



Physical Education and School Sport Impact Report

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*

As a result of employing sports coaches on a lunchtime, all children have had the opportunity to participate in additional physical activity. Through observing lunchtime play, it is evident that children are joining in with the activities and having fun. Different groups of children tend to drop in and out of sessions throughout lunchtime, meaning that more children access physical activity opportunities. There are a range of physical activities on offer, such as cheerleading, dance, football and multi-skills, meaning that different groups of children are involved in physical activity, not just those interested in traditional competitive sport. Lunchtime staff have reported that the children enjoy the coaches and that their sessions are popular.

To ensure that children are becoming physically active at other opportunities, the school has introduced 'Active Maths' in targeted year groups. These year groups are trialling the lessons, with the hope that it is rolled out to all year groups next year. The 'Active Maths' lessons teaches mathematical concepts through physical activity. The impact of this has been that children are more active within lessons, often for the duration of the lessons. Children have reported that they love the lessons and look forward to their 'Active Maths' session.

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

We continue to fund and build on the success of Sports Day at South Leeds Stadium. As a result of this being a high-profile event in the school calendar, the profile of PE and sport is constantly high. As parents are invited to the event, they see PE and School sport as a high profile subject.

A way that we have raised the profile of PE and School Sport in school is to purchase polo tops for all teachers and support staff. This has enabled us to be role models to the children and to demonstrate the importance of PE and being dressed appropriately.

We have invested in refresher training for Real PE. This scheme focusses developing the whole child through working on 6 key areas; social, cognitive, creative, physical, health and fitness and personal. These link with our ethos and principles in school, particularly when it comes to growth mindset. In pupil interviews, children report that they enjoy challenging themselves and moving through the different colour levels. They find PE lessons fun. In PE drop ins, all children are engaged in the lessons, regardless of ability. They are self-assessing constantly throughout lessons, as well as collaborating well with other children. Children lead their own learning and can discuss their own next steps. All

lessons that were observed would be rated as 'good'. Some children in pupil interviews were able to discuss how they use the skills they are developing in lessons, such as challenging themselves and working with a partner.

Last year, a sports council was set up. The sports councilors consulted with children about what after school clubs they would like and supported clubs in a sports leader role. Uniforms were purchased for them so that their profile around school was visible.

PE and School sport events are always shared with the parents via social media, certificates in assembly and displays within school, ensuring that the profile of PE and Sport is always maintained. As a result of us joining a city wide and local SLA, there are competitions and taster sessions consistently throughout the year.

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

All staff, including support staff have accessed Real PE training. Last year we invested in refresher training, to ensure that existing and new staff all had the knowledge and skills they needed to teach and support effective PE lessons. All staff reported that they enjoyed the training and had a much clearer understanding of what a good or outstanding PE lesson looks like. This has been evidenced in drop ins.

To further support staff who were unsure, some confident staff modelled lessons as part of peer coaching. This improved their confidence and as a result, the quality of the lessons.

Staff in Year 4 have had the opportunity to attend swimming coaching training. This has enabled them to teach swimming lessons, therefore improving the provision and outcomes for children. In the first year of our staff teaching swimming, there was an increase in the number of children meeting the expected standard.

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

We continue to pay in to an SLA for both city wide events (Active schools) and local cluster events (The South Leeds Academy). This increases the number of opportunities that children have had to take part in sporting activities. As well as competitions, there are also a number of sporting experiences and taster days that the children can participate in (e.g tri-golf), giving the children the chance to experience a wide range of sports and physical activities.

Our continued investment in coaches for after school clubs and lunchtimes, ensure that the children can experience a broad range of sports and activities.

Key indicator 5: Increased participation in competitive sport

As explained above, our participation in both SLAs ensure that our children have the opportunity to join in a wide range of competitive sport. This has resulted in increased participation, meaning that we have continued to maintain and meet the criteria for the Schools Games Gold award.