



Rosehill Junior School

Sports Premium Report 2023-2024



PE AND SPORTS PREMIUM AND THE ROSEHILL VISION

The school's vision guides all our daily work and is an important statement of intent which communicates our values and ambitions. It is shared by all and focuses closely upon the children:

'The education we provide will be of the best possible quality. Within an ethos of rights, respect and responsibility, each person's unique value is acknowledged, their needs recognised and their talents fully nurtured, ensuring all our children are well prepared for the next stage in their education and are able to reach their full potential as successful learners, confident individuals and responsible citizens.'

Currently the government is making an annual grant to schools called the PE and Sports Premium. The government's purpose for the PE and Sports Premium is to increase the quality of PE and sports activities by making additional and sustainable improvements to the curriculum which is offered. As such the grant plays an important part in helping Rosehill fulfil its ambition of providing high quality opportunities and experiences which help our pupils to realise their full potential. This extra funding helps the school towards its vision for all our pupils.

Our plans for the effective use of the PE and Sports Premium ensure that we meet the government's aims of:

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.

Rosehill uses the PE and sport premium to secure improvements in the following 5 key indicators:



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

The Department for Education also offers the following guidance on how the grant may be used, which is as follows:

- Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across school
- Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.
- Providing targeted activities or support to involve and encourage the least active children
- Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2, with every child leaving primary school able to swim

We accept the above guidance and readily adopt it to represent the aims of the Rosehill PE and Sport Strategy.



Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
<p>Increase the number of children involved in 30 minutes of activity and exercise each day.</p>	<p>Class rotas and registers show that a wide range of children and year groups are accessing lunch time sports clubs and activities.</p> <p>Engagement in PE lessons and active learning improved along with diversifying the range of sports taught.</p> <p>Children are able to use equipment and engage in self led sports at break and lunch.</p>	<p>Lunchtime staff have led games and activities with the children including competitive sports like dodgeball and group activities like dance. Staff have then moved to supporting the children with leading the games independently which is an area to continue to develop.</p> <p>When new equipment was introduced to the yard, staff modelled and monitored the usage of this and continued to monitor from a health and safety viewpoint.</p> <p>After initial observations, and introductions, a rota was introduced to ensure there was a wider variety of sports being played and a wider range of children in both number and age, aged the games and equipment.</p>



Activity/Action	Impact	Comments
<p>Improve the range and quantity of activities offered in the after school club provision.</p>	<p>Rotherham United ran an after school football club and the school also provided a cricket and an orienteering club. Further lunch time clubs, such as dodgeball, have also been offered.</p> <p>50% of the children on roll at the school attended one or more after school clubs. Over 50% of pupil premium and over 50% of SEND children attended one or more after school clubs. Y4 children attended the EIS sports days and school participated in 'Hit the ground running.'</p>	<p>Rotherham United football coaching will be continuing in the next academic year.</p>
<p>Provide a range of outdoor and adventurous activities across the whole school.</p>	<p>Children have participated in a range of activities including walking, orienteering, caving, traversing, climbing, zip wire and a range of high wire challenges.</p> <p>This has led to increased self esteem, confidence, team building, leadership skills and other personal skills not accessed through the mainstream curriculum offer.</p> <p>All children had the opportunity to engage in some form of activity across Years 4 to 6.</p>	<p>This year there are plans to extend this provision to Year 3 next year.</p>



Activity/Action	Impact	Comments
Increasing the participation of pupils in sports competitions.	<p>This year, School entered boys and girls hockey, football and dodgeball competitions.</p> <p>Within these competitive events, over 25% of pupil premium children, over 25% of SEND children and over 25% of all children on roll at the school represented Rosehill in competitions this year. These were celebrated within school and raised the profile of competitive sport. This is an area to sustain in 2023/2024.</p>	



Key Priorities and Planning

Action – what are you planning to do	Who does this action Impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Increase participation and improved access to outdoor and adventurous activities for all children.</p> <p>Develop effective teamwork, communication, small and gross motor coordination, upper body strength, self esteem etc.</p> <p>Financially support families in order to ensure maximum</p>	<p>All children have the opportunity to engage in some form of activity in every year group.</p>	<p>The majority of children in each year group participate in the events and activities provided.</p>	<p>The majority of children in each year group attended activity centres which helped to develop the children’s emotional well being and resilience. It allowed them to develop core strength, upper and lower body strength and resilience to challenge themselves and take risks in a safe environment. It has also provided chances to develop problem solving and teamwork. School also subsidised Y6 wider enrichment activities.</p> <p>Physical activities were increased through sports such as but not limited to orienteering, climbing, high wire/activities at height, hill walking, assault courses and caving.</p> <p>Staff CPD ensured that a range of staff within school are involved in leading activities and consequently are more confident to deliver themselves.</p>	<p>£14,612.07</p>



Action – what are you planning to do	Who does this action Impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
engagement across school.			Financially sustainability has been achieved through the use of sponsored walks within school to aid funding and cost reduction of activities.	
Increase quantity and variety of the school's after school sports club provision.	All children in school.	A variety of sports clubs are on offer to different year groups.	<p>Dance and football club have been offered throughout the year and it has involved children who don't necessarily choose to play sports or games in free time. It has developed the children's team skills and helped to develop wider friendship groups.</p> <p>Although there have been fewer sports clubs on offer this term due to staff instability, there have been an increase in quantity of clubs involving the arts like craft and glee club.</p> <p>In the coming year, key pupil groups will be identified and invited to attend and with improved staff stability in 2024/2025, there will be the opportunities to develop the range of after school and children will be consulted on clubs that they would like to ensure maximum attendance.</p>	£2642



Action – what are you planning to do	Who does this action Impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Improve the quality, range and quantity of the equipment for break times to encourage more active free time.</p>	<p>All children across schools.</p>	<p>A wide variety and number of children are engaging in a range of activities at lunch time.</p> <p>There are a wider variety of sports options available at lunch.</p> <p>Lunch time staff will be monitoring and leading activities to ensure participation of all pupil groups and year groups.</p>	<p>Children who wouldn't always choose to play sports or games are being targeted and engaged by lunchtime staff to improve fitness. Activities like dance club have also been completed by SMSAs leading clubs like an informal dance club outside which has engaged children who haven't chosen to attend an after school dance club. This will be built on next year by increasing the variety of informal lunch time clubs and equipment on offer.</p> <p>Children's use of a variety of equipment has been improved but children's ownership of equipment will be developed through the use of monitors.</p> <p>Activities this year have been predominantly adult-led and next year, work will be done with play leaders in Y5/6 to support Y3/4 in order to develop further independence in play and equipment.</p>	<p>£419.95</p>



Action – what are you planning to do	Who does this action Impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>To raise the profile of sport across school.</p>	<p>All children in KS2 in PE lessons.</p>	<p>Installation of secure and full sized basketball and football nets.</p> <p>Basketball and football are being taught more effectively in Y3 and Y5.</p> <p>An improvement in the quality and delivery of sports teaching.</p> <p>More children are achieving the expected standard in PE assessments.</p>	<p>The curriculum is being delivered consistently and accurately across school with a key focus on core skills.</p> <p>Within the lesson as a result of fixed resources, core PE lesson time spent teaching and observation and pupil voice have shown an improvement in the delivery of PE lessons and increase in the number of children achieving the expected standards in PE.</p> <p>To sustain this impact, there will be further development of the fixed PE equipment such as floor markings.</p>	<p>£681.73</p>



Action – what are you planning to do	Who does this action Impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Lunchtime staff club leading activities child led engagement of more in physical exercise.</p>	<p>Engagement of all pupils.</p>	<p>There are a wider variety of sports options available at lunch.</p> <p>Lunch time staff will be monitoring and leading activities to ensure participation of all pupil groups and year groups lunch time activities .</p>	<p>Most children were involved in a sports activity at lunchtime each week which was initially adult led but then moved into monitoring rather than leading.</p> <p>In order to sustain this, the lead lunchtime supervisors will teach and model the use of equipment with the new intake of Y3 each year to enable self led games.</p>	<p>£0</p>



Key Achievements 2023-2024

Activity/Action	Impact	Comments
Subsidise outdoor and adventurous activities for each year group to enable maximum participation.	90% participation in Year 3 86% participation in Year 6 67% participation in Year 5 75% participation in Year 4.	All children had access to the activities and opportunities provided. Further support with clothing was offered.
To improve the PE resources in terms of quality and quantity of resources to enable improved teaching and staff confidence.	Teaching was more consistent and skills based. Improvement in the numbers of children achieving age related standards for PE. CPD delivered by PE lead.	This will be further developed by continuing to improve and expand the schools provision e.g. floor marking.
Engage a range and wide number of children in different types of after school club provision.	73 children attended football club 23 % SEND children accessed football. 28 children attended Y5/6 dance club 20% SEND children accessed dance club. There has been an increase in the	This will be further developed in the coming year with further sports clubs which will be enabled by more stable staffing within school. For next steps in the coming year, school will consult with children around sports clubs that are wanted for 2024-2025 to increase the number of



	<p>variety of clubs on offer although some of these are arts clubs.</p>	<p>sports clubs on offer and levels of participation.</p> <p>School will liaise with external providers to look at possible after school club support in 2024-2025 financial barriers.</p> <p>Going forward to 2024-2025, school will increase the opportunities for children to engage in competitive sport.</p>
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Swimming Data

<u>Question</u>	<u>Stats:</u>	<u>Further context relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	43%	Over 50% of the children have not been swimming or to a swimming baths before and 80% of the cohort have not accessed swimming lessons prior to school. The children make significant progress in water confidence during their swimming sessions.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	43%	Over 50% of the children have not been swimming or to a swimming baths before and 80% of the cohort have not accessed swimming lessons prior to school. The children make significant progress in water confidence during their swimming sessions.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Please note, this judgement is based on their Y4 Assessment. Over 50% of the children have not been swimming or to a swimming baths before and 80% of the cohort have not accessed swimming lessons prior to school. The children make significant progress in water confidence during their swimming sessions.



<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p>Not required as performance above national expectations.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>Our sessions are delivered by qualified swimming instructors at the swimming baths who provide ongoing, informal CPD to school staff. School staff who are delivering swimming attended online training sessions.</p>



Signed off by	<i>Adrian Hayes</i>
Headteacher	Adrian Hayes
Subject leader	Iain Macdonald PE Co-ordinator
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