Pupil voice.</p>	<p>Revise curriculum planning, in light of identified areas for development, following the pandemic period.</p> <p>Audit equipment and purchase new as necessary to develop PE.</p> <p>PE CPD needs planned for the year based on staff feedback and monitoring activities conducted;</p> <p>- Review units for staff that link to topic areas and have coaching support in dance. Team teaching of dance alongside EW/CS/Dance Equation with other year groups.</p>	<p>CS/ EW/ TR</p> <p>EW</p> <p>CS/ EW</p>	<p>Sept 21 review</p> <p>Oct 21</p> <p>Oct-Nov 21</p>	<p>£3000 resources cost</p> <p>£150 supply release time</p>	<p>Reviewed curriculum and activities in place to effective practice is taking place in light of covid-19 situation.</p> <p>Through the delivery of well-planned lessons and high-quality teaching pupils have continued to make good progress in lessons and have develop their skills and confidence to a good level.</p> <p>Pupils feedback on their enjoyment and engagement in lessons and this continues to grow so that all pupils have positive experiences, improved self-esteem, knowledge of the importance of being active and staying healthy and a love of PE. See impact reports.</p>

<p>ideas with other schools who value PE and Sport and are working on creative visions and outcomes for their pupils.</p> <p>To judge the effectiveness and impact of sports funding spend and action plan.</p> <p>Key Indicator 2 Key Indicator 3</p>		<p>Complete Paralympics related activities – AuT2021.</p>	EW	AuT21	<p>£500 teacher release time</p> <p>Site team/ Sports Coach cover £1000</p>	<p>School, PE leader and the rest of the staff remain up to date with latest guidance and best practice in the subject through sharing ideas and this ensure the best possible impact and outcomes for pupils.</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>	EW	Termly with NST		<p>School up to date with any new health and safety in PE advice and this is embedded in policy and risk assessment to ensure maximum safety for pupils.</p>
		<p>Complete Safe practice in PE and school sport update and review new guidance from H&S. Following this to review PE policy and risk assessments and update as necessary.</p>	EW/ 1 other staff	SpT22		<p>Additional swimming group established for year 6 pupils; pupils have developed their confidence in the water, and enjoyment of swimming. Pupils have become more physically activity, which has had a positive impact on their mental health and wellbeing.</p>
		<p>Monitoring activities planned to judge impact of the spend – lesson observations, questionnaires etc.</p>	TR/ EW/ CS			<p>Additional grant for afterschool clubs has been secured; multi skills activities were well received by pupils. Inactive pupils/ children requiring interventions have developed their confidence, and health, having a positive impact on their wellbeing.</p>
		<p>Support from PE consultant to look at training to further improve opportunities available. Accelerate Learning Training and Resource Services Ltd.</p>	CS	AuT21		
<p>Review PE curriculum overview and long-term vision for pupil outcomes. Embed this into improving planning and assessment and resources organised for staff. Linking to developing whole child objectives/ assessment and school values.</p>	TR/ EW	AuT/SpT 22	<p>Evidence: Lesson observations, planning documents, Learning walks, Staff feedback. Pupil and parent feedback. Staff performance management. Impact reports. Swimming sessions. After school club.</p>			

		<p>Subscribe to GEtSet4PE website to provide staff with ideas and resources to support planning.</p> <p>Develop intervention children identified as needing extra support to develop basic physical skills.</p> <p>Organise enrichment days linked to school focus for Class Ambassadors/ Student Council/ RSHE/ Outdoor Learning/ Keeping Active...' for pupils to try new activities. I.e. Positive playground games as developed by Class Ambassadors.</p> <p>Purchase additional equipment for pupils that is needed to either continue with or provide additional physical activity opportunities within the curriculum or at break and lunchtimes.</p> <p>Look at external funding bids to help subsidise these things.</p>	<p>EW</p> <p>CS/ EW</p> <p>EW/ AH/ CS</p> <p>EW/ CS</p> <p>EW/ CS/ EE</p>	<p>AuT21</p> <p>Termly checks</p> <p>Plan at start of AuT21</p> <p>SpT22</p> <p>SuT22</p>	<p>£1000 additional swimming</p> <p>£1000</p> <p>£1000</p>	<p>Sustainability: PE remains a well-managed and well led subject with PE leader being at the cutting edge of best practice and using this knowledge to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE is high so that future pupils benefit from well taught lessons and the positive outcomes that come from this.</p> <p>Key stakeholders of the school understand and support the subject and this has become part of the whole school ethos and is something that is highly valued. Safe practice documents and guidance/risk assessments is fully updated and in place and is used to make sure pupils are kept and remain safe.</p>
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<p>Competition and Community</p> <p>To increase the awareness and engagement of parents in health and sports activities. Offer a range of competitive opportunities for all pupils.</p> <p>To increase links with community clubs and organisations.</p> <p>Key Indicator 4:</p> <p>Key Indicator 5</p>	<p>- Audit of areas to develop.</p>	<p>Pupil targets/ challenges integrated into lunchtimes and breaktimes to keep pupils engaged and motivated in learning and developing skills.</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. 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> <p>Offer children a trip to a sports facility and take part in activities e.g. University sports campus for sports day.</p> <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.</p> <p>Register the school to take part in the National Sports Week.</p> <p>Research local schools' competitions (Nottingham City), including special schools).</p>	<p>EW</p> <p>EW/AH</p> <p>EW</p> <p>EW/CS</p> <p>EW</p> <p>EW</p> <p>EW</p>	<p>Termly check s</p> <p>SpT22</p> <p>Termly checks</p> <p>SpT/SuT 22</p> <p>Termly plans</p> <p>AuT21</p> <p>Commen ce Oct 21</p>	<p>£600 release time to make resources and community links.</p> <p>£300 web area development / admin time</p> <p>£500 cost of trips</p> <p>£100 competition cost/ sports coach release time</p>	<p>Pupils developing and applying key life skills through their participation in PE and sport including teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</p> <p>Parental engagement improved and parents being more physically active with their children at home.</p> <p>Evidence: Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council. Rebound.</p> <p>Sustainability: Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school pathways criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams/clubs/ activities.</p>
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Links to whole school development plan:

School focus on mental health.

School focus on pupil voice and communication.

Implementation of Relationships, Sex and Health Education guidelines (RSHE).

Statement on Swimming

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 programme
- 9 pupils have completed the pre-swimming foundation programme (grade 1-3)

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.

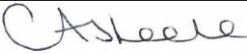
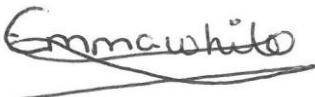
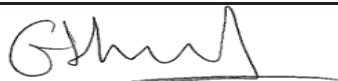
Sustainability

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