



**GREENSIDE FILM FACTORY**  
**PE Report**  
**2018-19**

**Please see 2018-2019 Spending Plan**

**Strengths**

**Increased involvement in competitions:**

This year we have increased the number of competitions we have entered across the LA as a key part of our spending plan. This has increased from 4 events last year to 10 this year meaning around 100 students have been involved in competitive sport this year. This has allowed our students to have a much greater experience of competitive scenarios and given them the opportunity to compare themselves to the rest of the borough. We have also used this as inspiration during our PE sessions which were set up to learn the sport the previous half term so all students knew they equal chance of selection based on their performance in the sessions. This year we also made a concerted effort to participate in the competitions involving the younger years as often the competitions are geared towards upper Y4,5 & 6. This year we had Y3's involved and a KS1 event. This has inspired a number of our students to challenge themselves in PE so they can take pride in representing the school in the future.

**Gymnastics Across the Whole School:**

This year we extended our gymnastics offering to lower KS2. Following the success in KS1 last year, this became a focus for our spending plan. Y3 & 4 had the opportunity to have gymnastics sessions delivered by a professional coach for a term and a half. Our students have loved these sessions and many commented on this being their favourite experience of the PE sessions. 1 student who is on the autistic spectrum found this particularly inspiring and his engagement in PE increased to the point that it provided a gateway to him accessing other PE experiences he refused to engage in before. The impact can also be seen in the number of GDS students in KS2 in this area which has increased by 8%. The impact of this being delivered for a second year in KS1 can also be seen where the number of GDS students has increased by 43% from last year. This was of course particularly significant for the Y2 class, who has 59% GDS gymnasts. The increased confidence in our staff being able to deliver gymnastics has also increased as a result. This can often be an area staff are rightly cautious about as students could potentially hurt themselves if they are not approaching the skills in the right way. Staff have now seen the ways in which to safely deliver different gymnastics experiences and the key techniques to focus on to ensure students are safe.

**Expert Yoga Groups:**

Following the success of the taster sessions for the whole school last year, we implemented an expert yoga session for students who had been identified as showing particular skill or interest in yoga from last year. This strand of our spending plan allowed key groups of students to develop their yoga skills to a much greater depth, focusing on more technical and challenging poses. These sessions were run by professionals so students were getting a very high quality input. We also utilised these sessions to inspire and challenge some of our Reception students who had been learning yoga in their class with the class teacher. 4 Reception students joined the expert yoga sessions and were able to develop their skills and increase their mental wellbeing alongside students from KS1 and 2 allowing them all to see that it is their ability and commitment that is important, not their age. One Reception student who attended, had been having issues with behaviour through the year and having yoga as an opportunity to relax, be calm and improve his mental wellbeing has been hugely positive.

### **Additional Space Hired:**

As Y5 & 6 have their PE sessions off site, ensuring they have a space that enhances their experience is very important. We decided to hire an additional space in our current venue in order to allow the staff to broaden the experiences they were able to deliver. This additional space was in a different part of the venue meaning that staff were able to deliver alternative experiences to the main sport being delivered such as dance, meditation, circuit training etc. This has given the Y5 & 6 students a broader experience across the year and meant that there is always 'something for everyone'. It has also meant that the main hall has less students in meaning the sessions there can be adjusted to utilise the space more effectively and allow staff to deliver different experiences that were previously restricted by the space available.

### **Swimming Specialism:**

We have added swimming to our Specialism programme this year, meaning that all students across the whole school experience swimming lessons. Previously students were only accessing swimming in 1 large block in Y5/6. Now students each have one half term of swimming every single year so that the overall number of swimming sessions they will experience is much higher. Although this is the first year we have implemented this, we have already seen the impact with the number of Y5 & Y6 students able to swim 25, up 11%. As this programme continues over the years, we are confident that this will continue to increase as students will get regular sessions every year. By targeting students for swimming sessions from Y1, we are also impacting their water safety from a very early age which is invaluable.

### **Sports Leaders' Table Tennis Offering:**

A targeted initiative of the Sports Leaders this year was to drive table tennis as a key lunch time offering. We had a table tennis table that was not in use and the students identified this as an area that would engage more sporting activity during break times following a school survey. They utilised part of our funding to purchase the equipment needed to get the table back into action. They worked independently to be able to set up and put away the table and ensured that one Sports Leader was on the table supporting games. This is now a regular feature of break times and is constantly full with students (and staff) enjoying a new sport. It is particularly inspirational for some students who have come to understand that sport has lots of different strands and is not just about football, netball, cricket etc.

### **Outdoor Gym Equipment:**

Following a successful application for additional grant funding for sports equipment, we used this funding to purchase outdoor gym equipment. This was intended to offer students a completely different experience to those already on offer and this broadening the opportunities for physical activity. It has multiple uses during break times and as a station for PE. This has been a huge success! The equipment is never empty and students of all ages use it from the moment they step into the playground to the moment they leave. The types of equipment were strategically chosen to offer different physical challenges so it is often used as a rotational station during PE. It also acts as a very social activity as students will partake in the activity with the friends as each station can be completed by 3 or 4 students at a time. This has meant that students have seen that they can have great enjoyment and be social whilst engaging in physical activity.

### **Professional Coach**

This year we employed a professional coach, Mr Fazzone, to drive learning through the swimming specialism, on Friday afternoon PE sessions and through after school clubs. This has had a positive impact as the students see him as a point of expertise in a number of different experiences in the school, not just PE. This has also meant he has been able to lead students to apply their skills across a number of different experiences and see how their skills are transferable to different sporting experiences. His impact has been such that we have adjusted our after school football squad sessions next year to allow Mr Fazzone to run them at the request of the students and their personal desire to be successful. His involvement, along with the professional gymnastics coach, has impacted on the quality of teaching and learning of PE, having seen the experiences that are set up, the way in which our equipment can be used in different ways and how to challenge students who pick up the skills quickly.

### **PE/ Sports in EYFS**

This year has seen an overhaul of EYFS PE to bring it in-line with the rest of Greenside and allow for Greater Depth to be taught and achieved. Students participate in PE on Friday and come in the PE uniform, maximising session time and cutting down on wasted time getting changed. Each half term we have

focused on a particular skill or aspect of PE, such as Throwing and Catching, Yoga, Dance, Football, Gymnastics, and Athletics. By spending successive weeks focusing on one thing, this has given students the time to learn, consolidate, and then further develop their skills in any given area. We have been delighted to see different students thrive in different areas and have seen them take their PE learning into other areas of the curriculum. Through this model, we have been able to give students the opportunities to further practice skills in order to make age-related expectations, or conversely, to extend and challenge them when they display a particular talent, aptitude, or talent. Next year we look forward to building staff expertise in this area further, and benefiting more from outside agencies or coaches to help us take this successful model further.

### **Areas for Development**

#### **Add to the diversity of our competition entries:**

This year we have increased the number of competitions we have entered in the borough. Next year, we would like to increase the diversity of the competition that we enter. The borough offers competitions in things such as dance, gymnastic floor performance, rugby, netball etc. This would broaden the experiences we give our students and challenge our staff to deliver new sports in the PE sessions.

#### **Performing individual / small group dances:**

This year we had a wonderful whole school dance experience through our Dance Pledge and individual / small group dances through voluntary talent competitions. However, we would like to engage more students in dance to allow themselves the opportunity to show their creativity and skills through this channel. Our current set up allows us to have a dance station as part of our 3 station rotation set up. We do currently deliver dance sessions but these are generally more whole class sessions and KS1 focused.

#### **Focus on students articulating the key skills and techniques learnt:**

In all lessons we would expect students to be able to articulate their learning, explaining exactly what the key elements of the concept are, what common errors might be or how it applies to specific contexts. Next year we will be looking to challenge students to articulate their PE learning in the same way. This will allow our staff to assess student understanding of the skill or technique they have been taught and how it applies to their ability to be successful in that particular sport. This will in turn lead to a natural reflection on how to improve themselves.