



Rosehill School Primary PE Sports Funding Grant
Impact Report 2019 – 2020



At Rosehill School we believe PE & Sports play a significant role in helping develop healthy and active children, with the potential to change young people's lives for the better. Though this academic year has been unlike any other that we have experienced due to the Covid-19 pandemic, we have still been able to achieve many of our intended milestones.

Impact summary

Impact area	Summary
What has been the impact on pupils' participation?	<p>Participation in physical exercise throughout the school day has increased dramatically for all primary children.</p> <p>Activities to support emotional health and wellbeing became embedded within PE lessons and physical activity across the curriculum and daily timetables increased. This led to an increase in pupil confidence, self-esteem and behaviour.</p> <p>Through dance, children have developed their physical awareness and emotional wellbeing.</p> <p>Rebound Therapy sessions have improved pupils' participation, attentiveness and concentration. In addition, they have enhanced individuals' motor skills, body awareness, balance, coordination and communication.</p> <p>The Sports Coach set up a successful virtual sports week and home challenges, which were well received by families, getting all staff, children and parents involved.</p> <p>Overall, the swimming programme has enabled 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.</p>
What has been the impact on pupils' attainment?	<p>As a result of good leadership in PE and confident and knowledgeable staff, all pupils have made good or better progress, building on prior achievement. Pupils have overcome barriers and enjoyed the benefits of a range of physical activities and sports.</p>

	<p>Through a wider range of cultural and creative dance opportunities being provided, pupils have developed their confidence, self-esteem and cultural capital.</p> <p>All children have participated in at least 30 minutes of physical exercise per day, in line with the schools PE pledge.</p> <p>Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons.</p>
<p>How will the school sustain the improvements?</p>	<p>Maintain Sports coaching over a longer period of time so individuals can develop skills.</p> <p>Further develop PE pathways offer and additional physical opportunities including the use of individualised sensory circuits so that greater impact could be had through access to sensory circuits during break and lunch times.</p> <p>Continue to develop the PE assessment approach through use of Earwig tools. Include pupils taking video evidence during physical activities/surveys.</p> <p>Integrate the use of sensory journals and physical exercise activities within the wider community.</p> <p>Further develop cultural capital opportunities.</p> <p>Work closely with the teaching staff and other specialist practitioners such as Speech and Language Therapists in order to further develop the Rebound Therapy offer.</p> <p>Further develop team building opportunities for staff.</p> <p>Through the introduction of a specialist Sports Coach, who also holds swimming qualifications, staff will be inspired and will feel more confident to support swimming for children with more complex additional needs. During 2020-2021, the school will be providing additional sessions to ensure that a larger group of pupils access lessons, over a longer period of time (following the government guidance).</p>

Key achievements to date	Areas for further improvement 2020 - 2021
<ul style="list-style-type: none"> ✓ We have continued to ensure good levels of engagement with PE, Sport and Physical Activity throughout the year, including during the pandemic. ✓ We have delivered a successful Rebound Therapy programme which has inspired and motivated increased levels of pupils' engagement with the wider curriculum. This has included an after-school club. ✓ We held training sessions to help develop staff knowledge and confidence in teaching PE. Staff now report that they feel more comfortable teaching PE and actively encourage the children to get involved in PE & Sports. ✓ Engagement of all children in regular physical activity in order to target the 30 minutes a day. ✓ We have purchased additional resources, which has greatly enhanced our P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within ✓ We have redeveloped the school grounds to support the delivery of outdoor based physical exercise (development of Woodland Walk and Outdoor Gym). ✓ We had a very successful PE learning walk in which there were a number of very positive lesson observations. 	<p>Continuations:</p> <ul style="list-style-type: none"> • To continue to employ a qualified sports coach to work with primary teachers. • To continue to develop and extend the enhanced PE offer, including sensory circuits, yoga and the Schools 'Being Active Programme' by providing suitable activities for all pupils to engage in the recommended daily 30 minutes physical activity. • Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports. • Continued staff training and awareness of high-quality P.E teaching. • Continue to develop the Rebound Therapy Programme at KS1 and 2. • Continue to develop swimming across KS2 through the Nottingham Schools Swimming Programme, plus additional sessions to support progress. • To maintain PE assessment with a portfolio of evidence. • To continue to collaborate with inclusive sports partners that enhance the physical development and inclusion for our pupils (e.g. Nottingham City Sports Partnership, Notts County & Nottingham Forest Football Clubs) to bring in qualified coaches to work alongside established staff to develop staff confidence and competence in P.E and school sport • Continue to promote physically challenges for pupils to undertake sports at home. • To continue to provide afterschool sports clubs. • To increase the number of competitions pupils for Rosehill attend. <p>New:</p> <ul style="list-style-type: none"> • Further use Sports Premium to enhance children's mental health and wellbeing e.g. to provide a Heathy Body & Health Mind themed week

<ul style="list-style-type: none"> ✓ We had a successful Virtual Sports Week which was well received by staff, children and the local community. ✓ We have developed the range of sports offered to allow children to experience sports and activities that they would not normally. ✓ Improved playtime resources such as Bikes and Trikes ✓ Use Sports Premium to enhance children's mental health and wellbeing through including physical activities within a range of cross-curricular projects; Wake and Shale, Music Week, Eco-Schools Woodland Walk Project, RSE day, assemblies. 	<p>across school providing a range of opportunities for all pupils that are available within the local community (to incorporate a sponsored event, so that Sport used as Fundraiser for, donating to MIND).</p> <ul style="list-style-type: none"> • To enrich the physical education curriculum offer, by providing extended wellbeing led activities to identified pupils throughout the year. To include positive mental health sports related activities e.g. rebound therapy, cycling (Bikeability), yoga, outdoor circuits/gym and through use of the outdoors i.e. Woodland Walk and adventure activities. • To provide a lunchtime club to develop motor skills • To develop a bespoke Leadership Package to provide leadership opportunities for students in KS4 & KS5 to support delivery of sports in the Primary School. • Continued staff training in facilitating active playtimes and purchase of further resources to support this. • To engage pupils in leadership activities in the playgrounds • To extend the range of additional curricular activities the pupils have access to off site • Build further on links with local sports clubs in order to promote community facilities to parents to increase the level of engagement with physical activities outside school times • To provide pupils with certificates of achievement for all physical activity • Improved playtime resources chosen by the children that facilitate more active play at morning playtimes and during lunchtime • Develop activities and curriculum of socially distanced PE lessons, if required.
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Evaluation of Spending 2019-20

We always try to spread out the spending of the PE & Sport premium over the course of the year as shown in our proposed plan, which can also be seen on our website. This year, however, due to COVID-19 we have been unable proceed with some of our initial plans. To utilise some of the remaining PE funding we provided some basic Sports equipment to those families who are vulnerable and on pupil premium to ensure that they are able to remain active and engage in sport at home.

**Please note - any parts with the double asterisk are actions we have not been able to implement due to COVID-19.

Signed off by Headteacher	Date	Subject Lead
Cheryl Steele	27.7.2020	Katie Stevenson

Funding received

Number of eligible pupils: 64	Total amount received: £16,570 Underspend due to COVID-19: <ul style="list-style-type: none"> • £2,000 dance project (to be allocated for 2020-2021 PE Grant) • £1,000 rebound training (to be allocated for 2020-2021 PE Grant) • £500 swimming (to be allocated for 2020-2021 PE Grant)
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Objectives

1. Through the specialist support of a qualified Sports Coach, continuing to engage all pupils in regular physical activity
2. Increasing staff members' confidence, knowledge and skills in teaching dance
3. Delivering Rebound Therapy sessions in order to develop pupils' health and well-being
4. Increasing pupils' participation in competitive sport
5. Raising attainment in swimming

Objective 1: Through the specialist support of a qualified Sports Coach, continuing to engage all pupils in regular physical activity	Percentage of total allocation: 30% = £5,000
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	Actions taken	Funding spent	Evidence and impact	Sustainability and suggested next steps
1	<p>Specialist Sports Coach recruited to work with all primary teachers and staff across the school in order to up-skill staff in confidently delivering regular and meaningful physical activity, thus engaging all pupils in physical activity.</p> <p>Sports Coach taught children from all primary classes once a week, modelling best practice to all staff.</p>	£4,000 - part fund qualified Sports Coach.	<p>The profile of PE and sport has raised across the school, as teachers have had quality time with the specialised coach to discuss the PE program and the intended outcomes and observe best practice. This has led to greater teacher confidence.</p> <p>As a result of good leadership in PE and confident and knowledgeable staff, all pupils have made good or better progress, building on prior achievement. Pupils have overcome barriers and enjoyed the benefits of a range of physical activities and sports (see PE assessments).</p>	<p>Fewer non-participants in physical exercise and PE. Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.</p> <p>Maintain coaching over a longer period of time so individuals can develop skills.</p>
2	Expanded the range of physical exercise opportunities across the primary phase and to develop the	PPA time within above funding.	In order to expose the children to new and exciting sports and physical activities, which promote health and wellbeing, children and staff have been given access to the	Greater number of teaching staff now trained in use of sensory circuits, in order to develop self-regulation.

	PE Scheme of Work, in order to improve access to healthy opportunities, thus improving children's health and wellbeing.		<p>qualified sports coach, further broadening the health and wellbeing experience for all pupils and staff e.g. rebound therapy sessions delivered. Participation in physical exercise throughout the school day has therefore increased dramatically for all primary children.</p> <p>The PE team worked with the Primary Phase Leaders and Occupational Therapist to embed sensory circuits within the primary phase. Activities to support emotional health and wellbeing became embedded within PE lessons and physical activity across the curriculum and daily timetables increased. This led to an increase in pupil confidence, self-esteem and behaviour.</p>	<p>PE Schemes of work are well sequenced, maximising impact for pupils. Further develop PE pathways offer and additional physical opportunities including the use of individualised sensory circuits so that greater impact could be had through access to sensory circuits during break and lunch times.</p> <p>Date set for Health Body & Health Mind Week next year, to incorporate a sponsored event, donating to MIND, to replace the cancelled PE events this year.</p>
3	Continued to develop opportunities for pupils' self-assessment in PE and physical exercise and increased opportunities for providing input/ideas regarding new sporting opportunities, developing pupil voice in relation to physical exercise.	£1,000 supply cover.	<p>Pupil feedback has been excellent, indicating increased confidence in PE, physical activities and sensory regulation activities. There is clear signposting that some young people would like access to additional sporting activities.</p> <p>Children able to perform several different physical education skills with confidence and improved coordination (see PE assessments).</p>	<p>Self-assessment structure embedded within PE. Continue to develop this approach through use of Earwig tool. Include pupils taking video evidence during physical activities.</p> <p>PE coach to introduce additional 'survey monkey' at end of each PE block to review opportunities.</p> <p>PE coach to discuss with class teachers to identify target children to attend lunch time clubs in order to become more active.</p>
4	During COVID-19, Sports coach utilised for Key Worker and other	Within above costs.	During COVID period, tailored resources/aids were sent home to support sensory needs/behaviours; <u>trampettes</u>	Feedback from parents, during COVID period, demonstrates greater need for

	bubbles (March-July, including during Easter 'holidays'). In addition, regular exercise videos were created by the P.E coach for all pupils to access at home.		<u>and therapy balls purchased and offered to all families</u> along with a symbolised instructions and links to the school website for exercise demonstrations. These were well received, with many parents expressing a positive impact in providing a mechanism for self-regulation and physical exercise.	integrated use of sensory journals and physical exercise activities within the community. This will be taken into consideration when planning 2020-21 outcomes and milestones, with increased PE activities to be uploaded onto the school website.
Objective 2: Increasing staff members' confidence, knowledge and skills in teaching dance			Percentage of total allocation: 30% = £5,000 £2,000 underspend from dance project (to be allocated for 2020-2021)	
	Actions taken	Funding spent	Evidence and impact	Sustainability and suggested next steps
1	Dance Lead to work with external Dance Specialist in order to up-skill their own knowledge and understanding of dance, thus delivering effective dance training to all staff.	£1000 training and supply cover for Dance Lead.	The Dance Lead has provided training on the use of different dance techniques and resources. As a result, the staff have developed their confidence in delivering creative dance opportunities for all pupils. Staff are now aware of different forms of dance, and some children are beginning to transfer skills learnt through dance, such as performing to a group, in other areas of learning.	The actions, have made learning fun, interactive and interesting for staff and pupils. Through exposure to additional unique dance forms enjoyed in countries around the world, children will learn to appreciate art and culture further. This will be taken into consideration when planning 2020-21 outcomes and milestones in dance, RE and the humanities and in use of the new immersive room, with increased dance activities to be included.
2	Provide all staff with professional development, training and resources to help them teach dance more creatively.	£500 training with Dance Specialist.	Through the staff training opportunities and through the part delivery of the Dance project, the Dance Lead and staff team developed their confidence and competency in delivering creative dance sessions. This has led to a wider range of cultural and creative dance opportunities being provided, with pupils developing their confidence, self-esteem and cultural capital.	
3	Dance Lead to plan dance project with Dance Specialist and a key lead from another local special school, 'Making Maths Memorable	£1000 Dance Project. ** (£2,000	Although the school were unable to fully complete this project, or work with an external school, the project commenced over a 4-week period. The Happy Maths Project encouraged more children to be active, creative	Enhancing and developing pupils' knowledge of the society in which they live and the wider world through enriched learning opportunities across

	Through Movement', in order to extend opportunities for children to explore different aspects of dance alongside pupils from a different school.	underspend due to COVID-19)	and physical. This led to children developing their physical awareness, emotional wellbeing and helping children develop confidence, feel powerful and reduce anxiety. The sessions also led to positive, team building with staff.	the creative dance curriculum ('cultural capital') has inspired and energised the children. The project will be reviewed, and will recommence in 2021.
4	Provide equipment for effective dance provision to take place.	£500 for dance resources and development of Dance Studio.	In an effort to expose the children to a broader range of dance activities and materials, resources were purchased and the dance studio was developed. This enabled the dance lead to gradually develop and improve the quality and depth of dance opportunities offered within the purpose-built space. During learning walks a wider range of stimuli was observed as being used in lessons; tactile, weather, story, poem, music etc and staff have continued to generate creative and imaginative ideas.	Equipment is kept all together in a safe place. It is maintained and therefore will be used for many years to come.
Objective 3: Delivering Rebound Therapy sessions in order to develop pupils' health and well-being			Percentage of total allocation: 27% = 4,500 £1,000 underspend from Rebound training (to be allocated for 2020-2021)	
	Actions taken	Funding spent	Evidence and impact	Sustainability and suggested next steps
1	To provide the Sports Coach with Rebound Therapy training in order to provide opportunities for enhanced therapy sessions.	£1,500 for Sports Coach to complete rebound training and cover costs.	Through observations and learning walks analysis, evidence shows that the rebound sessions have provided enhanced communication opportunities and were enjoyable and fun. The majority of identified pupils developed their confidence which in turn is reflected in their behaviour. Areas of progress have also included developing independence skills, emotional well-being, improvements in mood, social interaction and communication. Rebound Therapy sessions have improved pupils' participation, attentiveness and concentration. In addition, they have enhanced individuals' motor skills, body	The PE Lead and Sports Coach will continue to work closely with the teaching staff and other specialist practitioners such as Speech and Language Therapists in order to further develop the Rebound Therapy offer e.g. introducing different games and communication approaches to compliment communication, speech and language targets.

			awareness, balance, coordination and communication.	
2	In-house training provided by Sports Coach to share theory and outcomes/next steps with teaching staff **(NB: amended action as additional staff members unable to complete Rebound Training due to COVID-19).	£1,000 cover for sessions with Sports Coach/ after school training.	The Sports Coach shared knowledge and skills with teaching staff across the school, as well as external colleagues and parents, regarding benefits of therapy for pupils with autism and wider impact on children and young people's health and wellbeing. This included observing video footage of sessions/assessment outcomes. As a result of this training, staff developed their understanding of new ways for supporting pupils who have additional needs that impact their education, and their personal and social growth. This also enabled the Sports Coach work with teachers incorporate Speech and Language Therapy targets into the PE curriculum more effectively.	This approach has enhanced the offer for pupils with physical needs, and as such is a strategy that will be further developed next year.
3	After school Rebound Therapy club established.	£1,000 costs for setting up and running the club.	The sessions have improved pupils' physical skills through developing balance, posture and coordination. This has led to an improvement in pupils building their confidence and self-esteem. Furthermore, the Rebound sessions encompassed all aspects eclectic communication strategies and enabled pupils to develop their expressive and receptive skills.	All pupils become extremely active during the sessions, and they acquired social skills, therefore the club will be re-established in January 2021 to further develop this offer.
Objective 4: Increasing pupils' participation in competitive sport			Percentage of total allocation: 4% = £570	
Actions taken		Funding spent	Evidence and impact	Sustainability and suggested next steps
1	Arrange and take part in intra-sports across the school and with other local schools e.g. SEN football events.		Children have had opportunities to participate in inter-school competitions run and organised by the Sports Coach Sports Leaders. However, due to the restrictions during the COVID-19 pandemic objective 2 and 3 became the key	The school will continue to liaise with PE staff from other special schools to organise additional intra school involvement.

			focus areas.	
2	Children will be involved in more sporting events and develop their skills in various areas.	£200 on sporting activities and development of online PE materials.	<p>In an effort to expose pupils to new sporting events and activities, children and staff were given additional access to the Sports Coach e.g. enrichment sessions, further broadening the sports experience for all pupils and staff.</p> <p>During March-July, personalised PE based home learning and website learning opportunities were provided for all pupils. The Sports Coach delivered enhanced PE learning sessions, and established daily physical workout sessions. These were combined with wellbeing opportunities such as a sensory yoga and outdoor learning activities.</p> <p>The Sports Coach also set up a successful virtual sports week and home challenges, which were well received by families, getting all staff, children and parents involved.</p>	Interventions provided throughout the autumn and spring terms and during the COVID-19 period, improved how well the school ensures engagement with sporting activities can be sustained, which is important in an area of high social deprivation, during a time of change for so many families. The additional online offer, is therefore a strategy that will continue to be adopted moving forward.
3	Pupils will develop skills in team building, independent learning, respect and working with others thus raising standards throughout the school.	£370 on on sports resources.	<p>The quality of PE continues to go from strength to strength as informed by lesson observations, and progress assessments. All children participate at least 30 minutes of physical exercise per day, in line with the schools PE pledge.</p> <p>Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons.</p> <p>95% of pupils say they enjoy PE and Sport.</p>	Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve. As such, the Sports Coach and PE Lead will further develop team building opportunities next year.
Objective 5: Raising attainment in swimming			Percentage of total allocation: 12% = £2,000	
			£500 underspend from swimming (to be allocated for 2020-2021)	
	Actions taken	Funding spent	Evidence and impact	Sustainability and suggested next steps
1	To improve the school's provision of swimming by increasing access	£1,400 - Swimming pool	See below	Swimming helps to improve water confidence and this improvement can

	to qualified swimming instructors.	and swimming instructor hours. £100 – Transport.		filter into other areas such as communication, social and life skills. Future swimming session will include further targets linked to independence.
2	To develop staff skills in teaching and supporting learning in swimming.	As above.	Through the introduction of a specialist Sports Coach in September 2019, who also holds swimming qualifications, staff will be inspired and will feel more confident to support swimming for children with more complex additional needs.	Through accessing swimming sessions, pupils will engage in changing, which helps to improve fine motor skills and self-help skills.

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 some, this is based on a sensory programme, which supports their sensory needs and well-being, for others it is swimming lessons, where pupils learn specific strokes and skills.

Although the majority of Swimming lessons this year have been cancelled due to the COVID-19 pandemic, 15 KS2 pupils have successfully progressed through part of the swimming programme and grading system in line with the ASA (SEND programme):

- 15 pupils participated in Drowning Prevention awareness lessons
- 1 pupil completed ≤ 5 metre awards (front crawl)
- 1 pupil completed 5 metre awards (front crawl)
- 1 pupil completed a 10 metres award (backstroke)
- 2 pupils have moved into a deeper part of the main pool to refine and practise swimming strokes.

All 15 have gained confidence in the water:

- 15 have explored blowing bubbles in the water and submerging their face and head
- All 15 were able to follow the structure of the lesson and were able to follow safety rules
- 15 have learnt to turn their bodies and float in the water
- 7 have learnt to propel themselves with the aid of floats/woggles
- 7 have learnt to kick their legs and use their arms to scull and pull through the water

Overall, the swimming programme has enabled all 15 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 15 pupils have expressed they have enjoyed swimming this year and have had fun
- All 15 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 will be inspired and will feel more confident to support swimming for children with more complex additional needs.

As a result of the changes to the swimming plan this year due to the COVID-19 pandemic, the school has re-evaluated the swimming offer for pupils in Key Stage 2 for 2020-2021, and the school will be providing additional sessions to ensure that a larger group of pupils access 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%