# Impact of Sports Grant 2022-2023

At Essendine we understand the value and importance on physical exercise on well-being and the impact of comprehensive and enjoyable PE on our pupils' development. Our belief that sports, health and fitness contribute directly into a fulfilling and happy life stems from the positive impact we observe in our pupils when they participate in physical activity. The activities we provide enable children to develop spatial awareness, team spirit, sport-specific skills and a growth mindset. Through sports and competition, we nurture interest and engagement while promoting values of fairness and respect. Our goal is to address the rising obesity rates in the UK by integrating physical activity throughout the school day, including PE lessons, sports, playtime provision, cycling proficiency, and the opportunity to engage with less well-known sports. We offer a wide range of physically and mentally challenging activities such as games, athletics, swimming, dance, gymnastics, and outdoor adventurous activities, emphasising social, cognitive, and cooperative skills. By continuously improving and expanding our PE program, we strive to provide a supportive and enriching environment that enables our students to thrive physically, mentally, and socially.

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

In alignment with the Chief Medical Officer guidelines, our school has made excellent progress in ensuring the engagement of all pupils in regular physical activity. Recognising the importance of physical activity for children's overall well-being, we have ensured opportunities to participate in new sports and activities, refine skills and develop team and spatial awareness.

The PE coach has worked alongside staff throughout the year, offering his expert guidance on developing the skills of all learners in the range of sports on offer. This included modelling how to run activities, providing resources and equipment, and demonstrating how to engage children in activities as a result, activities such as cricket, basketball, football, gymnastics and tennis.

Teachers have delivered two hours of PE per week, either in a block or in split sessions and playground staff have coordinated the use of play equipment at both break time and lunch time daily. This has positively influenced children's engagement in skills development and teamwork. One child reported, "we get to practise our tennis shots in the playground and I think I'm getting really good." Through observation by senior leaders, playtime behaviour has shown an upswing in the numbers of children practising a discrete skill or participating in a team game.

Lessons consider the attention span of children in a lesson and in acknowledgement of this, 'chunking' is a regular feature of lessons, meaning children focus on an individual section of a lesson for no longer than 15 minutes before a brain break or switch in activity. Through regular opportunities to practice mindfulness after a break time, the classrooms across school are calm and focused, with excellent behaviours for learning on display during learning walks.

The positive impact of sports leadership in the school is evident in the teachers' ability to effectively guide and engage children, resulting in improved focus and task completion, a sentiment echoed by children and senior leaders who have observed and commented on this improvement.

*"The provision for our children is outstanding, with the emphasis on personal growth, practise and collaboration evident in the activities and the language of delivery. A very large majority of our children look forward to PE each week, including those who see their strengths in other subject areas."*

**Assistant Head**

*"I've learned so much working alongside the coaches here; I'm much more confident in delivering my own PE lessons, secure in my knowledge of skills progression to make a positive impact on every child."*

**Year 2 Teacher**

*"My favourite activity this year was Bikeability because we got to ride outside in the street! I feel independent."*

**Year 6 child.**

As a result of the carefully planned and delivered weekly PE sessions we have seen significant progress among all pupils, with the majority attaining good or better outcomes by the end of the year, as indicated by our end of unit assessment data. The positive impact of these PE sessions is further supported by the enjoyment our children have, which in turn fosters positive attitudes towards learning. This has helped by boosting confidence, motivation, and subject knowledge among students. With 100% of pupils expressed enjoyment and enthusiasm for PE, indicating a high level of engagement and satisfaction with the activities provided.





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

Through daily monitoring of playtime and lunch times, we have observed a notable increase in children participating in structured activities and skills which develop general and specific, gross and fine motor skills.

Our partnership with Lords has provided opportunities for our children to play cricket under the expert tuition of highly qualified coaches which has improved skills and raised aspirations. The engagement with Marylebone Cricket Club has proven instrumental in supporting a deeper understanding and appreciation for the sport while enhancing students overall learning journey, with further cross-curricular trips to the grounds panned for the upcoming academic year.

With sports forming the majority of our after-school provision, the breadth on offer allows our children the chance to find a sport that suits them. Covering a range of disciplines, each sport is expertly led by either an external professional coach or one of our practising teachers. For example, one of our teachers is a keen tag rugby player and has brought his enthusiasm and skills to an upper Key Stage 2 club.

Teachers are confident in delivering PE thanks to the clarity of planning offered by the Rising Stars scheme which we adapt for purpose. The implementation of the key skills is supported by our expert coach, who upskills teachers in performing the skills, explaining the processes and rules and differentiating the tasks for ability.

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

Assessments conducted at the conclusion of each unit of work have consistently demonstrated overall progress and achievement aligned with the expected outcomes. These assessments serve as a valuable measure of students' growth and competence in PE and ensuring that all children make at least expected progress from their initial baselines in PE remains a key objective. Staff have reported that using assessment materials from a scheme has given an element of rigour to assessing the key skills and knowledge in each area, adding to the teachers' confidence in asserting their judgments.

Through teachers' voice we as a school concluded that input on delivering gymnastics sessions would increase confidence in delivering the unit. As a result, our PE coach went through the activities with staff in a training session, explaining how to set up, model skills and assess the discrete phases of each set of movements. Afterwards, teachers were observed delivering these lessons utilising the skills they had learnt.

*"After the training session I definitely felt more confident to progress the more able when they were able to demonstrate key skills. I could also differentiate the resources or movement to accommodate the children who were less confident or able."*

**Year 4 Teacher**

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

To enhance student engagement and skill development, our key approach revolves around promoting active participation in extracurricular activities. We firmly believe in the pivotal role these activities play. In line with this commitment, we have run a range of clubs, staffed by our teachers. Through partnering with Sports England, we have increased our sports clubs provision, with after school clubs such as taekwondo, multi-sports, dance, fitness, tag rugby and football regularly on offer.

Earlier this year, Year 4 and Year 5 students were given a remarkable opportunity to participate in the Sports inspired Festival held at Moberly Sports Centre. The festival spanned an entire day and offered a number of sports, including judo, boxing, and dancing. This event not only provided immense enjoyment for the children, but it also allowed them to explore and engage in new sports. The festival served as an avenue for students to broaden their horizons and discover hidden talents. So successful was the event, Essendine are signed up to participate in a summer sports festival in the same venue in July.






Through student surveys, we gathered valuable insights that led us to incorporate highly favoured activities such as cricket and taekwondo into our program. This has led to a much greater number of our children showing enthusiasm for cricket, understanding the rules and watching the games on television.

This year, we continued our dedicated focus on developing fundamental movement skills (FMS), encompassing locomotor skills (running and jumping), stability skills (twisting and balancing), and manipulation skills (throwing and catching). By nurturing motor competence and the various subdivisions of FMS, we equip students with the necessary foundations for more advanced aspects of physical education.

Our curriculum offers a well-rounded coverage of activities, including dance, gymnastics, invasion games, striking and fielding, cricket, tennis, dodgeball, and dance. This diverse range of sports fosters comprehensive physical development, promoting a holistic approach to our students' well-being.

## Key indicator 5: Increased participation in competitive sport

In order to enhance participation in competitive sport, we have implemented proactive measures tailored to our school community. One of our key initiatives has been to organise inter-school competitions. We have organised several friendly games with neighbouring

schools, including Ark Academy and Queens Park. During our recent football friendly against Queens Park Primary, one of the children reported,

*“I enjoy competing against other schools, because we get to see how good we are. We sometimes make friends with the other schools.”*

Year 5 pupil



Furthermore, every child in Years 3, 4, 5, and 6 has taken part in intra-school competitions. These competitions have included engaging matchups in various sports such as tag rugby, football, netball, basketball, and more. This not only allowed students to engage in competitive sport but also cultivate a strong bond of sportsmanship and camaraderie among their fellow classmates.

Furthermore, we have continued to develop our annual sports day, with a date scheduled for early July. The focus on sportsmanship, perseverance and growth mindset has been promoted across the school, with briefings ahead of the events and rewards focusing on praising others and developing skills alongside winning.

In conclusion, the sports grant has made an extraordinary difference to the cultural capital, wellbeing and the overall culture of physical education at Essendine. Our initiatives have successfully engaged students in regular physical activity, raised the profile of PESSPA across the school, increased the confidence and skills of our staff in teaching PE and sport, broadened the range of sports and activities offered, and promoted increased participation in competitive sport. We are proud of the progress we have made and remain committed to our ongoing journey of improvement.