



ROSEWOOD FREE SCHOOL

Title: PE and Sport Premium Policy

Lead Reviewer: Deputy Head

Who this is aimed at: Whole School Community

Version	Reason for Change
V1	New Policy

Date Initially Implemented	
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Policy Statement

The PE and Sport Premium is provided to improve PE and physical activity opportunities for children.

Rosewood Free School receives an allocation of funding based on the number of pupils in Y1-Y6.

The funding is specifically to help provide additional and sustainable improvements to the quality of the physical education and activity that the school provides. We aim to use the premium to build capacity and capability within the school, to ensure that improvements made now will also benefit children joining the school in future years.

Aims

To see improvement across the Five Key Indicators relevant for learners at Rosewood Free School.

1. To increase confidence, knowledge, and skills of all staff in teaching physical education
2. To increase the engagement of learners in regular physical activity
3. To raise the profile of physical development across the school, to support whole school improvement
4. To enable all learners to experience a broad range of physical development opportunities
5. Where developmentally appropriate, to be able to participate in competitive sport

Statutory Requirements

This policy is based on the Department for Education's statutory [Guidance on the PE and Sport Premium for Primary Schools](#). This guidance requires that schools publish a report detailing how they have spent their funding on their website. This policy includes this information and shows how our school complies with this requirement.

Physical Education at Rosewood

At Rosewood, we celebrate achievement in all areas of physical activity for all our children and young people. We respect and value the unique physical abilities of our learners, and work in multi-disciplinary teams to create a safe, active, and high-quality approach to all aspects of physical development.

Physical Education is supported through the Fine Motor and Gross Motor ImPACTS assessments and curricula, which have been developed in conjunction with the school's Therapy Team. This ensures that the curriculum offer for Rosewood learners is appropriate for their specific needs.

All learners have access to the following:

- ImPACTS Curriculum
- Integrated health and therapy offer, which may mean a bespoke physiotherapy programme alongside the ImPACTS curriculum

Where appropriate, learners may also take part in:

- Hydrotherapy
- Rebound Therapy
- Conductive Education

The organisation of each learner's physical development programme is undertaken by their class teacher, who liaises with the therapy team to ensure that plans and targets are appropriate, up to date, and aspirational.

Related Documents

This document should be read in conjunction with other School Policies, including those relating to Physical Development.

Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Governing Body and reviewed annually.

Review of last year's spend and key achievements (22/23)

Activity/Action	Impact	Comments
Hydrotherapy training course for one new hydrotherapy assistant	Hydrotherapy skills and capacity increased	Succession planning; one of the existing therapists reduced hours in school
Conductive Education clinics throughout the year	All teaching staff had opportunity to discuss learners and ensure that Conductive Education programmes were reviewed regularly	Teaching staff will benefit from ongoing input in this area – remains on school development plan for 23/24
Peer Mentoring in Hydrotherapy, Rebound Therapy and Conductive Education	Staff able to develop quality skills on a regular basis	Using the expertise of a qualified Conductive Education practitioner
Physiotherapy Induction Training	All school staff understand the school's integrated therapeutic offer and can deliver physiotherapy programmes under supervision of the Physiotherapist	Needs to be ongoing in order to maintain impact across the whole workforce
Perfect Positioning Basic Training	All school staff understand how to position learners for maximum therapeutic impact and can use positioning equipment as directed	Needs to be ongoing in order to maintain impact across the whole workforce
Hand Function Basic Training	All school staff understand fine motor skills development and can implement programmes under supervision of the Occupational Therapist	Needs to be ongoing in order to maintain impact across the whole workforce
Rebound Therapy training / refreshers for therapists	Rebound therapy can be provided across the school	Each class has a therapist assigned.
Conductive Education Basic Training package developed and delivered to focus group	More staff understand the principles of Conductive Education	Now need to integrate this package into regular training offer.

Key priorities and planning (23/24)

Action	Who does this Impact?	Indicator	Impacts and Sustainability	Costs (% of allocation)
Continue ongoing Conductive Education input for classes	Class teachers and support staff; learners will benefit by taking part	1, 2, 3, 4	Teachers will be confident and understand how to implement principles of CE in their teaching	40%
Review Fine Motor Curriculum	Teachers who will implement any changes; learners will receive more targeted teaching	1, 2, 3	Learner needs are better met by curriculum offer	10%
Continue all Induction and Basic training	All staff and learners	1, 2, 3	All staff will be trained to support learners with their physicality; learners' engagement should also be increased as a result of having well-trained support staff	20%
Review Gross Motor Curriculum	Class teachers will implement any changes; learners will receive more targeted teaching	1, 2, 3	Learner needs are better met by curriculum offer	10%
Development of Sherborne Basic Training Package	All staff, once the package is ready to be delivered as part of the regular programme of training; learners will be better able to take part in Sherborne Developmental Movement sessions	1, 2, 3, 4	Staff will understand and be able to implement Sherborne sessions; learners will have the opportunity to take part in wider range of activities	20%

Swimming Data

At Rosewood, all learners have a physical disability and as such will not be physically able to meet the national curriculum swimming and water safety requirements.

Regardless of age, for learners with an assessed physical need, hydrotherapy forms part of their core offer, and contributes towards their holistic ImpACTS assessment.