



TERMLY REPORT

2021-2022

SUBJECT – P.E.

TERM – Autumn – Spring - Summer

Key Information

SIP Targets	Implementation / Impact
<p>Increase opportunities for students to take part in dance and creative activities.</p> <p>Spring</p> <p>Summer</p>	<p>In Autumn 2 we held a school wide “street dance” sessions during project week, where every pupil in KS2 and year 2 had an hour and a half street dance tuition. This included hiring a dance coach to deliver these sessions to pupils across the school. This was linked to an afterschool dance club that then went on to represent the school in the “Coventry’s Gotta dance” festival, where a group of 14 year 6 students performed at the Albany theatre. This helped promote the enjoyment and “fun” of dance, whilst the dance competition not only helped to create a love of dance and performing for those students, also helped them with their confidence and esteem.</p> <p>This term all students across the school have taken part in curriculum time dance lessons. These have been based in cross curricular themes and have been well received. During health week, all students in KS1 had an additional dance day where they worked upon skills delivered in their PE lessons. I have also updated the learning journey throughout the school in dance, with help using material from the “Create and dance” workshop attended this half term.</p> <p>A group of students took part in the “create and dance” Romeo and Juliet Capulet’s ball at Coventry Cathedral. They performed a routine they had learnt as well as learning a whole group dance with students from Southfields, Earlsdon and Fredrick Brid School.</p>
<p>Provide support and activities for students who are struggling with obesity.</p>	<p>With support from Warwickshire community team, ran a healthy lives club for 20 students in year 3 and 4 at highest risk of long-term obesity and health problems. They attended 5 forty-minute lessons, each with an additional thirty minute physical activity session afterwards. Each student was also given an activity tracker which tracked their steps and active minutes. This was reviewed weekly with the children so that they understood where and when they were doing well. In general, most children were active in school, but active minutes dropped significantly during the weekends, which began to improve towards the end.</p>

	<p>Through the blog, students and parents have been signposted to physical activity programmes that run throughout the half terms, including roller skating, athletics and multi skills at the AT7 centre.</p> <p>Held our first Saturday school where all PPG pupils from year 5 and 6 were invited to take part in 60 minutes of physical activity based around a range of team games, as well as some other students from within the year group. Uptake was high, with 26 year 5 and 28 year 6 pupils regularly attending. This helped tackle some of the inactivity over weekends, as well as addressed some of the barriers to physical activity, primarily cost, that those families face.</p> <p>Spring</p> <p>This term we have continued with Saturday Clubs, completing additional delivery to every year group from year 1 to year 6. In total this year, 157 different students have accessed this additional provision at the weekends, impacting on their physical activity time.</p> <p>Year 5 students also took part in an after school physical wellbeing club. This is where targeted students took part in an after-school club and had their physical activity monitored weekly using the Moki activity trackers. Here again it showed that children were less likely to be active at the weekend, but by the end of the club all students managed an A rating.</p> <p>Summer</p> <p>Students in year 6 took part in a club by Wasps Rugby. The “Tackling health” club took part in 2 stages; classroom lessons based on learning about health diets and what food is needed for different activities, and an outdoor session for the students to learn rugby skills and get physically active. These students also wore the “Moki” trackers for the duration of the club, so that they could see how active they have been and what days they might need to increase their MVPA (moderate to vigorous physical activity).</p>
<p>Engage parents in school PE to encourage them to be more active as a family and to value importance of physical education.</p> <p>Spring</p> <p>Summer</p>	<p>Held a year 2 parent and child afterschool club, where parents came to join in PE sessions with their children. They took part in a range of sports including football, netball and handball. Students loved being able to show their ability to the parents, and the parents really enjoyed being competitive with each other. This helped promote physical activity as a family.</p> <p>In Spring, we have run an additional parent and child afterschool club for those with year 4 students. This is where the whole family can take part in the activities, not just the children. These have helped 10 different families, with adults and siblings all take part and increase their physical activity time.</p> <p>This term we have been working with “Go Foleshill”, where we have supported the Foleshill mile, a community run every weekend on Saturday at 11:00am. The initial launch saw more than 100 students from the school attend. It has led to subsequent projects such as “film in the park” to encourage parents to get their children out to their local green space and get active.</p>

	<p>We have also run a parent and child cricket club, where a group of year 6 parents have been attending on a Wednesday. They have enjoyed getting active and playing with their children, and the club has shown them that it doesn't take much equipment to take part in fun, active games. We have also linked that to a family day on a Saturday with GoFoleshill, Birmingham Phoenix and Pak Stars.</p> <p>One of the big successes was our Year 5 girls rugby team making the final of the Coventry schools tag festival. We invited all the parents of the girls to come on the school mini bus to watch them compete, and they came 2nd with excellent performances. This helped showcase to those parents how good their children were at sport, and encouraged them to get them involved in more out of school team sports.</p> <p>As a school we have been promoting the "GO PARKS" inter school competition, encouraging students and parents to go to their local park, scan a QR code and earn points for the school. This has been a great success, with our school doing better than any previous edition of the GO parks competition.</p> <p>Once again we invited families into our school sports day. What we added into it this year was a family event on the Friday, which focussed on the engagement and fun aspects of competition. These were well supported, and parents took part in the different activities readily, which has been a marked change to previous years.</p>
<p>Work with the Aspire network to deliver our own tournaments.</p> <p>Spring</p> <p>Summer</p>	<p>Organised an inter-school netball competition between 4 schools in the Aspire network – Fredrick Bird, Stoke, Southfields and Broad Heath. Broad Heath's year 5 girls finished 2nd, all students and teachers equally pleased with the event which will lead into future events/ tournaments, possibly even a netball league</p> <p>This half term we had the first Aspire network meeting hosted by Stoke Primary. There were some best practices shared as well as setting out ideas for future collaboration. There will be a further meeting held in the summer term hosted by Broad Heath.</p> <p>This summer we hosted our own tournament for the aspire network, which saw 7 schools throughout the network attend and take part in a wide variety of activities, from boccia and curling to dance and archery. Each school brought 12 students with an additional 2 sports leaders. The event was supported by a further 16 sports leaders from Broad Heath who helped with activities, refreshments and supporting the other schools.</p>
<p>Develop our outdoor and adventurous curriculum across the school.</p>	<p>This term we taught our first module of outdoor adventurous activities across KS2. This is a set of lessons focussing on student's teamwork, communication and problem-solving skills as opposed to focussing on physical and technical development. The lessons were well enjoyed by the students, and they were able to use the key vocabulary, as well as implement the various steps in problem solving.</p>

Spring	During health week, we gave students in KS2 a chance to explore a new range of outdoor adventurous activities. This has included skateboarding and rock climbing. These activities both gave students a chance to try something new, develop key PE skills such as balance and co-ordination, and give students real life opportunity to show resilience and tenacity to try and improve on a new skill.
Summer	We have installed a new piece of outdoor play equipment called an active wall. It is designed to improve agility and coordination. It lights up in different ways and students need to hit the right lights depending on what the game is. It has been introduced to pupils across the school during PE lessons and has started to be used with supervision at lunchtimes.

Pupil Analysis

	Autumn2021			Spring2022			Summer2022		
Year Group	Below	ARE	Above	Below	ARE	Above	Below	ARE	Above
Year 1	23%	62%	15%	23%	58%	19%	20%	60%	20%
Year 2	18%	64%	18%	17%	63%	20%	16%	61%	23%
Year 3	16%	68%	19%	16%	68%	19%	13%	70%	17%
Year 4	20%	62%	18%	19%	62%	19%	20%	59%	21%
Year 5	17%	63%	20%	17%	63%	20%	18%	62%	20%
Year 6	18%	61%	21%	19%	58%	23%	17%	57%	26%
Boys KS1	14%	72%	14%	16%	68%	16%	14%	69%	18%
KS2	16%	65%	20%	17%	63%	20%	16%	66%	19%
Girls KS1	23%	59%	18%	25%	51%	24%	23%	51%	27%
KS2	18%	61%	21%	18%	62%	20%	18%	58%	24%
PPG KS1	23%	59%	18%	18%	60%	22%	18%	57%	25%
PPG KS2	12%	68%	20%	15%	63%	22%	14%	62%	24%

Context for above	<p>Autumn</p> <p>For the first time in over a year the data shows steady progress across all year groups. In all but one area, there are now more students that are above expected than there are below. As the students get older, more are achieving greater depth in their learning, which shows progress through the years as they get better with content. In terms of gender, there are more girls who are above expectation than boys in both KS1 and KS2 which is a first, and shows the progress made in bridging gender equality across the school and highlights our attitude to equal opportunities for all.</p> <p>Where the data shows room for improvement is girls in KS1, where a significantly lower proportion of girls are below. Also, in the KS1 group there are fewer students who are greater depth which may well be a result of those students being earlier on their PE journey. A further contributing factor may be that all KS1 interventions have been cancelled this term due to staffing shortages. We will be working with leadership to see if we can negate this issue for next term.</p>
	<p>Spring</p>

The data again shows steady progress across each year group. As in the last term, the data shows consistent levels of achievement across almost all year groups. The biggest change is in year 1 where there is an increase in both students who are above but also below expectations. This is as students access a wider range of activities lower down the school, different strengths and weaknesses are highlighted in our broad curriculum. In particular, there seems to be a large gender gap emerging in that year group, but for different reasons. In KS1, are far more girls who are below than boys, but conversely there are far more girls who are also greater depth than boys. Whilst the latter is cause for optimism, the former will need addressing in the form of interventions and other forms of additional support.

This is not the case in KS2 where there is almost no difference in ability depending on gender. Also, this is not the case in terms of PPG students, where their data is typical of the rest of the school, and where there are significantly less students below than in the general school population.

Summer

The Data from above shows that in particular, girls throughout the school are out-performing the boys. There are particular year groups where that is evident, in year 5 and Year 6. There has also been improvement in students from Year 6. This may well be due to the additional exposure to competitive activities such as the girls football, rounders and intra-school competitions. We have also noticed that a number of the new students arriving to the school throughout the year groups this term have been particularly good at their PE, which has had a positive effect on the data. One point that is not explicit in the data but does have a huge impact is behaviour. Our students show excellent behaviour in terms of rules but also behaviour for learning in their lessons, which has led to good progress throughout the school.

Children Voices/Work Scrutiny/Lesson Observation

TERM	Done	Impact against SIP
AUTUMN	Pupil Voice	This term I interviewed students from 5 Blue about their experience in PE. When asked to give 1 word which summed the subject up, the feedback was overwhelmingly positive, with most saying excellent or brilliant. There were mixed opinions in the gymnastics, with some students saying they really enjoyed it, whilst others saying they preferred the team games aspect of other modules. They all were positive about the netball unit and were able to use the key vocabulary around co-ordination and teamwork, as well as tenacity and control in gymnastics. They all agreed they would also like more time to do Physical Education throughout the week.
	Governor Visit	Emma Ayres visited one of our Saturday school sessions to see an example of some of the additional support pupils are being given across school.
	Staff Training	I delivered a teacher training session to staff across school on how we plan high quality PE sessions that incorporate school values and physical literacy. It also looked at how we map development from EYFS to year 6 to show progress through the different teaching units in PE.
Spring	Pupil Voice	This term I interviewed students from 6 Red, as well as asking them to complete a google form which gave every student a chance to voice their opinion. Students were able to identify key language from the term, including accuracy, control and

		co-ordination from our tennis module, and language like motif, dynamic and synchronisation in dance. The overwhelming favourite was tennis, with more than half the children stating that this had been their favourite activity this half term. Like last term, the vast majority of pupils said PE could be improved by having more of it. In terms of school values used in the lessons. The two mentions most often were teamwork (11) and resilience (10).
	Governor Visit	I had a meeting with governors and the Head Teacher to discuss the current spending in the PE budget, what our priorities are and what the potential future could be for the subject.
	Staff Training	I took part in a workshop called "Create and Dance" run by the Royal Opera House, in which we learned about key concepts in dance and how they can be incorporated in lessons. Each LSA took part in a class-based lesson on dance where they were able to see how this has been incorporated.
Summer	Pupil Voice	This term I spoke with and surveyed 2 classes in Year 4 to get their opinion on PE. Their highlights for the term included sports day, rounders, improving their throwing and football on wellbeing days. Key vocabulary that was regularly mentioned was coordination, control and aim, which links to the throwing unit of work we did. They also mentioned school values such as teamwork, tenacity and respect. 67.5% of students had said they took part in extra curricular school sport, including girls football, after school club and tag rugby. 91.8% of pupils requested more P.E., 8.2% said they would like the same, none asked for less.
	Governor Visit	1/07/22 I met with governor Emma Ayres to discuss impact on spending, extra curricular activities and general state of PE throughout the school.
	Staff Training	15/07/22 I have undergone the Swim Teacher award course through Swim England. This has helped with the curriculum design of swimming, and will be shared with class staff through a series of insets from September.

Budget/Resource Review

AUTUMN:

£522: Dance coach and dance tournament entry fee.

This has been a fantastic experience, both in the delivery across school and in the after-school event.

This is something we look to replicate and expand on in the future.

£250: School sports partnership membership.

So far, we have taken part in the dodgeball festival, but have 4 events scheduled for next half term.

£99: Sports leaders membership

So far this term we have run a lunchtime sports leaders club which has run every lunchtime. This has seen 15 students complete their initial games makers qualification. Next half term they will be helping out with the delivery of afterschool clubs as well as tournaments.

SPRING:

£690: New rowing machine.

This has doubled the number of students who can practice rowing at one time, and was a key part in our school being able to win the Year 6 Rowing county championship for both Boys and Girls.]

£500: Sky Blues in the Community Racism Workshop

This programme, delivered to students from year 1 to year 6, helped highlight the issue of discrimination. It gave students an understand of what it means and how to help find support. It also helped with their active minutes as it included a football session for students as well.

£3200 Health week activities (Climbing wall, skateboarding, Drumba, Boogie Bounce).

This helped provide an engaging focus to help week, whilst also getting students active and enthused about physical activity. It helped add breadth to our outdoor and adventurous curriculum offer in KS2 and also depth to our different dance activities.

SUMMER:

£7300: Activall Agility Wall

This is a new permanent structure outside the muga which encourages physical activity at lunch and break times. Students hit the board when it lights up, and can paly a variety of games with the board, either as an individual, as a team or competitive as a team.

£300: Sky Blues in the community Reading workshop.

This term SBITC have been working with a group of 12 students in year 4 for 10 weeks who have previously not engaged readily with reading. They spend their lunchtimes playing football with the coach, and then have a 40-minute intervention session where they improve their reading skills whilst also being given a range of reading material which will engage them in the activity.

£500: Wasps Tackling Heath Workshop

Students in year 6 took part in a club by Wasps Rugby. The "Tackling health" club took part in 2 stages; classroom lessons based on learning about health diets and what food is needed for different activities, and an outdoor session for the students to learn rugby skills and get physically active.

£95: Swim England Swim Training.

I have undergone the Swim Teacher award course through Swim England. This has helped with the curriculum design of swimming, and will be shared with class staff through a series of insets from September.

This term the PESSPA budget has been published and is on the school website.

Head's Comments: