



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

## Rosehill PE and Sport Vision Statement

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



Updated September 2023

  
**Rosehill School**  
**Action Plan 2024-2025**

Commissioned by



Department for Education

Created by



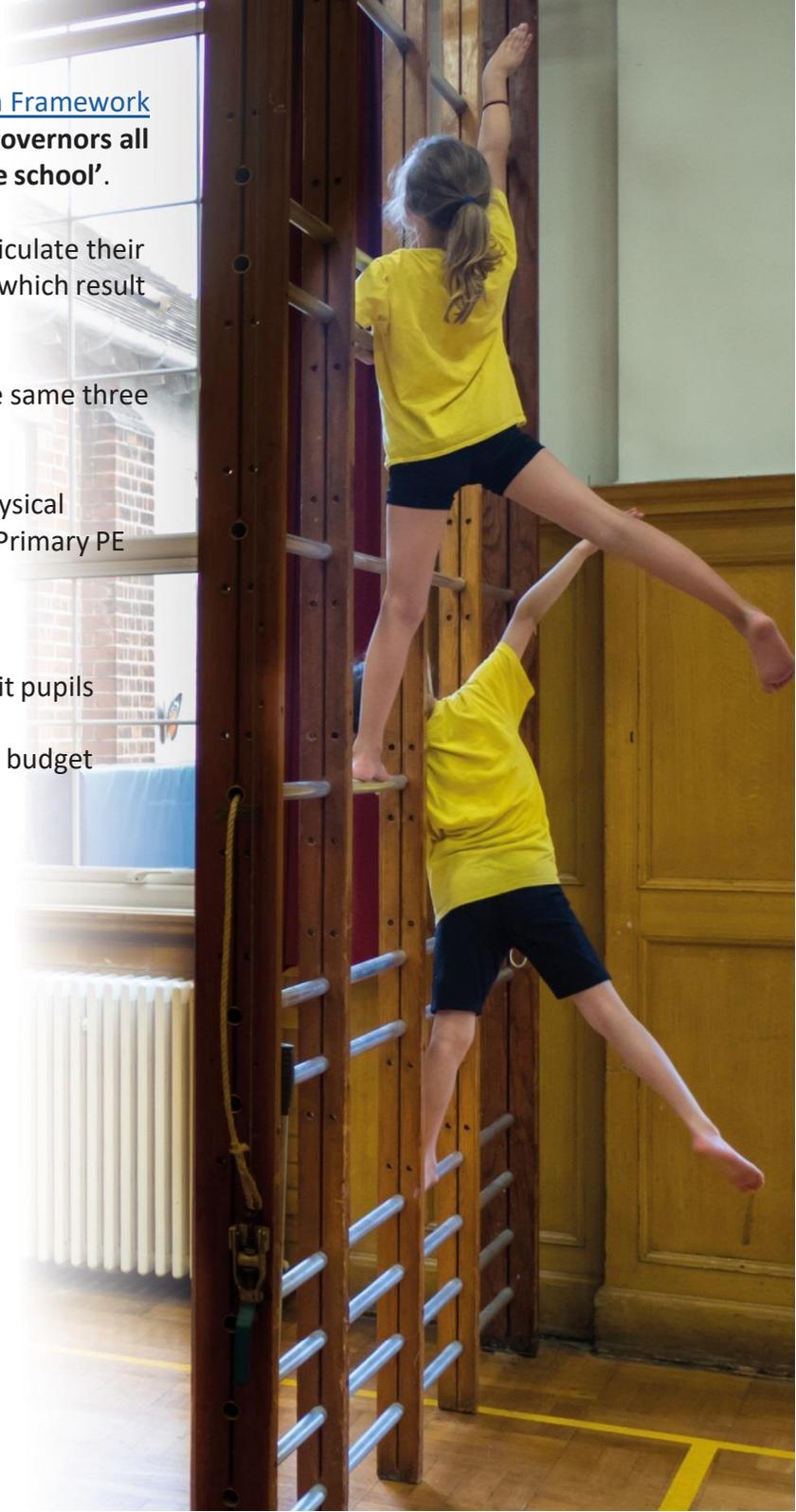
It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances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



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.*

### How we are using the Primary Schools Premium at Rosehill School

*Our commitment to providing children with high quality health and wellbeing opportunities will continue to be a priority during 2024-2025 with ongoing projects and sporting opportunities, including additional swimming, ride wise cycling, EPIC sports, rebound therapy and sensory regulation opportunities.*

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 will use the sports funding at Rosehill is to provide good quality inclusive sports equipment and sensory multi sessions.

**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

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

**Get strong**      **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. We are going to embed the use of sensory circuits, rebound trampoline and sensory equipment. Rosehill continues to be part of the NST and Nottingham City Council Partnership which provides advice and quality training for teachers. We will also continue to hire coaches from EPIC Sports, ride wise sessions and alongside our own Sports Development Officer, to deliver additional multi-sports and fundamental movement sessions to increase physical activity levels across the Primary Department.

We will continue to broaden the level of activity within the school through sports sessions and the daily exercise activities such as wake & shake, morning dance, and play 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 2023/2024, 19 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 the 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 etc. In 2024/2025 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/)

association for Physical Education

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need 2024 - 2025:
<ul style="list-style-type: none"> <li>• Staff have increased their knowledge with the support of the sports development officer and external sport companies (Kixx, EPIC, Dance Equation, Ride Wise).</li> <li>• Interventions have been established to give support to vulnerable/ inactive/ pupil premium pupils (extra swimming lessons and rebound therapy sessions).</li> <li>• Improved physical activity during lunch times; equipment has been purchased to help improve physical activity levels at lunchtimes (bikes, trikes, trampettes, balls).</li> <li>• Developed Sports/Play Ambassadors (continuing to develop their skills before delivering sessions to pupils).</li> <li>• Our pupils have been offered a variety of enhanced sports to help develop new skills (cycling, archery, additional swimming sessions).</li> <li>• As a school we have continued to promote the importance of a healthy active lifestyles and mental health and wellbeing. Children will take part in sporting and healthy lifestyle activities including the Better Health Programme (Change4Life has now become part of Better Health, NHS). <a href="https://www.nhs.uk/healthier-families/about-and-contact/">https://www.nhs.uk/healthier-families/about-and-contact/</a> Also, mental health and wellbeing events, rebound therapy, sensory circuits, daily exercise, sports days/events and sporting challenges.</li> <li>• Pupils have taken part in our first ever Rosehill Football match against Carlton Digby Special School.</li> <li>• The Sports Coach has delivered the Holiday Activities Programme (HAF) for Rosehill pupils during October, Christmas, and Easter holiday periods to enable the pupils to be more active during the school holidays.</li> <li>• The school has continued to offer additional swimming sessions for year 5-6 pupils.</li> <li>• The Sports Coach continues to ensure our PE Scheme of Work is reviewed to ensure progression of skills across the school.</li> <li>• Staff have been provided with CPD where necessary to help them to teach PE and sport effectively to embed physical activity.</li> <li>• The school continuously maintains and monitors the effectiveness of CPD and delivery of PE teaching.</li> </ul>	<p>To continue to build capacity and capability within the school and ensure that improvements to the quality of PE, sport and physical activity provision made now are sustainable and will benefit pupils joining the school in future years; and develop or add to the PE, sport and physical activity that the school provides, we will:</p> <ul style="list-style-type: none"> <li>• Further develop staff's knowledge and confidence in teaching PE as there are new teachers joining the Primary School department.</li> <li>• Continue to establish more rebound interventions to help improve the wellbeing of our most vulnerable/ inactive pupils.</li> <li>• Purchase equipment that's needed to enable more physical activity during lunch and playtimes, including multi-sensory equipment to support co and self-regulation.</li> <li>• Introduce additional Ambassadors and involve them in helping support with play/sporting activities.</li> <li>• Continue to offer a variety of sports so the pupils can develop new skills and experience new sports (Ride Wise, target games).</li> <li>• Continue to promote the importance of a healthy active lifestyles and mental health and wellbeing. Children will take part in sporting and healthy lifestyle activities.</li> <li>• Work alongside the Wellbeing Champions and Sensory Occupational Therapist to build on the existing mental health and wellbeing events and to further develop sensory and physical fun opportunities; rebound therapy, sensory circuits, daily exercise, sports events and challenges.</li> <li>• Maintain and monitor the effectiveness of the delivery of PE teaching.</li> <li>• Provide new and exciting CPD opportunities for staff i.e., rebound qualification- this will enable more pupils to access sessions outside of PE lessons.</li> <li>• Plan more competitive fixtures with other local SEN schools and introduce more Rosehill Sports Teams.</li> <li>• Continue to work with the Holiday Activity Fund Programme during holiday periods, to enable more pupils to be more active during the holidays and experience new sports.</li> <li>• Continue to provide additional swimming sessions to our Year 6 pupils</li> </ul>

<ul style="list-style-type: none"> <li>The school continuously has strong links within our School Development Plan and Pupil Premium Grant/Recovery Grant Strategy.</li> </ul>	(funded programme).
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<b>Academic Year:</b> 2024/2025	<b>Total fund allocated:</b> £16,310.00	<b>Date Updated/Reviewed:</b> 17/07/2024
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Agreed and approved by Governors: 25.7.24



Rosehill School Funding Allocation:

Total number of pupils on roll	120
Number of pupils eligible for funding	31
Total amount of funding allocated	£16,310.00

## 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.

Area of Focus - (the 5 key indicators outlined by AfPE & YST)					
KPI 1) Engagement of all pupils in regular physical activity					
Intent	Implementation: Actions (identified to improve provision in each area)	Funding (breakdown of how much will be spent)	Impact (the difference the funding will make)	Evidence (sources which end of year evaluations will be based on)	Sustainability (long lasting improvements, the spends will bring about)
All children have opportunities to take part in regular physical activity by engaging with extra-curricular activities including rebound therapy and lunch time activities (indoors and outdoors). By attending activities, children will develop their physical skills and will apply these skills when playing different sports.	a) Purchase equipment for physical activity sessions and all playgrounds (inc. beams, scooters, balls, trampettes) to help facilitate children to be physically active, indoors and outdoors. b) Introduce Sports Ambassadors at play and lunch times (support provided by Sports Coach/MHL).	£1,100 – PE and outdoor equipment	The additional equipment encourages pupils to play more/ different games and sports at break and lunch times indoors and outdoors, resulting in higher levels of physical activity. The equipment will also support co/self-regulation.  Ambassadors help the children to work more effectively with each other and play co-operatively. Ambassadors become increasingly confident organising and leading activities for others.	Whole school survey, focusing on usage of this equipment during play times. Observations from Sports Lead and Ambassadors throughout the year.	This equipment is used year on year, but we need to purchase new equipment to enhance our provision so more and more pupils are kept active at previously sedentary times of the day. Outdoor/indoor play and active learning is proven to sustainably improve the quality of play and health. Ambassadors have developed their skills and confidence, and have completed their training

<p>By introducing Sport Ambassadors to model active participation, children will develop their physical skills and will apply these skills when playing active games.</p> <p>To improve staff knowledge and understanding through training &amp; support.</p>	<p>c) Rebound therapy interventions (staff delivery) for pupils who need support with weight management.</p>	<p>In house cost with current staffing</p>	<p>Additional rebound interventions for pupils' who are experiencing health issues linked to weight, will help them to become more physically active and have a positive impact on their overall health and wellbeing.</p>	<p>Rebound therapy logs to monitor pupils' activity levels/ progression.</p>	<p>successfully.</p> <p>Children will be mentally healthy- they are motivated and build their confidence through accessing the rebound sessions. Rosehill staff/EPIC coaches who are rebound trained will deliver the sessions to help support pupils with their weight and mobility. Staff develop their skills and confidence.</p>
<p>Develop the continuous provision of the primary cohort through the purchase of PE and multi-sensory equipment to focus on development of their gross and fine motor skills, for use both indoors and outdoors.</p>	<p>d) Daily wake &amp; shake/ dance sessions to improve the pupil's fundamental movements (new equipment to be purchased i.e., ribbons).</p>	<p>£500 – dance and movement resources</p>	<p>The improved skill proficiency of the targeted pupils leads to better movement competency, resulting in more engagement in physical activity.</p>	<p>Feedback from teachers. Link to PE levels.</p>	<p>Big impact already, particularly at start of day; More children active. Such early intervention addresses potential barriers to movement, thus empowering our youngest pupils to pursue active lives. This also leads to positive wellbeing.</p>
	<p>e) Review of physical needs of pupils, collaboratively with OT to identify resources required for sensory movement activities.</p> <p>f) Creation of specific physical development areas and purchase of resources. (Ambassadors to be involved in the selection</p>	<p>£5,500 – PE sensory movement equipment / OT training</p>	<p>Sensory movement activities, including sensory circuits, will enable the pupils to be more physically active, throughout the day, helping develop agility, balance and co-ordination.</p> <p>Teachers and teaching assistants will develop their knowledge sensory regulation, enabling them to support pupils to develop their physical and co/self-regulation skills.</p>	<p>Sensory 10 strands review. Observations from Sports Coach/ OT throughout the year. OT training and input to develop staff knowledge.</p>	<p>This equipment will be used daily to help develop co/self-regulation. Our pupils will use the equipment to become more physically active throughout the day. Increase in staff knowledge of regulation and active learning.</p>

of some equipment). f) Staff training with sensory Sports Coach and OT.				
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Area of Focus *(the 5 key indicators outlined by AfPE & YST)*

KPI 2) Profile of PESSPA being raised across the school as a tool for whole- school improvement

<b>Intent</b>	<b>Actions (identified to improve provision in each area)</b>	<b>Funding (breakdown of how much will be spent)</b>	<b>Impact (the difference the funding will make)</b>	<b>Evidence (sources which end of year evaluations will be based on)</b>	<b>Sustainability (long lasting improvements, the spends will bring about)</b>
To raise the profile of sports and physical activities through high profile events and actively encouraging pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school such as Sports Ambassadors.	a) Primary sports event organised to showcase pupils' talents. This will incorporate external sports companies/ medals for individual pupils.	£500 – sports event costs	The sports event raises the profile of PE and sport with our families. By using a variety of companies for this event, parents can see what sessions the pupils take part in during the school term.	Feedback from pupils, staff and parents about the event. Impact report.	Providing the pupils with new experiences and a sense of achievement will have a positive impact on their wellbeing and their passion for sport. Children collaborate and praise/ support each other, they work as a team. Families receive information about sporting opportunities in the local community.
	b) Develop role of Sports Ambassadors to help facilitate active play at lunch times.	£50 - lanyards/ badges/ resources	Ambassadors acts as advocates for PE, and help the children to work more effectively with each other and play co-operatively. This inspires their peers and leads to Rosehill becoming a more physically active school. Ambassadors become increasingly confident organising and leading activities for others, and develop their leadership skills.	End of year evaluations from the sports Ambassadors. Feedback from teachers/ pupil voice.	Ambassadors have developed their skills and confidence; children take part in new activities, this promotes play/ sport across the school community. Throughout their time at Rosehill, the pupils will continue to promote/ champion the benefits of PESSPA to others. It will help develop their social skills.

	d) Organise several PE, school sport and physical activity focused assemblies and award presentations.	£50 - certificates, medals and trophies	PESSPA achievements are celebrated regularly, leading to increased levels of confidence and motivation in the pupils in taking part in sporting activities and attendance at these events. Sport is celebrated, with families, and extended member of the school community, raising the profile of sport at the school.	PowerPoint slides from activities and the Sports Award presentation. Whole school survey.	Continued organisation of celebration events leads to even greater numbers of pupils developing confidence and motivation regarding PESSPA. Children are proud of their achievements; they are ambitious and inspired to seek new and exciting sporting opportunities.
	e) Organise several fixtures against other SEN schools to enable the pupils to feel part of a team.	£300 - travel costs	By giving the pupils an opportunity to be part of a team and compete against other SEN schools it will help raise the profile of sport within the school and increase pupils' confidence, communication and physical activity levels.	Feedback from pupils. Impact reports conducted.	Providing positive experiences for our pupils and giving them the opportunity to be part of a team will have a positive impact on PESSPA.

Area of Focus (the 5 key indicators outlined by AfPE & YST)

KPI 3) Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Actions (identified to improve provision in each area)	Funding (breakdown of how much will be spent)	Impact (the difference the funding will make)	Evidence (sources which end of year evaluations will be based on)	Sustainability (long lasting improvements, the spends will bring about)
Increased confidence, knowledge and skills of all staff in teaching PE and sport by hiring coaches to work alongside teachers, to enhance, enrich and extend current opportunities offered to pupils.	a) Hire coaches from EPIC Sports in order to increase staff skills and knowledge.	£3,674 – EPIC costs	Primary teachers' confidence and competence in teaching PE increases. Pupils experience high-quality lessons.	Results from teachers end of year questionnaire. New teachers for Sept 2024 receive support from specialists. Observations conducted by Sports Coach/ SLT. Specialist practitioner feedback and impact reports.	Teachers feedback excellent following sessions: improved confidence and ability to teach 'multi sports' for pupils with a wide range of complex differences, and abilities.
Develop teacher knowledge, confidence and skills to deliver rebound therapy to pupils with complex disabilities.	b) Staff to access accredited rebound training (existing staff renewal/ new staff qualification).	£2,586 – rebound training for up to 10 staff	Staff completing qualifications will give more pupils specific rebound interventions. Pupils to have opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation.	New staff working in primary who will need to be trained. Rebound assessments. Feedback from staff and pupil voice.	More pupils meeting their daily physical activity goal. Pupils developing their movement and balance skills alongside promoting changes in muscle tone, relaxation and sensory integration. Pupils improve their fitness and exercise tolerance. Staff have more confidence in delivering specific rebound activities to a range of pupils with complex needs.

Area of Focus (the 5 key indicators outlined by AfPE & YST)

KPI 4) Broader experience of a range of sports and activities offered to all pupils

<b>Intent</b>	<b>Actions (identified to improve provision in each area)</b>	<b>Funding (breakdown of how much will be spent)</b>	<b>Impact (the difference the funding will make)</b>	<b>Evidence (sources which end of year evaluations will be based on)</b>	<b>Sustainability (long lasting improvements, the spends will bring about)</b>
Opportunity for all children in KS1 and KS2 to access a wide range of sports, including at different venues.	a) Run the cycle programme for a targeted group of pupils, facilitated by Ride Wise instructors.	£880 – cycling programme	Primary pupils receive specialist cycling instruction training, building confidence and competence in an activity that many will not have experienced before.	Pupil survey, with a focus on previous experience in riding and a bike. Measure competence of riding a bike.	Pupils have positive experiences of riding a bike (often for the first time), leading to further engagement with cycling outside of school. This experience builds their confidence.
Working with sports specialists ignites children’s love for sports, introducing the children to sports they may not have tried before.	b) Kwik cricket lessons for year 5/6 pupils.	Notts County cricket sessions. Funded programme (free).	Year 5/6 pupils experience a new sport within the curriculum, as well as developing fundamental movement skills and striking and fielding skills.	Feedback from pupils about their sessions. Feedback from Sports Coach and coaches about the sessions.	Pupils develop a passion for cricket and seek future opportunities to take part in SEN cricket sessions outside of school.
	c) Outdoor adventurous activities: Purchase equipment for target games (building on from success and engagement in last year’s outdoor learning week).	£500 – purchasing of equipment.  Other outdoor learning activities costed in PPG.	Primary pupils to access new outdoor activities such as archery, climbing and other outdoor target games suitable to the needs of the pupils. This will ignite their interest in a broader range of physical sports, developing their coordination and motor skills and encouraging teamwork. Staff developing skills to teach and lead sessions in a new sporting activity.	Pupil and staff feedback from last year.	Pupils have a positive experience of a variety of new sports leading to further interest outside of school. Development in gross and fine motor skills, focus and coordination. This encourages teamwork. Equipment in school to be used throughout the year. Staff skills development to lead a sporting activity.

<p>d) Rebound intervention sessions/ PE activities delivered at lunch times, by EPIC coaches (rebound trained) for pupils who require additional and increased proprioceptive and vestibular input.</p>	<p>EPIC Costed above</p>	<p>Rebound interventions will help the pupils to remain active. Also rebound will help with muscle tone, co-ordination and fundamental skills and co/self-regulation.</p>	<p>Rebound therapy logs used to monitor pupils' progression.</p>	<p>Our pupils need rebound to help with their sensory regulation and fundamental skills so we will continue to provide this.</p>
<p>e) Purchase equipment to support rebound intervention sessions for identified primary pupils.</p>	<p>£200 – equipment to support rebound sessions i.e., peanut balls.</p>	<p>Rebound interventions will help the pupils to regulate. Rebound will help with muscle tone, co-ordination and fundamental skills.</p>	<p>Rebound therapy logs used to monitor pupils' progression.</p>	<p>Children develop their self-regulation and fundamental movement skills- they are motivated and build their confidence through accessing the rebound sessions. More pupils engaged in PE and sport activities that meet their complex needs and support their physical development and wellbeing. Pupils improve their communication skills.</p>

Area of Focus (the 5 key indicators outlined by AfPE & YST)

KPI 5) Increased participation in competitive sport

Intent	Actions (identified to improve provision in each area)	Funding (breakdown of how much will be spent)	Impact (the difference the funding will make)	Evidence (sources which end of year evaluations will be based on)	Sustainability (long lasting improvements, the spends will bring about)
Increased participation in competitive sport, by organising, coordinating and entering sport competitions and tournaments across the local area, including those run by sporting organisations.	a) Take part in Nottingham's 'Inclusion' sporting events.	£170 - transport cost.	Children involved in sporting competitions against pupils in other schools. Pupils develop their confidence, and self-esteem.	Attendance at disability inclusion events. Pupil voice about the events attended.	Pupils have a positive experience at the events and become part of inclusive clubs outside of school. They seek sports opportunities beyond the school.
	b) EPIC Sports coaches to deliver and support focused additional games for children who have been identified as gifted and talented, within our PE pathways.	Costed above.	The sessions will broaden the children's fundamental skills, knowledge and understanding of playing competitive games.	Attendance recorded. Pupil/ coach feedback. Engagement and participation.	Pupils become more engaged in sport and lead a healthier lifestyle. Taking part in games, builds character, teaches and develops strategic thinking, leadership skills, goal setting and risk taking.
	c) Year 5/ Year 6 pupils attend sports morning at Nottingham Trent University.	Costed above.	Pupils take part in sports morning offsite at Nottingham Trent University. This builds their confidence and helps them develop an understanding of competitive sports, tournaments and teamwork.	Impact reports completed to showcase the achievements of the pupils.	Yearly competition for our pupils to provide them with a new opportunity to engage in sports offsite. Development of team ethos and opportunities for involvement in future sports competitions.
	d) Organise inter-school sporting competition against other SEN schools.	£300 for the purchase of: Medals, cups and certificates	By giving the pupils an opportunity to be part of a team and compete against other SEN schools, it will help	Feedback from pupils. Impact reports conducted.	Providing positive experiences for our pupils and giving them the opportunity to be part of a

		to be presented to competitors.	raise the profile of sport within the school and increase pupils' confidence, communication and physical activity levels.		team will have a positive impact on PESSPA. Links made with other schools to develop opportunities for future inter-school sports competitions.
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