

Impact of Primary PE and Sports Premium 2017-18

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Increase physical activity of pupils at playtimes

A number of initiatives and ongoing activities at lunchtimes have improved the opportunities for children to be involved in physical exercise during their dinner break.

- Coaches from Arches Partnership organize playground games 3 lunchtimes per week. In these sessions they organize games for children from a particular year group. It gives children a structure to their play and for those that choose to participate ensures they are getting a lengthy session of physical activity. Children are enthusiastic to participate and the sessions are well attended.
- We have invested in games equipment for playtimes, keeping it separate from curriculum PE resources. Included in this is good quality portable storage which has resulted in children taking more responsibility for the equipment. They are involved in choosing what sort of activities will take place each day, taking the equipment out and making sure it is properly put away. This means that there are always children playing ball games, throwing games, skipping games, balancing, jumping, etc. thus contributing to their daily vigorous activity.
- Another part of the play area is always devoted to football which is organized by the site manager.
- All activities are overseen by lunchtime supervisors and the learning mentor who has an overview of children's involvement.
- As part of our circus programme, a series of lunchtime circus sessions took place in the playground in the spring term.
- A skipping day was also planned for the spring term with "Skipping Schools". This had to be cancelled due to snow, we hope to try again next year.

Curriculum PE

Curriculum PE ensure that all KS1 classes have a long (1 hour) and a short (40 mins) PE lesson each week. Monitoring of planning and lessons by the PE coordinator ensures that all lessons involve a high proportion of time where the children are physically active. There is a recognition that children learn skills and games by doing them, we therefore keep talking times to a minimum.

Summer Holiday Sports Activities

In partnership with DE Sportz, the Learning Mentor has organized two all day "Sports Camps" for Y2 & Y3 children

1. Cheerleading
2. Multisports

There will also be two sports mornings for Y1 & Reception:

1. Dance and cheerleading
2. Multisports

These events are fully subscribed and we hope they will help maintain the level of physical activity for some of our children over the summer break.

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

Raising the Profile of PE and Sport at Brightside

Involvement with school Sports partnership

There has now been a sustained focus on PE and Sport at Brightside for a number of years. Becoming part of the Arches School Sports Partnership has supported us greatly maintaining that focus. This year we increased provision by upgrading to the Silver Package offered by Arches. This has resulted in:

- access to more after school clubs;
- increased training for staff;
- introduction of a greater variety of sports offered in curriculum PE, after school clubs, playtime activities and out of school events.

Early Years promotion of physical activity

We have made a considerable investment in equipment and resources to ensure high standards in all areas.

This has resulted in 92% of children in Reception achieving age expected or higher levels in Physical Development at the end of the Summer term.

We also believe that involving the children and their parents from an early age helps to lay the foundations for life long involvement in sports and physical activity.

Provision of high quality resources

As outlined in section 3 of this report staff mentoring and training has resulted in an increased level of skill and confidence in the teaching of PE at Brightside. However well planned PE lessons delivered by confident well trained teachers can only work if the

appropriate equipment and resources is available and easily accessible. To that end we have bought additional equipment for dance and games lessons. Better storage for this equipment has made it more easily accessible. The PE Coordinator monitors the state of resources to ensure that quality is maintained.

Expanding the range of sports offered has resulted in the purchase of new equipment such as dodgeballs, hurdles for athletics, orienteering equipment.

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

Staff mentoring and training

Mentoring

The PE coordinator has provided support for newly qualified, recently qualified and returning teachers in the form of weekly mentoring of PE lessons.

Reception

RQT and returning T in Reception have received support in the teaching of dance (Spr 1). The quality of teaching and the achievement of the children both made considerable progress through this process. Planning has been modified as a result, for instance, the introduction of visual “timetables “ to help with sequencing a dance.

Year 1

NQT in Y1 has received support in the teaching of gymnastics (Aut 1), dance (Spr 2) and orienteering (Summ 2). In all three areas she now feels more confident and Teaching and Learning Observations in dance and orienteering have both been graded good or better.

RQT in Y1 has received support in the teaching of games (Aut 1), dance (Spr 2) and orienteering (Sum 2). Her lessons have also been graded good.

As a result of the above the standard of PE teaching in Y1 has improved and is now at a consistently good level. This needs to be maintained with continued support through mentoring next year to consolidate good practice and develop the curriculum.

Year 2

RQT in Y2 has received support in the teaching of gymnastics (Aut 2). As a result he feels much more confident in the teaching of specific skills, for instance, forward rolls.

CPD

Orienteering

The whole school orienteering CPD delivered in Summer 2017 has resulted in the development of a series of lessons for all KS1 pupils and age appropriate orienteering activities for Early Years in their outdoor provision.

Staff have reported how much they have enjoyed delivering these lessons, "*It's been like a breath of fresh air*", and how much the children have benefitted not simply by experiencing a new sport but also in consolidating learning in geography (maps, directions) and PSHE (team work, social skills).

Next year we will build on these foundations. The Y2 curriculum will be able to go further as the children have already learned some basics during their Y1 year.

Games

The whole staff benefitted from a games CPD twilight in November. Fresh ideas on warm up activities, how to teach certain skills and applying those skills in a game led to the updating and improvement of planning in games lessons and greater confidence in delivering that strand of the PE curriculum.

Circus Skills

The introduction of circus skills in association with Greentop Community Circus has been welcomed by staff and pupils. It has provided opportunities for children who aren't naturally attracted to traditional sports and games.

All staff were trained in age appropriate skills for Early Years and KS1 children, including juggling, stilt walking, feather stick, plate spinning and diabolo. The Y2 teachers then worked with practitioners from Greentop to deliver a series of lessons culminating in a presentation to the rest of school.

We aim to continue and develop our partnership with Greentop in the coming year which will extend and consolidate staff knowledge and as a consequence the experiences we are able to provide.

Other CPD

In addition to the whole staff CPD, individual teachers have attended training in gymnastics and cheerleading. As a result they have developed their confidence and been able to offer new experiences to children.

Evaluation

This year's programme of mentoring and CPD has resulted in a staff who feel more able to deliver a varied and fun PE curriculum. Lesson observations and pupil comments show that children enjoy their lessons and are excited to learn new skills and be introduced to new sports and activities.

Attainment data (see table below) in PE for the year 2017-18 shows the percentage of children at KS1 working at expected level or better to be very similar as the previous year. However the number of children "working at greater depth" has increased significantly (12% increase in Y1, 3% increase in Y2).

2016-17

Year Group	Y1	Y2
Working towards	8/60 13%	6/57 11%
Working at expected level	43/60 72%	39/57 68%
Working at greater depth	9/60 15%	12/57 21%

2017-18

Year Group	Y1	Y2
Working towards	8/60 13%	7/59 12%
Working at expected level	36/60 60%	38/59 64%
Working at greater depth	16/60 27%	14/59 24%

Next Steps

Teachers report that they find the mentoring system very useful as a means of reflecting on and developing their practise. This will therefore continue in the coming year. Teachers have expressed a need for more specific training in games to apply general skills to particular sports, e.g. tennis, dodgeball, unihock. Our CPD programme will reflect these needs. There will also be a continuing development of the orienteering programme.

Some mentoring time will also be devoted to monitoring and improving gymnastics and dance.

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

After School Clubs 2017-18

After school clubs are run by coaches from the Arches School Sports Partnership, DE Sportz or by school staff with the exception of circus skills which was provided by Greentop Circus. The clubs typically take place from 3.10 to 4.00 or 4.15pm and run for a block of 4 to 6 weeks. The clubs paid for by the School Sports Premium and are therefore free of charge to our families. Some of the sports (football, athletics, dodgeball, cheerleading) were chosen to link with one of our Schools' cluster tournaments and festivals.

Term	Club	Girls	Boys	Total
Autumn 1	Y2 Unihock	4	12	16
	Y1 & 2 Football Thurs	3	14	17
	Y1 & 2 Football Fri	2	17	19
Autumn 2	Y2 Dodgeball	6	6	12
	Y1 Free running	7	7	14
Spring 1	Y1 & 2 Street Dance	17	7	24
	Y2 Athletics	3	11	14
	Y1 Circus skills	8	5	13
	Y1&2 Cheer leading	20	5	25
Spring 2	Y1&2 Cheer leading (continued)			
	Y1 & 2 Athletics	7	9	16
Summer 1	Y2 Cricket	2	14	16
	Y1 & 2 Multisports	7	16	23
Summer 2	Y1 Football	3	11	14
	Y1 & 2 Cheerleading	11	1	12
	Reception Dance	18	3	21

Data Analysis

- In Key Stage 1 (Y1 & 2) 82 out of a possible 121 children attended at least one sports/physical after school club, i.e.68%
- 63 % of girls in KS1 attended at least one club. (65% in Y1, 60% in Y2)
- 71% of boys in KS1 attended at least one club. (67% in Y1, 75% in Y2)
- Of the 82 children who attended a club 20 attended 1 only (24%), 37 attended 3 or more (45%) and 16 attended 5 or more (20%).
- 17 out of the 18 KS1 pupils on free school meals have attended at least one after school club (94%). 12 out of the 18 KS1 pupils on SEN register have attended at least one after school club (67%). 5 out of the 11 pupils who are both eligible for free school meals and on the SEN register have attended at least one after school club (45%).

Evaluation

- Our after school clubs have offered children the opportunity of experiencing at least 11 different sports or dance activities this year.
- 68% of Brightside children attending at least one physical activity after school club is a good number. It has resulted in many children extending their experience of a particular sport or dance genre or experiencing it for the first time. This clearly demonstrates the value of an extensive programme of after school activities.
- A quarter of those children attended only one club. On the other hand a fifth attended 5 or more clubs.
- There were a disproportionately large number of boys in the football and cricket clubs and similarly many more girls did cheer leading and dance.
- For some families the after school clubs perform the double function of an opportunity for physical activity and learning skills plus after school childcare. The converse of this is that some parents are unwilling to let their children spend a longer time at school.

Next Steps

- Extend the proportion of children at Brightside attending sports clubs. This could be achieved by:
 - a) providing lunch time clubs targeted at those children who never stay for after school clubs;
 - b) promoting the existing clubs to particular children and families who rarely attend clubs.
 - c) providing a wider range of sports

- Address the issue of unequal participation of boys and girls in some clubs. Possible ideas include: girls or boys only clubs, having equal numbers of boys and girls places at certain clubs. (We did this for the dodgeball club this year and it worked well)

Ice Skating

All Y2 children have been introduced to ice skating in the Autumn term. This has resulted in more families using the local ice rink with their children.

Swimming

All Y2 children have taken part in swimming lessons at Ponds Forge. The series of 6 weekly lessons has increased the confidence of many children and others have been swimming for the first time. This has also been a first experience of taking pupils swimming and they feel it has been very positive for all.

Family Walks

Termly family walks in the Peak District led by the PE coordinator and learning mentor have introduced some of our families to walking as a family activity. All feedback is very positive with several families reporting that they have revisited the walks independently.

Key indicator 5: [Increased participation in competitive sport](#)

Inter School Sports Eventside 2017-18

This year Brightside enrolled with the local cluster of schools series of tournaments and sports festivals organised by Arches School Sports Partnership. This provided the first ever opportunity for Brightside pupils to be involved in inter school events. All the events were a great success and we will continue to take part over the coming years.

KS1 Football Tournament, Concorde Sports Centre, October 2017



Attended by 19 Y2s and 10 Y1s

KS1 Dodgeball Tournament, Concorde Sports Centre, December 2017



Attended by 15 Y2s and 12 Y1s

KS1 Gymnastics Festival, Concorde Sports Centre, January 2018



Attended by 19 Y2s and 13 Y1s

KS1 Athletics Festival, English institute of Sport, February 2018



Attended by 16 Y1s

Arches Dance Festival, The Octagon, April 2018



Attended by 13 Y2s and 12 Y1s

Pupil comments

At the end of the year a cross selection of participants looked at photos of the events, here are some of their comments:

"Look at how good we were. We lost a few games but won some too." (Football)

"I liked it, I was always the last one to get hit. We were second place in it." (Dodgeball)

"I want to do more gymnastics because I really liked the materials we used"

"It's good exercise, it helps your body and it's good fun"

"It's good for your legs, it gives you more health and strength."

Data

During the year 77 out of a total of 121 KS1 pupils took part in one or more inter school sports events. That is 64% of Key Stage 1, 61% of Y1 pupils and 67% of Y2.

In Y1 67% of girls and 50% of boys in the year group took part in one or more events.

In Y2 79% of girls and 60% of boys in the year group took part in one or more events.

Strengths

- All the inter school events were linked to an after school club. This resulted in the children applying the skills they had been learning in a new and exciting setting using top class facilities and equipment.
- Comments from children and parents whilst taking part in these events and afterwards show that they enjoyed them greatly, experienced being part of a school team for the first time and were keen to repeat the experience.
- Each event involved a prolonged period of physical activity. These are experiences that the children can draw on which will help them to choose to participate in future physical activity as opportunities arise.
- Being part of a team was the first experience of this kind for many of the children who participated. They learned important lessons about working together and knowing they had tried their best whether they won or lost.

Areas for improvement

- We need to get a greater percentage of parents and children involved in out of school activities to promote physical activity.
- There has been a core of children who apply for all after school clubs and therefore attended the event associated with that club.

Next Steps

- Target specific children and families to take part in out of school sports events.
- Give priority to children who have not participated before over those who attend many events.
- Run some sports specific clubs at lunchtimes targeting children who do not come to after school clubs in order to make them eligible for the out of school events.

