

Impact of PE and Sports Premium Funding 2021 - 2022

Key indicator 1: The engagement of all pupils in regular physical activity

As we began this year, although many of the restrictions from COVID had been lifted, due to the periodically high levels of COVID in certain classes throughout the school, we decided to continue the strategic timetabling whereby each class was able to use at least half the playground, if not the full playground up to three times a day.

1. Active playtimes for the Key stage 1 and Key stage 2

With three break times and a vast array of play equipment such as: bats, small balls, skipping ropes, ankle skips, variety of sizes of balls, hoops, action station gym spots etc. previously purchased with the funding, every child in school was able and encouraged to actively enjoy their time outside.

IMPACT: Every break, both key stages were able to actively participate in a variety of activities using the equipment with friends or by themselves setting themselves personal targets in whichever activity they embarked on.

2. Playground Leaders – Year 5 children took part in the playground leader course at the end of Summer 1 Term.

IMPACT: The Year 5 children planned and organised games for the Year 1 class to take part in. They thoroughly enjoyed working with Year 1 and in turn Year 1 enjoyed the different ways in which they could be active. They are now looking forward as Year 2 children to take part in these activities during their lunchtimes.

The Year 5 children are now skilled in planning, organising and delivering play activities for the younger children to continue as Year 6 in September.

3. Balance Bikes – This activity was provided for the Reception class and delivered by AFC Fylde.

IMPACT: This activity allowed all the children to become familiar with riding and controlling a bike. Once the class were confident with their balancing skills, they were then introduced to routes and signs that they had to follow and control their bikes. After a few sessions, they became quite skilful in performing all of these tasks.

4. Trim trails – Each Key stage has a trim trail in their playground and during breaks and lunchtimes, classes use the trim trails for 15 - 30 minutes on a rota basis.

IMPACT: The children have developed their balance, climbing and co ordination skills from using the trim trails. Juniors from Year 4 onwards, have developed their upper body strength from using the bars to travel from one end to the next.

5. Daily run / Skipping – During the last break, all classes went out for a daily run around their part of the playground, starting from 10 times and then getting

progressively more each few weeks. At this time, Year 3 started to trial using skipping ropes to skip around the playground during the last break.

IMPACT: After a couple of weeks, the children had begun to build up their stamina and were then able to increase the amount of times they ran around the playground. After having purchased a large amount of skipping ropes with the funding, Year 3 began skipping. At first this proved to be very tiring, but by the time the Summer Term arrived, all the class could skip for the full 15 minutes, even performing quite complex actions whilst skipping. Because of this success, quite a number of the class wanted to enter the sports day skipping races. As a result, skipping ropes have now been purchased for the whole school and in September the children will be encouraged to skip during these break times.

Key indicator 2: The profile of P.E. and sport being raised across the school as a tool for whole school improvement.

1. Whole school assembly – As part of the assembly each week, there are opportunities for children to receive Outstanding Learner Awards. The children can be awarded this for their efforts and achievements in PE as well as other subjects.

IMPACT: Receiving this award for PE helps to make the whole school aware of the importance of PE in the school curriculum and helps to encourage all to try their best in P.E. For this they are awarded 5 house points, increasing self esteem.

2. PE Notice Board: In school, on the corridor where most of the children pass, we have a PE Notice Board. On this board is information about all the extra sport taking place in school. There are photos of after school activities, playground activities, playground leader activities and lists of after school activities that the children can take part in.

IMPACT: All the children are kept informed about sport in school and are eager to know which after school sports they can get involved with. Those children who appear on this board feel very proud leading to increased confidence and self esteem. Having a notice board for PE increases the profile of this subject in school.

3. Celebrating outside school sports: Every child who takes part in an out of school sporting activity, can bring their certificates, trophies and achievements to assembly and they can then share them with the whole school. 5 house points are given.

IMPACT: The children have a sense of pride in what they have achieved. It also shows the younger children what different sports there are that they could also get involved with outside of school.

4. Out of School Sporting Notice Board: Those children who have brought in their out of school achievements, have their photos taken in assembly and then are displayed on this notice board, located next to the PE notice board.

IMPACT: When the child sees their photograph on the notice board, they are delighted and have a great sense of pride in what they have achieved. It also shows the rest of the school what different sporting activities they could have a try with.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching P.E. and sport.

1. St. Peter's PE Curriculum – The PE Passport: Through buying into the Lancashire PE Membership, it has enabled our school to access the updated new scheme of work for KS1 / KS2 plus the teacher assessment tool all contained within the new PE Passport App. At the beginning of the school year, the PE Leader held a staff meeting to introduce staff to the APP and the scheme contained within it. Together we created a long term plan of PE for the year. Throughout the year we have amended and added to it to create the beginnings of our own St. Peter's PE Curriculum.

IMPACT: All staff members have become quite confident using the APP and have begun to record their assessments through the APP technology.

2. Renewing the PSHE Association Membership: As part of the PSHE curriculum teaches about relationships, physical activity and keeping healthy, which are important aspects of learning in Physical Education, part of the funding was used again this year to renew the PSHE Association Membership.

IMPACT: PSHE leader has been able to access new up to date information and resources, planning ideas and curriculum support was given. All staff members confidently used the new St. Peter's PSHE curriculum.

3. Attending professional Development Courses: This year saw more face to face training being made available to staff members. This was a great opportunity to start the year with the PE leader attending an update on the PE Passport. For EYFS; Lancashire Early Years Scheme of work and Trust, trails and challenges course. For our member of staff new to teaching; Getting to Grips with PE and Games at KS2, and Teaching High Quality Gym and Dance. For a member of staff changing key stages; New to teaching KS1 PE. Whole staff training in Orienteering and a twilight session through Wyre and Fylde School Sports Partnership to support the staff with STEP differentiation and to review the use of the PE Passport Assessment.

IMPACT: The PE leader was able to share some new ideas and information which helped increase confidence, knowledge and skills in using the APP and delivering PE sessions. The EYFS teacher and PE leader were able to share and discuss changes made to the curriculum, then this information was shared with the

kindergarten staff. The Year 5 teacher's confidence, knowledge and skills were increased when using the ideas from the courses during PE sessions. The Year 2 teacher has a good understanding of the differences between KS1 and KS2 and will be confident when teaching Year 2. Orienteering is being confidently taught using the previously bought resources from the funding. After the STEP twilight session, many members of staff are beginning to view their lessons slightly differently and as a result changes are being made to enhance learning.

Key Indicator 4: Broader experience of a range of sports activities offered to all pupils

1. Our aim is to provide a great variety of sporting activities for the children to participate in school.

After school Clubs being offered throughout the year.

KS2 – Football, Netball and Girls Football coaching.

KS1 – Multi Skills, dance, dodge ball, football skills, athletics and archery.

KS2 – Dodgeball, tag rugby, kwik cricket, rounders, athletics, multiskills and archery.

Fencing and Dance were included in the curriculum.

IMPACT: Children at St. Peter's love being active and taking part in all sports. All the after school clubs generally get filled within 2 days of the children being invited to join in. Mostly the clubs in both key stages are oversubscribed, so we started to get 2 coaches for each activity to include all. Because not every child enjoys team games or competitive sport, we felt it really important to provide opportunities whereby everyone can take part and have fun. These extra activities like archery and fencing, have encouraged those children that don't usually participate in after school clubs, to do so.

Key Indicator 5: Increased participation in competitive sport

Due to the periodic high levels of COVID within school, it was decided that we would start the year introducing the after school clubs again, but delay the entering of competitions until later on in the year.

1. To encourage the children to take part in competitive sports: Although we didn't compete against other schools straight away, we thoroughly embraced being able to immerse ourselves fully in the PE curriculum and enjoy the competitive side of attacking and defending, striking and fielding and net and wall knowledge and skills activities. In March, we eagerly took part in a Year 5 / 6 Football and Netball

tournament and then in June were invited to take part in a Year 3 / 4 Golf Festival. Towards the end of the year the children excitedly entered the intra competition of Potted Sports and Sports Day.

IMPACT: Even though the children weren't competing against other schools, they worked hard in their lessons to develop their ball, batting and running skills and dodging, feinting and looking for a space whilst competing against each other. When competing in the Football and Netball tournaments, the children were able to apply their skills learnt and practised and achieved well. During the Golf festival, the Year 3 / 4 children improved and developed their skills as the competition progressed, achieving second place. All the children involved were eager to take part in competitive sport again and competed exceptionally well. The children worked as a team, kept going, encouraged each other and never gave up. This led to an increase in self esteem and a feeling of pride to be able to represent their school, for all the children involved.

Because the children enjoyed playing golf and taking part in the festival so much, they wanted to carry on playing. So with the help from the Funding and the Golf Foundation, we have purchased the Golfway Primary School Festival pack and we will be starting a golf after school club in the Autumn Term.