

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

Name of School	Woodthorpe Primary 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?

In recognition of the lack of physical activity children have been able to access during the national lockdowns and how PE and school sport have faced new challenges due to Covid, we aimed to provide opportunities for children to engage in more physical activities throughout the school day.

Our ultimate goal was to provide additional activities other than the standard 2 hours of PE a week, active play times and extra-curricular clubs already in place to improve children's physical fitness and reapply the social skills children need and have missed out on for so long.

This provision has been required in this Primary setting as the children here are generally from a poorer demographical catchment area and the uptake of Pupil Premium and Free School Meal children are high. Children generally have less access to home learning and come from large families where there may not be many appropriate places to take part in learning.

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

As a whole school to cope with the social distancing requirements, breaks and lunches had been staggered. Considering this, we used the staggered times to develop a physical activity rota where teachers would be allocated a time slot to work with a Primary PE Specialist to facilitate 15-30 minutes of brisk/ strenuous physical activities. This rota was devised between the key stage leaders and the PE co-ordinator with the advice from Primary PE Specialists.

Before the academic year began, the school engaged in a CPD session focusing on how to deliver safe activities that followed the guidelines to mitigate Covid and still achieve the desired aims of the session.

The rota created, listed various activities that could be delivered, making sure the sessions had a good level of variety to keep the activities engaging and get the children using a range of skills also. Each activity would focus on something different skills/abilities such as flexibility, strength and stamina, communication, team work and physical literacy. It is important to point out that even though the activities had a huge focus on health-related fitness, we did not deliver sessions in the form of a fitness class you may find in sports centres etc. We incorporated fitness into fun active games which had motivators such as team competition, personal competition, timed challenges etc.

After a few weeks of support from the PE Specialists, teaching staff would begin to deliver activities independently and apply their own ideas and adaptations to suit children more as they progressed through the sessions.

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

The impact the additional activities delivered has been mostly positive. Children have clearly enjoyed engaging in the games and have enjoyed this time with their friends and the chance to reconnect with their teacher/ TA. Physical and social progress has been evident across all age ranges, especially in the children who have not participated in any physical activity at all during lock down.

Upon assessing children on their return to school, it was pretty clear which children had access to home learning and physical activity at home compared to those who hadn't. It was also noticeable that children from younger age ranges had lost a lot of their social interaction skills with their peers which resulted in difficulties on their return to school. On the other hand, older aged children seemed to have engaged in less physical activity but were generally quick to pick up social skills again.

We understood that progress was being made with this additional provision as children became quite autonomous with the activities and knew how to perform effectively on their own and efficiently as a team. Indicators like timed games or scored targets enabled us to find out how consistent children were performing and if they were improving. Behaviour was always improving although we believe that this would be a whole school impact as the children return to their usual routine and remember their expectations in lessons. All the improvements mentioned had also been evident in PE lessons and in the increase in numbers for extra-curricular activities. Children were reciting and demonstrating previously learnt skills and applying them independently or cooperatively with peers. Ultimately demonstrating examples of past knowledge which hasn't been extensively reapplied during lockdowns and demonstrate a fast capability to recover on missed learning on physical activities.

3 Top Tips for Other Schools to Implement Something Similar?

1. Ensure timings work well with timetable and space is available on yard/field/hall etc.
2. Ensure staff are comfortable and confident in delivering all aspects of the activity on the rota
3. Make sure appropriate equipment is readily available prior to the activities taking place.