

WELSH HOUSE FARM COMMUNITY SCHOOL

“Inspired to grow and flourish”



PE & Sports Premium Impact report 2021-2022 Recovery year, “Embedding a healthy lifestyle”

The PE and Sports Grant allocation for 2021-2022 is based upon **178** eligible pupils. The purpose of the grant is to fund improvements to the provision of PE and Sport, for the benefit of primary-aged pupils, in the 2020-2021 academic year.

Grant offsets part of the cost incurred to provide high quality sports and PE provision

| | | |
|---|--|-----------------------|
| 1 | To ensure that part of the recovery process within school the PE premium is used to maximum effect throughout all key stages. To ensure that sustainability of the premium is clear to see in the coming years. “Embedding a healthy lifestyle “will be main focus of this year’s premium ensuring the children understand the importance of healthy lifestyle choices allowing them to grow and flourish throughout life. | |
| | Total Expenditure | <u>£17,852</u> |

The impact of our funding will be considered in terms of –

1. **Engagement of all pupils in regular physical activity**
2. **Profile of PE and Sport is raised across the school as a tool for whole-school improvement**
3. **Increased confidence, knowledge and skills of all staff in teaching PE and Sport**
4. **Broader experience of a range of sports and activities offered to all pupils**
5. **Increased participation in competitive sport**

Introduction

As a school and a PE department, we recognise the importance of embedding the fundamentals of a healthy lifestyle within a student’s life, inspiring students to lead a physically active lifestyle through providing opportunities to positively influence their physical, mental and social health. Students have been encouraged to develop their knowledge in a physical, cognitive, affective, social and healthy learning domain. This has been achieved via a high quality provision, providing opportunities to develop understanding of health, fitness and values of physical activity. This year we have used the sport premium to continue to create opportunities and events to inspire them and to nurture each individual student’s talent to allow them to grow and flourish.

Engagement of all pupils in regular physical activity

Each lesson from Nursery to KS2 this year has had an emphasis on creating a positive sporting atmosphere and working within a team. The objective within each key stage this year has been for Nursery, and EYFS will be to reinforce learning through play. In KS1, they have been mastering basic movements as well as developing balance agility and co-ordination and to begin, applying these in a range of activities and combining this with the emphasis based on enjoyment. In KS2, we have been focused on children developing their own identity in sport and building a teamwork ethos. They have started to develop a knowledge of how exercise has an impact on their body. Participation and learning through the physical element of PE is one of our focuses in KS2. We provided opportunities for students to develop their leadership skills, taking on roles such as a coach, official and as an activity organiser.

One of the ways we have been engaging all children this year is the introduction of balance bikes. At the start of the year, we purchased five bikes and the PE specialist completed an online course to deliver Balance ability. This has been an excellent success within year 1 and reception, both utilising the bikes to complete the programme. This has enabled us next year to expand this programme into year 2 to prepare them for Bikeability in year 3, and get on the pathway to learning a life skill and building the foundations of a healthy lifestyle. The expansion of the programme has meant that five extra bikes will be ordered in the next round of sports premium to underpin the value of the programme.

| Balance ability | | |
|-----------------|--------------------|------------------------|
| | Amount of students | Passed balance ability |
| Reception | 30 | 27 (90%) |
| Year 1 | 30 | 26 (87%) |

Our progression this year with Bikeability in the curriculum has been very impressive and we met the goal we set out at the start of the year. This goal was to ensure 40% of the year 3 & 4 passed level 1 and 60% in year 5 passed level 1. To enhance the programme we funded the year 3, 4, 5 and RB completing level 1 and year 5 completing level 2. This was due to year 6 completing the courses last academic year. See statics in table below:

| Bike ability | | | | |
|--------------|--------------------|---------------------|----------|---------|
| | Amount of students | Passed | | |
| | | LTR (learn to ride) | Level 1 | Level 2 |
| RB | 14 | 14 | 6 | 3 |
| Year 3 | 28 | 28 | 14 (50%) | |
| Year 4 | 30 | 30 | 18 | |
| Year 5 | 29 | 29 | 18 (62%) | 18 |

Embedding a healthy lifestyle programme this year was a key feature in our programme. Part of this was introducing a programme channelled by Wasps Rugby club, which advised parents and children on nutrition, healthy meals and healthy lifestyles. Each year group ran a lesson on healthy eating, enabling students in upper KS2 to create an 'eat well plate', and learn the importance of a balanced diet. To further endorse our healthy lifestyle programme, we enlisted Villa Vision to test children's eyes in year 5 and 6 to ensure all children could actively compete within PE but also the classroom. The results that can be seen below allowed 10 children to secure better vision.

| | Amount of children | Required glasses |
|--------|--------------------|------------------|
| Year 5 | 29 | 6 |
| Year 6 | 28 | 4 |

A range of targeted intervention programmes were a key feature of the recovery year programme. A support curriculum was in place to ensure all students felt supported within PE. Data collected from report logs and registers then formed groups for less active, low confidence and a healthy eating programme. This year all three groups were expanded to KS1. The KS2 children that were on the programme last year become mentors and assisted in these lessons. They have become ambassadors for the programme. The success from these groups can be seen within the children that are now active in break times and clubs. The knowledge of the children around healthy eating can be seen within the class lesson involvement around this topic. Throughout the year they all discussed the barriers they see in sport and how together we could break them down and enable them to enjoy PE and Sport. Of 16 students involved with intervention groups in KS2, 14 represented the school in a sporting fixture, which represents an 87% completion rate, which we aim to be 100% next summer.

Premium funding has been utilised to purchase new equipment. This has included new basketball posts for KS2, which has enabled KS1 to have access to basketball posts. New tennis and badminton equipment including nets and bats were purchased for lessons and lunchtimes. We have also replenished nets for netball and football. To further expand foundation of healthy breaks and lunchtime's, new KS1 football goals were purchased.

The Daily Mile has become an important part of the child's day throughout the school. Each year group participated in the Daily Mile every week; the children really enjoyed completing the mile. There is a log set up in every class, which enables each year group to access and share how many times they complete the Daily Mile per week. Our resource base have really enjoyed taking on the Daily Mile and have completed it every day. Students have been choosing different ways they can complete the mile. This activity has shown to give students a more active start to their lessons and a more focused approach. Progression from last year has meant KS2 classes have designed routes for KS1 classes, endorsing their leadership qualities and working as team within the sport crew.

To ensure all children have no barriers to leading a healthy lifestyle, funding has been provided for the PE specialist to attend a level 1 and 2 swimming training course. This has further enhanced the learning opportunities due to a greater knowledge of the teaching staff. This has raised attainment and swimming standards when leaving year 6, ensuring a large percentage of year 6 leave with a life skill. Constant progress towards attaining the national standards for swimming has been achieved as

seen in the table below. A new swimming timetable was put in place with the inclusion of year 1 and a greater swimming period for year 2.

| Year 6 Swimming Analysis | | | | | |
|--------------------------|-------------|-----------|-----------|-----------|----------|
| Total children | 25 metres + | 20 metres | 15 Metres | 10 Metres | 5 Meters |
| 28 | 18/28 | 17/28 | 26 /28 | 28/28 | 28/28 |

| | |
|--|------|
| Year 6 meeting national curriculum requirements for swimming and water safety. | |
| What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? | 65 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 62 % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 56% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

Clubs have been expanded to morning and afterschool. Extra funding has been provided towards this area, which has meant 'Positive PE Company' were booked for a Friday morning slot all year. This has allowed them to work with all year groups from 1-6 this has enabled students from year 5 and 6 to support in lower year groups and expand their leadership qualities. Each year group this year received a morning club and an afterschool club to ensure clubs are inclusive for all. New clubs this year that the sport premium has funded are Boxercise, Tri –golf and a Commando Joe club. Each year have had the experience of trying these.

| Morning clubs & Afterschool clubs | |
|---|--------------------------------|
| Gymnastics year 1 and 2 | Fitness club Year 5 and Year 6 |
| Gymnastics year 3 and 4 | Boxercise year 5 and year 6 |

| | |
|--------------------------------|-----------------------------------|
| Gymnastics Year 5 and year 6 | Hockey club year 5 and year 6 |
| Dance Year 1 and Year 2 | Football Club Year 1 and Year 2 |
| Multi sports Year 3 and Year 4 | Football Club Year 3 and Year 4 |
| Multi Sports Year 5 and Year 6 | Football Club Year 5 and Year 6 |
| Basketball year 3 and 4 | Netball club Year 5 and Year 6 |
| Basketball year 5 and 6 | RB Boccia and Kurling |
| Tri Golf year 3 and 4 | Tri Golf year 5 and 6 |
| NFL Flag Football year 5 and 6 | Commando Jordan Club year 5 and 6 |

Profile of PE and Sport is raised across the school as a tool for whole-school improvement

One of the ways this year we have done this is by greater amounts of students taking on leadership roles within the sport crew, both in KS1 and KS2. The leadership roles within KS2 have been growing since last year. Students within the sport crew have taken on superior roles at lunchtime ensuring KS2 lunchtime is correctly officiated. They have taking on leadership roles in deciding how sport is organised at Welsh House Farm, discussing and leading on creating and designing new ideas for active break times. The Sport Crew meetings enable children to share their voice on school sport. This year they have been supporting KS1 and EYFS playtimes, passing on advice and training KS1 sport crew members. These students will work with EYFS children to create and play games.

In KS1, clubs year 5 and year 6 have been volunteering to help and lead clubs with outside agencies; this has been a terrific success. One of the success stories have been within Gymnastics club. Upper KS2 started the year being coached by Positive PE Company; they then started to coach with Positive PE in lower KS2. Within the summer term, the upper KS2 coaches then volunteered within KS1 club to help mentor lower KS2 coaches in preparation for next year. The programme promotes a leadership role and encourages a role model showing a healthy lifestyle choice.

We feel at Welsh House that being a captain or vice-captain of a team is an honour and shows them as a role model for the other children. This year these children have taken an active role within their designated teams. They have taken an active role within coaching their respected teams and led leadership programmes for children in lower KS2. They have a completed small group games in training, working on areas they feel throughout the games we need to improve on as a team. This has been an excellent success and has inspired others in all year groups.

We have invested this year in the Commando Joe enterprise. The programme allowed students to develop life skills, improve attendance, develop a growth mind-set, and build resilience. The programme had a positive impact on student's physical and mental wellbeing. The Commando Joe programme was taught in all KS2. One of the main goals was to help maintain and build upon the confidence of our pupils, as we believe that children with high self-esteem are better able to make difficult decisions under pressure, approach adults for support, and be self-sufficient in their learning. The programme develops this resilience through many activities; being part of a team, performing challenges or having a leadership role. The children developed their sense of adventure and increased their confidence and independence by taking part in new and unfamiliar activities. These transferable skills have been vital as they become ready for the next stage of their learning.

We ensured this was placed this year on active travel as part of our embedding a healthy lifestyle for all pupils. Alongside the investment within Bikeability and Balance ability one of the other ways we have ensured this is by actively promoting Living Streets, an organisation that we have worked alongside promoting active travel to school. This has included children receiving badges and rewards for actively travelling to school over an extended period. We have hosted a walk to school week once a half term for staff, parents and children which has been widely promoted and encouraged by all parents. We are definitely on the correct route to ensuring active travel to school is embedded into the school day.

Active travel has transcended into active lessons, both in PE and throughout the school. We placed ourselves a target of ensuring 90% of the PE lessons were active, which has been achieved. The way we have achieved this is by ensuring the students arrived at school in their PE kit to ensure all the lesson time was spent learning and moving, ensuring a correct pace was always present in all lessons. This is visible when sport crew members and captains have taken over lessons; they have followed the same protocol as Mr Jones. This has been achieved in other subjects. Throughout the school, the focus was to embed active movement into classroom lessons through active learning lessons such as Active maths and Active phonics.

The school has recently maintained the Sport Birmingham Pathway to Podium gold award for 2 consecutive years for showing commitment to developing PE school sport and physical activity for improving pupil health and well-being. The school gained a score of 97%. This score is currently the highest within Birmingham for primary and secondary schools. The school has also been awarded the healthy school rating of gold for its commitment to healthy eating as a whole school approach for 2 consecutive years. The return of the School games awards gave the school a target of achieving gold for consecutive years, which was achieved. The school has received recognition from Sport Birmingham and school games officials for ongoing commitment and achievement in school sport and investing within the students at our school.

Increased confidence, knowledge, and skills of all staff in teaching PE and sport

Staff signalled three areas of improvement, which they required professional development in. Following our narrative this year of embedding a healthy lifestyle for all children in both lessons and break times, staff felt within break times they required training for Dance and Gymnastics.

| Staff CPD | | |
|--|------------------------|-------------------|
| Autumn | Spring | Summer |
| Steve groves – CPD Non equipment games | Positive PE Gymnastics | ACE Dance academy |

Steve Groves, a Sport Leader Specialist who provided the staff with CPD in Non-equipment games part 1 and 2, allowed staff to feel confident and equipped when running lunchtimes. This ensured that all staff were equipped with games to keep the children active throughout playtimes. It meant staff were comfortable delivering games with rules, which they could teach children who would share these games with other children throughout the playground. CPD was provided to assist the school in embedding a healthy lifestyle for all children but also to help address staff motivation and their relationship with PE. One of those areas was gymnastics, which Positive PE provided an in-depth look at how gymnastics could be broken down to suit each individual year group. ACE dance academy provided CPD for staff in deliverance across all year groups; they instilled staff confidence into trialling new schemes of work within dance lessons for all year groups.

The PE specialist has worked closely with teachers that have participated in the training to help plan and team-teach a lesson, and to provide feedback on these lessons. The PE Lead works closely with every teacher and TA to increase knowledge and skills. This can range from team-teach lessons to sharing all lesson plans and resources across a variety of sports. To ensure dinner support staff have up-to-date training and resources available to deliver an active lunchtime, the PE lead gave 1-1 training with each supervisor.

The school became a base for the trainee teacher school for CREC early year specialists. The PE specialist set-up and managed is for trainee teachers in the Birmingham district. A 2-day learning programme was created to help trainee teachers learn more about how to create and execute PE lessons at school. Alongside this, we also looked at how to access PE grants and resources, manage budgets and execute safeguarding techniques. The key role within this programme is to ensure the quality of PE delivered across Birmingham is to a high standard and NQT's are well equipped with resources and information about effective behavioural techniques. To understand the success of the programme the PE specialist collated written and verbal feedback from the participants and provided real-time feedback from observing lessons they went on to teach at the end of the course. This is valuable as it allows them to ask questions around the feedback I provided and take away learning points.

A change in moderation criteria has meant a change in how we have assessed children's growth within PE across the year. The children are now assessed against new criteria based on skill and decision-making points. The assessment is broken down into bronze, silver and gold for achievement throughout each; this assessment is broken down into three age range development stages. The assessment will follow each student throughout primary school with the expectation they will leave year 6 with gold in all criteria. The table below illustrates the level of attainment for year 6 leaving this current year and their attainment throughout the 3 development stages.

| Year 6- 28 students | | | |
|---------------------|--|--|--|
| | Stage 1 – Reception to early part of Year 2 Achieved = | Stage 2 - Year 2 - year 4 Achieved = | Stage 3 – Year 4 – Year 6 Achieved = |
| Bronze | 28 (100%) | 28 (100%) | 28(100%) |
| Silver | 28 (100%) | 28 (100%) | 24 (85%) |
| Gold | 28 (100%) | 28 (75%) | 12 (42%) |

Broader experience of a range of sports and activities offered to all pupils

Each year we like to expand the range of sports our students experience and activities, which they can join in with, this year they have experienced Tri golf, boxercise and due to significant investment have been able to enjoy badminton correctly and safely. We highlighted Tri golf due to the excellent success of our trip last year to the golf club. Introducing this sport has enabled a greater number of children to become involved with morning and afterschool club. Because of this, children have been highlighted and parents informed to attend the Golf club to start playing on courses due to the success of them playing in tri golf.

Boxercise equipment was an instant success within all the children within KS2, especially upper KS2. The equipment has been used during a before school club, within lessons and in healthy eating intervention groups. The children have really enjoyed learning the correct techniques and the fitness behind boxing and as a result have shown progress within their fitness when completing the before school club. The upper KS2 have become coaches for lower KS2 when running the club alongside the PE specialist. We have had an excellent response rate from feedback from the children regarding the new sport this year.

The children were provided with fantastic opportunities to experience of Outdoor Adventure Activity trips, both in upper and lower KS2. In lower KS2, they have had the opportunity to go canoeing, whilst in upper KS2 they went rock climbing and horse riding. These trips have been crucial towards building team ethos and social skills. The children have been provided the opportunity to attend professional football, cricket and rugby matches provided by Birmingham City Women, Birmingham City, Wasps, and Warwickshire Cricket Club. A record level of children within KS2 have been selected to play for the Harborne boys and girls district team.

As a school, this year set up the Harborne District netball league; this gave the girls in year 5 and 6 a goal to work towards in netball training. The league consisted of 6 teams; this meant across three Mondays the girls played competitive league fixtures resulting in one primary winning the cup, which was provided from our sports premium budget. The league was an enormous success and has been placed within the sporting calendar for next year but also extended to 5 nights due to the popularity of the event. We have provided the children with a broader range of morning and afterschool clubs. The children have had Harborne Hockey providing an afterschool session in the

summer term for KS2. Commando Joes have extended their sessions to morning and afterschool session teaching all of KS2. The link with Postive PE has also been strengthened with them expanding from 1 term to 3 terms and covering all year groups from Year 1-6 for a morning club. Below you can see the visitors and experiences the children have had this year.

| Sport | Company | Experiences | Year group |
|--------------------------|-------------------------------|---|-------------------|
| Athletics | Sport for Champions | An Olympic Athlete visited the school and delivered a lesson and assembly. | Whole school |
| Athletics | Sport for champions | An Olympic Athlete visited the school and delivered a lesson and assembly. | Whole school |
| Ballet | Royal Ballet | The Royal Ballet delivered a virtual lesson to Year 1 and Year 2. | KS1 |
| Cricket | Warwickshire Cricket | Warwickshire delivered an assembly and a lesson to selected year groups. | Whole school |
| Commonwealth Celebration | Sport Birmingham | Perry the bull celebration assembly | Whole school |
| Canoeing | Ackers | Lower and upper KS2 students attended Canoeing sessions at Ackers. | KS2 |
| Dance | ACE Dance Academy | Ace delivered a commonwealth dance project to year 6 throughout the summer term. | Year 6 |
| Dance | Sunshine Dance | Sunshine dance worked with EYFS in the Autumn term. | EYFS |
| Football | Birmingham City | Birmingham City delivered a football session to the afterschool football club. | KS2 |
| Football | West Bromwich Albion | West Bromwich Albion delivered a football session to the afterschool football club. | KS2 |
| Girls Football | Harborne District Football | The Harborne district coach delivered a session to the girl's football team. | KS2 |
| Gymnastics | Catherine Curran – Postive PE | Catherine delivered a morning gymnastics lesson for two terms. | Whole school |
| Hockey | Harborne Hockey | Harborne hockey delivered session to all KS2 classes. | KS2 |
| Horse riding | Hole Trek Farm | Year 6 class attended horse-riding sessions at Woodgate valley. | Year 6 |
| Rock Climbing | Ackers | Lower and upper KS2 students attended rock climbing sessions at Ackers | KS2 |

| | | | |
|--------|------------------|--|-----|
| Rugby | Wasps Rugby | Wasps Rugby delivered a healthy eating programme to lower KS2. | KS2 |
| Rugby | Bournville rugby | Bournville rugby delivered session to the whole of KS2. | KS2 |
| Tennis | The Priory | The Priory provided lessons of tennis coaching for upper KS2. | KS2 |

Increased participation in competitive sport

This year a focal point of our extra curricular activities has been school games events hosted by Birmingham SGOs. Every infant, junior and SEND event provided by our SGO, we have entered. We have increased participation in all events by entering B and C teams into events. Entering two and in many cases three teams has allowed more children to experience representing the school in a competitive fixture. We have our highest percentage of students who have represented the school, which can be seen in the table below, something, which we strive to equal or better every year. Achieving GOLD in pathway to podium and School games award signals the schools intent in creating opportunities for all children within the school to access competitive sport.

| Number of students who qualified to be involved in events In KS2 | Number of potential events (County and SGO tournaments) | Percentage of children involved |
|--|---|---------------------------------|
| 115 | 52 | 92% |

An area of improvement this year prior to Covid was to host more competitions on our school site and to organise events across the district. One of the ways we completed this was creating the Harborne Netball league. This was to allow a greater number of girls access to competitive sport, from not only our school but also surrounding schools in Birmingham. Another way we achieved this target was to host more events at our school; we created the Quinton games. We formed an alliance with a local school to host regular competitive sport to allow a greater participation rate for all KS2. We are looking to expand this to include SEND and KS1 events next year to ensure we have an inclusive competition calendar

Below you can see the competitions, which we participated in-

| County | SGO Area | |
|--|--------------|--------------|
| Harborne Netball league | Infant | Junior |
| Harborne Girls Football league | Football | Cricket |
| Harborne Boys Football league | Multi Skills | Rounder's |
| Harborne Basketball league | | trampolining |
| Quinton games – Welsh House and Worlds End | | Tennis |
| Hallfield girls tournament | | Badminton |
| Blue Coat Year 3/4 Football tournament | | Gymnastics |
| NFL Flag Football tournament | | Dance |
| Birmingham Athletics finals | | Tag Rugby |
| West Bromwich smile tournament | | Table Tennis |
| Resource Base and SEND competitions | | |
| Boccia | | |
| Panathlon | | |
| Sportshall Athletics | | |
| Kurling | | |
| Archery | | |
| Boccia City final | | |
| Sportshall Athletics city finals | | |
| Aston Villa | | |

Increased additional challenges for the G&T students both internally and externally was an emphasis this year. We increased funding within this area to allow G&T children a pathway to attend professionally run clubs and train at professional sporting bodies' facilities. Equipment and kit were purchased for these children allowing a pathway for the children to attend without any barriers and allow them the opportunity to grow within that sport. The two sporting avenues that we have funded this year have been football and gymnastics. Pathways within their sport have been sourced and opportunities made available in and outside of school to allow opportunities for growth.

This year embedding a healthy lifestyle has been at the heart of our sport premium spend, there has been clear developments within each key stage within this goal. The vision of the school is to allow the children to grow and flourish and that is what the sports premium is allowing within all areas of PE. The investment within G&T children has allowed them to follow their ambitions without any

barriers. The school's commitment, support and engagement of all staff working towards raising the level of PE across all key stages has been increased due to CPD within identified areas. The children have grown in confidence and have further developed their enjoyment of PE. As a school, we have placed the health and wellbeing of all children at heart of PE. The funding has allowed an extensive PE and Sport programme to be put in place at the school to engage all pupils both in lesson, active break times and to broaden the experiences we can offer the children. The funding has allowed the school to further build and grow the sporting ethos and inspire them to grow and flourish within all areas of PE and Sport.