

Primary PE, School Sport & Physical Activity- Sheffield Case Study

Name of School	BRIGHTSIDE INFANT SCHOOL
Area of Focus	<ul style="list-style-type: none"> ○ Subject Leadership: School Vision & Outcomes for PE, Links to whole school development, Raising the profile of PE, Spending of the Primary PE and Sport Premium Funding, Links to wider partners, Pupil voice ○ Physical Education: Teaching & Learning, Assessment, Planning/ SOW, Swimming, Equipment/ resources ○ School Sport: Breakfast & Lunchtime Provision, Extra Curricular offer, Competitions and Events, Active at Home, Links to Community Provision/ Clubs, Leadership, Intra Competitions/ Challenges ○ Physical Activity & Ensuring 30 Minutes Per Day for All: Physically Active Learning (across the curriculum), Active Interventions, Active Travel, Targeted Groups, Active Environments in school, System for monitoring activity of pupils

Intent: What did you set out to achieve? Why was this needed?

We are fortunate to have Greentop in our locality and the School Sports Premium has made it possible to build a sustained relationship with them over the past couple of years. Greentop Community Circus is a long established organisation which has developed top quality practise in the teaching of circus skills to children. However, very few of our pupils and their families use this excellent resource. A significant proportion of our pupils do not choose to get involved in traditional physical activities at playtimes, after school clubs and other trips. Circus Skills offer a different route into physical activity.

The children clearly find the whole experience exciting, inspiring and engaging. Not only does it involve lessons in curriculum time, but also playtimes and after school clubs. This means that a lot of staff get involved, including lunchtime supervisors. Activities are adapted to make sure they are inclusive for all.

Connecting with the PE curriculum, links with a community organisation, and being part of whole school development, all give the project authenticity.

In the project we have strived for excellence by including staff training delivered by the circus practitioners themselves and then working alongside them with the children. As in all activities at Brightside we have high expectations for all the children and instil in them a belief that they can achieve. We purchased our own equipment a couple of years back, which has been used to give access to every year group even more so through the pandemic as the equipment was easy to clean. Real personal progress can take place over time: their progress at school culminates in a performance in Y2 where they demonstrate their skills and continues further for some at after school clubs and/or at Greentop.

Implementation: What did you do and how have you done this?

- Initial discussion between Greentop's Director and Circus Tutor, and PE Coordinator.
- Agreed draft programme of activities including:- lessons as part of the PE curriculum for Y2.
- Monitoring of planning from Green Top's Circus.
- An initial and final assessment was chosen for three children to monitor progress.

Impact: What were the results and how did you know?

- Three focus children monitored made good or better progress. Confidence increased.
- Celebration circus event at the end of final session showed children's passion and enthusiasm.
- 57/57 100% of pupils engaged in the activity.
- Staff confidence and delivery of circus sessions increased.

3 Top Tips for Other Schools to Implement Something Similar?

1. Look into local clubs and initiatives in your area.
2. Think outside the box and think of different ways to engage in children in physical activity.
3. Promote to parents using social media and school website.