Impact of Sports Grant 2023-2024

We at Essendine believe that sport and physical exercise is not only key to maintaining and achieving optimum physical health but its value to mental health and wellbeing is just as critical. Through the teaching of a range of competitive and individual sports and activities, our children are given an array of opportunities to discover new skills and abilities, compete against their peers and to understand the valuer of winning and losing. It is through sport that we can learn vital life skills such as resilience, compassion, respect for ourselves and each other, collaboration and cooperation. In line with our outward-facing global worldview, we offer a range of sports to our children which range from football to parkour, netball to cricket. All of these are taught and practised through the philosophy of our 4 Bs: safe, resilient, responsible and respectful.

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

Indicative of PE's importance in our curriculum, the subject is timetabled for every year group for 2 hours weekly. This ensures that all children get exercise in a structured session every week. Furthermore, improvements to the playground environment thanks to volunteer groups in the community, the playground is an inviting place to play. Staff on duty lead playground activities such as tennis, football and champ to ensure fair play and accessibility is routine.

A Government press release in September 2023 highlighted the importance of breadth in PE coverage. To strengthen our provision of a range of activity we use the Rising Stars PE scheme which ensures areas such as dance are fairly represented and that sequences within the units build on prior knowledge and are adapted to the needs of the learners. One of the recommendations in the article was: Making sure that the time in PE lessons is spent on developing pupils' competence. *'Pupils should practise, refine and revisit previous content before learning new or more complex knowledge, so that they can secure the prior learning and, importantly, build their confidence.'* Through the effective use of recall at the start of lessons which has been a focus on the SDP and has been the subject for staff training, lessons begin with a practise, rehearsal and discussion of the key skills involved in the lesson. This has been observed in lesson which enabled all levels of ability to participate in the lesson.

Through relationships built with external partners such as Marylebone Cricket Club, Lords and Tower Hamlets Youth Sport Foundation we have been able to provide cricket lessons for children across the whole of Year 1, 3,4 and 5. Through targeted sport interventions for our SEND children, there was a focus on gross motor skills which the children were enthusiastic about attending and positive results in gross motor skills were observed.

"The cricket was fun and exciting. We did some batting and running around. It was good Exercise! I like batting the most." **-Kojo, Year 3**

"Tina loves cricket each week. She's been getting better at bowling. It really helps with her learning and practising new motor skills as well as interacting with her peers. She has been practising in the playground since the sessions!" **-Ellen, Tina's LSA**





Specialised sessions focusing on gross motor skills took place every Friday morning.

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

The Childhood Obesity Plan recommends that at least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time. Break times are used to introduce the children to structured play in smaller groups on the playground, taking turns to play Champ, football and tennis with an adult exemplifying the importance of sportsmanship and fair play. This has been a point for further development in our Year 6 cohort. Since SATs

have finished, Year 6 have been split into smaller focus groups to further emphasise the need for excellent conduct in competitive sport. This has resulted in fewer incidents recorded on CPOMs and a calmer classroom environment after break and lunch times.

The role of Sports and House Captains in assembly continues to maintain PE's high priority across the school, talking to their houses in Friday assemblies and announcing results of competitions. They took on a key role in helping administer the activities during sports day, which was well-attended and enjoyed by parents.

"It was such a lovely day and extremely successful- I think the best ever! So many parents commented on how much they enjoyed it and it was wonderful to see them so involved."
-**Lisa Mafrica, Headteacher**

There have been numerous opportunities to use sport for 'incidental learning' this year- notably at sports day- where children learn skills and gain knowledge which are not exclusively related to sport. Through competing against others, the children have used terms such as 'tornado zone' and 'avoiding my triggers', which both refer to the PSHE work on showing control over one's emotions. There were numerous examples of sportsmanlike behaviour and selfless acts of support for peers which can directly be attributed to the lessons taught in the PE curriculum and through coaching. The impact of this peer-to-peer support system which has been created is higher confidence among in particular, the less sporty and less academic children.

Key indicator 3: Broader experience of a range of sports and activities offered to all pupils

As a result of the partnerships Essendine has cultivated with Sport Inspired and a range of external partners, a wide range of clubs have been provided for our children after school. The children have had the opportunity to participate in clubs after school such as parkour and netball, tag rugby, cricket, multi-sports, yoga, dance and football. It has also been possible to bring in specialist coaches to teach sports lessons such as parkour, taekwondo and netball with teachers to upskill them in delivery of these sports. The vast majority of after-school sports clubs are often full to over-subscribed and the number of repeat sign-ups is over 80% in parkour and football. Within these clubs, there is a balanced representation of both girls, boys, SEN and disadvantaged children which

reflects our demographic.

The continuing support of Sports Inspired has enabled our children to participate in sports festivals at Moberley, where they are exposed to a variety of sports. Through pupil and staff voice, there is clear evidence of the impact of these opportunities, particularly in terms of confidence. The sports festival at Moberley promotes pupil voice: after trying out a range of sports, the children chose parkour as the after-school club for summer term. It was through her selection as team captain netball in particular, that one SEN child found her confidence:

"At the beginning, Ayat struggled to form friendships and seemed a little isolated from some of the other girls in her year group. But once she showed skills in netball her popularity grew and people wanted to be on her team. She was excited to take part in the sessions each week. Since, she has improved her listening skills and has become more sociable. She's a real team player!"

-Miss Hoxha, LSA



This year all of Years 3 and 4 have had the opportunity to go swimming for a term and to learn to ride a bicycle with Cycle Confident sessions. In Summer term 2, some of the more competent cyclists in Year 5 went out on the road with the team. This has promoted a heathy lifestyle and the children are keen to cycle to school rather than going in a car.

Year 5 preparing for a road ride.

Key indicator 4: Increased participation in competitive sport

Making use of the partnership within our Federation has allowed inter-school competitive matches. Year 6 at Essendine visited Hallfield for an afternoon of team-based sports games. The children started the afternoon by pairing up with someone from the other school and then got into their teams ready to play both football and tag-rugby.

Essendine's sports teams have participated in a number of competitive events across the borough, in sports such as athletics, football and netball. There has also been weekly slots available at Paddington Recreational Ground for practice in athletic skills, which Year 3 and 4 participated in.



Year 6 competing in the football and tag rugby across the Federation

Supporting SEN and the lowest 20% featured as a priority on the SDP this year and was reflected in provision across the school. The OFSTED PE subject report recommended: *'Supporting pupils with special educational needs and/or disabilities (SEND) effectively so that they can access an ambitious curriculum and achieve well.'*

At the Moberley Panathlon, the SEND children were given a chance to compete with other schools across a range of specially tailored sports which enabled accessibility for all children. Essendine took second place overall and the children were incredibly proud to take home silver medals and a trophy. This was celebrated in Friday assembly, with some of the children confidently talking about the day to the school.

"It really helped our children's confidence; it got them working together and they love co-operating!" -**Karris, LSA**

"We got lots of points in the different activities and it was lots of fun- I actually thought it would be running but it wasn't!" -**George, Y6**



The Panathlon competition at Moberley Sports Centre