



Rosehill School Primary PE Sports Funding Grant



Impact Report 2018 – 2019 (Year 4)

Priority Target - To utilise the Primary PE Sports Funding Grant effectively in order to increase provision & participation in quality sporting opportunities where individuals' strengths and interests are nurtured and promoted:

- ✓ Increase Physical Education and exercise, through creative and innovative sporting and healthy lifestyle opportunities and provision; including multi sports, Active 8 / Wake and Shake, Outdoor gym equipment
- ✓ Increase the quality of teaching delivery to all pupils including knowledge of physical education, resources and equipment and fundamental movement skills for children with gross motor challenges / needs
- ✓ Developing confidence in staff with the teaching of PE, leisure / adventure / outdoor learning and extended opportunities across the primary phase including Rebound Therapy
- ✓ Promoting the importance of a healthy lifestyle and wellbeing to all pupils - they have approximately 30 mins per day physical activity e.g. walking, Zumba, jogging, and running; which may be delivered cross phase. To include outdoor learning activities (School Development Plan target).
- ✓ Continuing to build on 'Enrichment' across the primary phase, recognising the importance of upholding child centred interests and personal developments through outdoor learning opportunities e.g. Royal Society Protection of Birds, Circus Skills
- ✓ Providing K2 swimming opportunities – rolling programme of all pupils across the primary phase
- ✓ Developing offsite opportunities including sporting events e.g. football team

Key Performance Indicators (impact on pupil's learning/ progress)

- ✓ Improved confidence amongst staff in the teaching and assessing of PE and Rebound Therapy. Evidence of pupil's progress as a result and sensory regulation
- ✓ Teacher's confidently recording attainment of all primary pupils in all aspects of the PE Curriculum
- ✓ Evidence of progression in all areas of PE Curriculum throughout the EYFS and Primary phase
- ✓ Comprehension of the importance of leading a Healthy Lifestyle and developing emotional wellbeing through physical exercise for pupils and staff – promoting good choices
- ✓ More pupils participating in 'sport of choice' including break time and lunch time activities (e.g. Rebound Therapy) - a variety of extended sporting opportunities offered by specialist school staff, thus improving and developing skills and knowledge (rebound therapists)
- ✓ Enhancing pupils physical, social, fine, gross and cognitive skills through physical education activities
- ✓ The development of PE within the local community, celebrating pupils sporting achievements both inside and outside of school

Funding Distribution

Total planned spend £16,570 DFE Government funding for Primary School PE development:

Breakdown costs:

- A. **£7,000** - PE curriculum and resources; Develop the quality & provision of PE, Multi Sports and Circus Skills, Rebound Therapy (Including PE Coaching – Football, Cricket, Ice Skating, Trampolining)
- B. **£1,700** - Swimming allocation
- C. **£4,870** - Staff training (including rebound therapy training for 2-4 staff)
- D. **£3,000** - Enrichment activities and extended PE opportunities; Sports festival, Sports Day and additional offsite events

Timescale/ Lead	Focus	Action	Impact
September 2018 – August 2019 PE Lead & L3 TA PE support	<p>A.</p> <ul style="list-style-type: none"> -PE curriculum and resources; to provide a creative structured curriculum which is consistent and sustainable for pupils with autism and additional learning needs (supported by PE Lead and L3 TA) -To purchase PE equipment and resources across the Primary phase -Increased access to PE activities 	<ul style="list-style-type: none"> -To continue to deliver a quality Programme of Study and embed clear and detailed lesson plans and resources for all staff to be able to access. -Hire of PE coaches to develop and deliver PE and Outdoor opportunities. -To use new assessment strategies, for self and peer evaluation to improve assessment for learning strategies in PE. -Continue monitoring of assessment, including tracking pupil progress and continuing to celebrate pupil success through awards and rewards, (Bsquared links). - Staff to plan 30 mins per day physical activity e.g. walking, Zumba, jogging, running, Circus skills; which will be delivered cross phase. To include outdoor learning activities. 	<ul style="list-style-type: none"> -The school introduced a creative structured PE curriculum in September 2018, which is consistent and sustainable for pupils with autism and a range of additional learning needs https://www.therosehillschool.com/curriculum-structure-eyfs-post-16/ This new curriculum has enabled the majority of primary pupils to be engaged and involved in at least 30 minutes per day of physical activity. The school also recruited an experienced PE specialist, who has started to work with the PE L3 TA to further develop the PE Programme of Study. As a result, a revised PE 3-year curriculum will be introduced in Sept 2019, and work will continue to take place on the Programme of Study during the 2019/2020 academic year. -Through the introduction of new physical exercise initiatives such as sensory circuits (introduced by the sensory Occupational Therapist), and through staff training on creative dance approaches (introduced by a specialist dance practitioner from Dance Equation), staff are now planning 30 minutes of physical exercise per day e.g. walking, running, sensory circuits, wake and shake etc. As a result, the majority of pupils are engaging in regular physical activity and pupils are being offered a broader range of sports and activities. -PE coaches from a range of different organisations, including Notts County, have continued to work with the school providing new and exciting strategies for teaching PE opportunities. As a result, the staff have developed their knowledge, skills and confidence in delivering the PE curriculum. -In addition to the sporting activities, which have taken place over the last year, the Dance Lead has provided training on the use of different dance techniques and resources. In addition, the Dance Lead has developed the dance studio. As a result, the staff have developed their confidence in delivering creative dance opportunities for all pupils. -The Dance Lead and Maths Lead have also worked with a specialist Dance Company, Dance Equations and a Theatre Company, Handmade Theatre to introduce new and exciting dance and movement opportunities e.g. our spring term project on making maths memorable through maths. As a result, staff now use cross-curricular and creative links more frequently within their PE lessons. For example, during the week commencing 4th March 2019, all teachers planned a range of practical, fun and hands on learning experiences where the children explored number, geometry, statistics and measure through dance and movement. At the start of the week, staff performed a

dance to the children, and then, to finish the week, children performed their number performance to the whole school. This project was a huge success with all pupils and staff being involved in the creative range of physical activities.

-As a result of the introduction of a broad range of new PE resources and more specialised PE equipment e.g. specialist hurdles, staff are better equipped to support the range of mobility and movement needs of the pupils when delivering PE lessons and sporting opportunities. Pupils are therefore more engaged and involved in PE lessons.

-There has been excellent feedback from the children and parents about sporting events and lessons during the year – see pupil curriculum consultation June 2019 and parents feedback July 2019 where there is strong consensus that the delivery and range of PE and sporting opportunities are a strength of the school

<https://www.therosehillschool.com/what-others-say-about-us/>

-During the in-house and off-site sports days, parents and family members joined pupils, and all pupils participated in a range of multi-sports and team games. The majority of pupils showed excellent participation with physical, social and cognitive skills being developed. Increased pupil enjoyment and engagement was observed and family members were delighted to be involved. Staff report that thought the excellent attendance of parents at these events, they were better able to promote physical exercise in general to families.

-Pupil achievement in sport was particularly well celebrated throughout the entire year where certificates, special achievements and medals have been shared. During our end of year celebration event, presentations were provided by the Sheriff of Nottingham for excellent sporting achievements.

Action pending for 2019/2020

-Due to the introduction of the new Ofsted framework from Sept 2019, the school have made the decision to review assessment strategies in PE alongside overall assessment updates. This target will therefore form part of the 2019/2020 PE funding plan.

Sustainability

The PE Lead will be allocated ongoing staff meeting time each term; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed with the PE curriculum, physical exercise developments and resources.

<p>Spring and Summer 2019</p> <p>PE Lead and Swimming Teacher</p>	<p>B. To deliver KS2 swimming programme</p>	<p>-To ensure that KS2 pupils access swimming sessions on a rolling programme.</p> <p>-Swimming has a unique position within the Physical Education curriculum being both an important life skill and a lifesaving skill – children at Rosehill require additional communication aids and support and will take part in a programme of 2 terms of swimming, with a particular focus on then, now and next objectives regarding safety and exercise.</p>	<p>-Swimming lessons this year have been highly successful as overseen by a KS2 teacher. As a result, 13 KS2 pupils has successfully progressed through a swimming programme and grading system in line with the ASA (SEND programme):</p> <ul style="list-style-type: none"> ○ 7 pupils completed Drowning Prevention Awards. ○ 5 pupils completed ≤ 5 metre awards ○ 6 children completed 5 metre awards ○ 1 pupil completed a 10 metres award ○ 6 pupils have moved into a deeper part of the main pool where they have explored blowing bubbles in the water, submerging their face and head and praticsing swimming strokes. <p>-All 13 have gained confidence in the water:</p> <ul style="list-style-type: none"> ○ All 13 have learnt to turn their bodies and float in the water ○ 12 have learnt to swim with the aid of floats/ woggles ○ 3 have learnt to kick their legs and use their arms to scull and pull through the water. <p>-Overall, the swimming programme has enabled all 13 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> <p>-All 13 pupils have expressed they have enjoyed swimming this year and have had fun.</p> <p>-All 13 pupils received recognition of their achievements during assemblies, through certificates.</p> <p><u>Sustainability</u></p> <p>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.</p>
<p>Ongoing for entire year (Until Summer 2019)</p> <p>PE teacher and Senior Leadership</p>	<p>C. Provide staff training to support the quality of teaching and learning (autism best practice / key barriers to</p>	<p>-Improve the quality of training opportunities for staff in PE.</p> <p>-Increased sporting activities outside of the school curriculum</p> <p>- activities are aimed at enriching the students’ experiences and to ignite a love for learning.</p> <p>-Advanced opportunities</p>	<p>-The school has recruited an experienced PE specialist, who has started to work with the PE Lead and L3 TA to further develop the PE Programme of Study and overall PE curriculum. The specialist has started to introduce new ways of working; for example, working with the OT to introduce sensory circuits. Through the addition of this PE specialist, the support and advice offered to staff is now much stronger and the school has started to develop links with a wider range of professionals and organisations within the PE sector. During the academic year 2019/2020 this role will be further developed.</p> <p>-The variety of sporting opportunities (including those delivered by external specialist</p>

Team	learning) in PE, fundamental movement skills, multi-sporting activities and rebound therapy.	offered and skills developed through staff training widening. -Rebound Therapy re-established with clear links to personalised Communication targets for individual pupils.	<p>instructors and coaches) have further developed staff skills and knowledge e.g. specialist dance project and theatre project empowered staff to be more confident in the delivery of creative dance and movement sessions.</p> <p>-Facilitated sessions, led by coaches, have raised pupils' self-esteem and confidence in exploring new sporting activities e.g. football.</p> <p>-A broader range of PE equipment has been purchased. This new equipment has enabled staff to set more suitable learning challenges for a wider range of sporting activities and has enabled children to overcome physical barriers more effectively.</p> <p><u>Action pending for 2019/2020</u></p> <p>-Due to challenges with sourcing Rebound Therapy training this year, the school have made the decision to continue with this target in the 2019/2020 PE funding plan.</p> <p><u>Sustainability</u></p> <p>Through the introduction of a specialist Sports Coach in September 2019, who will be working closely with all Primary Teachers and the OT, there will be a continuation of staff training with the focus being on continuing to engage all pupils in regular physical activity and dance delivery.</p>
Ongoing PE Teacher (ML)	D. To provide enrichment activities and intra-school sports festival/tournaments.	<p>-Run a sports festival for all pupils to participate in and showcase their learning: funding to be allocated to support the transport and delivery of a summer sports day and venue costs.</p> <p>-Arrange and take part in intra-sports across the school and with other local schools e.g. SEN football events.</p>	<p>-All pupils participated in an interschool sports day (in-school event and external sports day at Nottingham Trent sports campus). Staff observed amazing teamwork, cooperation and skill from all the children (and parents) during each event. From hurdles to badminton and football to basketball, the pupils enjoyed each station and showed their willingness to persevere. During the in-house event, pupils and parents took part in a range of exciting activities, and everyone had great fun. Volunteers from Notts County Football Club supported the school for the sports event at Nottingham Trent University, and were amazed by each and every child. Family attendance was outstanding, and parent feedback was sensational</p> <p>https://www.therosehillschool.com/what-others-say-about-us/ As a result, skills in team building, independent learning, respect and working with others were raised.</p> <p><u>Sustainability</u></p> <p>By continuing to offer a range of sporting opportunities, this will impact on pupils' motivation and engagement, enhancing communication and providing an avenue for developing emotional well-being and self-regulation for all pupils.</p>