**2023-2024 Physical Education Review**

From the Sports premium funding it’s expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being 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

1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles:

**Teaching and Learning**

The children at Windmill Academy have been able to access two hours of curriculum PE and at least one hour a week of school Sport outside the normal PE curriculum. Our PE Specialist (Mr Rose) has taught all children from year 2 to year 6 throughout the school year. He has also supported with the curriculum and the running of PE in Foundation and year 1. Mr Rose has developed a broad and balanced curriculum, using differentiated learning objectives that allow all children to progress and progression through the years. There is 100% progression for our children in PE

KS1:

During this year in Key Stage 1 the children have enjoyed a fantastic year of physical education, experiencing a range of activities which have engaged them and developed their fundamental movement skills. The children always do a warm up and can demonstrate this the basic importance of why we need to warm up before exercise. PE is used as a vehicle to develop children’s social and personal skills by highlighting cooperation, teamwork, sportsmanship, and fairness.

Through a multi skill approach aimed at developing skills for games activities such as cricket, basketball, hockey, football and tennis the children have developed the fundamental movement skills of agility, coordination and balance which improves their physical capability and motor skills. The KS1 gymnastics scheme of work have enabled the children to replicate, repeat and choreographed ideas and movements. The children have also had an opportunity to participate in outdoor and adventurous activities through a team building scheme of work and the woodland learning days.

Year 3:

During Year 3, the children have experienced a range of activities which have developed several skills. This year, they have taken part in gymnastics, basketball, football, hockey, cricket, handball, volleyball, athletics and outdoor and adventurous activities. These activities enable the children to develop skills, tactics and choreograph ideas through a multi skills approach but using game scenarios. PE is also a fantastic vehicle to develop children’s personal and social skills. Our curriculum enables the children to communicate effectively with each other, work in teams, to demonstrate both resilience, determination and sportsmanship. Throughout the curriculum students examine the impact and importance of exercise and physical activity for a healthy and active.

Year 4:

During Year 4, students have been given the opportunity to develop techniques and skills that they were introduced to last year on the Physical Education curriculum. The curriculum provided is designed to enable them to develop motor and life skills that will support and complement their studies. Throughout the curriculum the children look at the impact and importance of exercise and physical activity for a healthy and active lifestyle, developing their knowledge and understanding of the human body. Students have participated in a range of sports and activities such as: handball, basketball, football, gymnastics, cricket, softball, volleyball and athletics.

This year, the children had the opportunity to develop their swimming and water safety. The children took part in 12 hours of swimming lessons which culminated in an assessment where they had an opportunity to gain their badges.

The children have also had an opportunity to participate in outdoor and adventurous activities through their woodland learning days where they learned how to navigate using simple map reading skills.

Year 5:

During Year 5, students have developed a greater knowledge of the human body and how to remain healthy and active. Children explored a healthy and active lifestyle scheme of work which focused on what exercise they could do to improve their health, fitness and sporting ability.

Year 5 students also participated in a number of new and traditional sports and physical activities such as gymnastics, football, basketball, dodgeball, handball, volleyball, tag rugby, cricket, softball and athletics. This is a broad range of sports helping them to develop many skills and components of fitness to improve their physical competence and athletic ability. By enabling the children to communicate effectively, work in teams, to demonstrate both resilience and determination and sportsmanship, our PE curriculum equips our children with vital life skills that can be taken into the classroom and aid their academic work.

Year 6:

During Year 6, the physical education curriculum has been designed to give students more responsibility and to develop integral life skills such as leadership, cooperation and teamwork. The students have also developed a greater knowledge of the human body and how to remain healthy and active. The teaching and learning emphasis has shifted more to game play, tactical awareness and independent group choreographed ideas. Throughout the school year students have taken part in many new and traditional sports such football, basketball, handball, cricket, softball, volleyball and athletics. These sports are in place to improve their knowledge of rules and procedures while improving skills such as agility, strength, power and speed. The sports specific skills that our children develop through our schemes of work are integral to making the transition easier for PE into secondary school.

Many of the children have had the opportunity to represent Windmill L.E.A.D. Academy in a range of sports during their time here and have been positive role-models showing great sportsmanship qualities.

The year 6 cohort also had 6 hours of swimming to finish off their swimming experience throughout their time at Windmill L.E.A.D. Academy.

During this time members of the senior leadership team have been involved in several learning walks and lesson observations. With the information gained from these we are able to identify that children had a clear understanding of what they were learning, the lessons were differentiated so all children had the capacity to learn, and the children were engaged and enjoying the activities. The year 1 teachers also assessed the children termly with the support of Mr Rose and the assessment the Windmill L.E.A.D. Academy assessment protocol.

Mr Rose has been assessing the children on a termly basis using his assessment policy that he’s developed using L.E.A.D. Academy non-negotiable and his knowledge of physical education levels. Children are either working at greater depth, expected or towards expectations.

Year 1: 97%

Year 2: 97%

Year 3: 100%

Year 4: 94%

Year 5: 95%

Year 6: 96%

From data obtained through focus group sessions and questionnaires 100% percentage of children said that they are engaged and enjoy physical education. 97% stated that they are active every day. 100% of children also said they understand the importance of physical activity and the impact it has on their health.

**Extra-curricular sports**

Below is a copy of our sports extra- curricular timetable at Windmill L.E.A.D. Academy and all the places that were taken up by our children. The clubs run for the entire term unless stated. Some clubs such as the sports teams and the sports leaders club run for the entire year.

The clubs highlighted in red are present throughout the year and involve the same children throughout the year. Giving the children time to excel in a specific sport. These are our two main sports teams who play in leagues and tournaments throughout the year.

The sports leaders also have sessions throughout the year. During these sessions children learn how to be good sports leaders and role models. Taking on responsibilities of the referee, coach and organiser. They then use these skills during breaks and lunchtimes as a play leader.

The other sports clubs on offer change every term with the aim of introducing different children each term. All after school clubs are over-subscribed with lots of interest. These sports clubs give children an opportunity to practice in a variety of settings and activities.

**Sports clubs autumn term:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | No participants | Boys | Girls |
| Y5/6 Boys football  | 18 | 18 | 0 |
| Y5/6 Girls football | 18 | 0 | 18 |
| Y 6 Basketball (2 Sessions a week) | 16 | 9 | 7 |
| Year 1 and 2 sports club | 20 | 10 | 10 |
| Year 3 and 4 sports club | 27 | 13 | 14 |
| Year 5 and 6 sports club | 22 | 17 | 5 |
| Girls Morning sports club  | 16 | 0 | 16 |
| Fitness morning club | 18 | 8 | 9 |
| Sports leaders (Friday morning) | 16 | 8 | 8 |
| **TOTAL:** | **171** | **83** | **88** |

**Sports clubs spring term:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | No participants | Boys | Girls |
| Y5/6 Boys football  | 18 | 18 | 0 |
| Y5/6 Girls football | 18 | 0 | 18 |
| Y 6 Basketball (2 Sessions a week) | 16 | 9 | 7 |
| Year 1 and 2 sports club | 20 | 11 | 9 |
| Year 3 and 4 sports club | 21 | 10 | 11 |
| Year 4/5 Basketball club | 22 | 12 | 10 |
| Year 4/5/6 dodgeball club (Tuesday morning) | 22 | 16 | 6 |
| Year 5/6 dance club (5 weeks) | 20 | 6 | 14 |
| Year 3/4 dance club (5 weeks) | 20 | 8 | 12 |
| Girls sports club (Monday morning) | 10 | 0 | 10 |
| Sports leaders (Friday morning) | 16 | 8 | 8 |
| **TOTAL:** | **203** | **98** | **105** |

**Summer clubs summer term**

|  |  |  |  |
| --- | --- | --- | --- |
| Name | No participants | Boys | Girls |
| Y5/6 Boys football  | 18 | 18 | 0 |
| Y5/6 Girls football | 18 | 0 | 18 |
| Y 6 Basketball (2 Sessions a week) | 16 | 9 | 7 |
| Striking and fielding | 26 | 16 | 10 |
| Year 3 and 4 sports club | 22 | 12 | 10 |
| Year 5 Basketball club | 20 | 10 | 10 |
| Year 1 and 2 dance club | 19 | 6 | 13 |
| Badminton club 4/5/6 (Tuesday morning) | 11 | 5 | 6 |
| Golf club year 3 and 4 (5 weeks) | 20 | 10 | 10 |
| Sports leaders (Friday morning) | 16 | 8 | 8 |
| **TOTAL:** | **186** | **94** | **92** |

**Key analysis**

* 560 extra-curricular sports spaces are available throughout the year with some children taking these spaces multiple times.
* 285 of these were taken up by girls that’s just over 50%
* Morning clubs were frequent. 4 days a week. They were very successful and full.
* dance club was successful with 59 children across the school taking part.
* There was more variety in the clubs this year with the inclusion of dance, badminton, health and fitness, dodgeball clubs and golf club to add to the existing schedule.
* Golf club was successful with full take up.
* The sports teams were very successful.
	+ Basketball team playing 12 fixtures, winning all of them.
	+ The football teams playing 8 fixtures competing in the Sneinton and St Anns football league

2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

PE and school Sport has a high profile at Windmill L.E.A.D. Academy. Mr Rose has been employed here for 9 years now and the children see him around the school on a daily basis promoting physical activity.

We have sports leaders who support with lunch sports provision and activities. The sports leaders are some of our gifted and talented children, they are trained in sports leadership by Mr Rose and impart their knowledge on the younger children during play times and lunch times.

PE is a major part of our school curriculum with each class form year 2 getting 2 hours of PE a week with Mr Rose, Foundation and year 1 receive their curriculum based PE time with their class teacher. This is supported by Mr Rose. There is at least one sports club every day and every child in KS1 and KS2 have an opportunity to take part in a club every term. There is extensive sports lunch provision and play time equipment for the children to take part in. Therefore we feel that school sport and Physical Education is embedded into the children’s day.

The school endeavour to run an inter class school competition each half term for ks2 and weekly during the summer term. The aim is to increase that next year to weekly sessions throughout the school year. This is a great way of increasing the profile of PE and sport in the school, the children are very enthusiastic about these competitions and there is always a big crowd watching them.

There is the football teams and the basketball team who play for the school regularly. These teams are celebrated in the school, and their results, fixtures and match reported back to the children regularly. At the end of the year, during leaver’s assembly, the children in these teams are awarded a trophy for representing the school and for their commitment, teamwork and determination throughout the school year. This gives our children something to aspire to and work towards in the future.

We have been very successful in school sport in the past and our winning trophies are to be seen in the school corridor. Children walk past these regularly.

There is a sports board close to the hall where children and parents pass regularly. This board celebrates children success in sport both in and out of school, the children have commented on this board on numerous occasions.

Sports days were a huge success and every child in the school had the opportunity to compete this year. This day is always very popular with our children and parents who come and support. There was lots of positive comments about sports day with parents and the many came and showed their support.

We did a school sport mile challenge where children had the opportunity to run/walk for 15 minutes and see what distance they could cover in that time. This was a whole school activity where every child took part and had the opportunity to raise money for the school. Children were celebrated in assembly and the school newsletter both with the distances they covered and the amount of money that was raised.

There are many photos around the school on school boards of our children taking part in physical activity.

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

We are very lucky here at Windmill L.E.A.D. Academy to have a qualified and experienced Physical Education Teacher. We have made a major investment in our Physical Education provision and he is part of the school’s long term plan. Not only has this enabled our children to have access to high quality PE lessons and experiences, but also it gives an opportunity for our class teachers to experience it also.

Teachers are encouraged to observe Mr Rose as part of their continual professional development on a regular basis. Mr Rose also communicates with staff on a regular basis and offers any advice and planning needed for school sport and physical education delivery when the teachers need it or would like to teach PE to their classes.

The school have invested in the ‘Derby City SSP’ Schemes of work as Mr Rose has some experience with them previously. These schemes of work are easy to follow and available for all staff.

Mr Rose communicate with the foundation team and Year 1 teacher regularly in relation to their PE lessons, as these are the ones that Mr Rose doesn’t teach. He also supplies them with easy to follow lesson plans for them to use each term.

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

**PE Curriculum**

Windmill L.E.A.D. Academy aims to give our children a broad and varied PE curriculum. Enabling children to learn many different skills and make progress in many different activities.

As stated previously we also have extensive sporting extra-curricular provision on offer which means that the children are able to experience a wide range of activities and sports.

During their time at Windmill L.E.A.D. Academy the children will have experience all the different strands of Physical education.

|  |  |
| --- | --- |
| **Strand** | **Sport** |
| **Invasion games** | Football, Basketball, Uni-Hoc, Handball, Dodgeball, ultimate Frisbee |
| **Net/wall games** | Volleyball, badminton. |
| **Gymnastics** | KS1 & KS2 |
| **Striking and fielding games** | Cricket, Softball, Rounders |
| **Athletics** | KS1 & KS2 |
| **Outdoor and adventurous activities**  | Team building challenges,All classes have the opportunity to take part in Woodland learning. |
| **Healthy and Active Lifestyles** | Fitness, healthy and active lifestyles and exercise safety |
| **Swimming** | Year 4: 12 hoursYear 6: 6 hours |
| **Dance** | Year 2Year 3Year 5All children have opportunity to dance in an extra-curricular club at some point in the year. |

***Improvement plan***

*Dance continues to be part of our schools improvement plan. Mr Rose is feeling more secure with his development and children in year 2 and 3 did get to take part in dance during their curriculum physical education (Year 5 missed out due to an injury to Mr Rose at the latter part of the year). ‘Unite the scene’ also delivered 18 dance sessions for our extra – curricular programme which proved to be popular with the children again.*

**Outdoor and adventurous activities:**

With our school facilities and location it is a challenge to give the children an opportunity to experience outdoor and adventurous activities.

We achieved this by providing 3 different opportunities:

**In house teambuilding:**

Team building schemes of work are incorporated into the PE curriculum for every year group.

Team building challenges are often used as part of children’s warm ups and during lessons

**Woodland Learning**

All children are able to do two sessions a year of woodland learning. We are very fortunate that Edale Rise Primary school allow us to use their on-site wooded area. During these sessions children are encouraged to explore and learn about the environment/nature, they read maps and orienteer the area with a compass, they experience camouflage and team challenges throughout.

**Year 6 residential**

The year 6 children had the opportunity to go on a year 6 residential. During the residential children were able to participate in many outdoor activities such as team building challenges, hiking, map reading/orienteering and observing the natural environment.

**School swimming results:**

**Year 6 Cohort swimming statistics 2022/2023:**

Percentage of children who can swim a distance using 1 stroke

|  |  |  |  |
| --- | --- | --- | --- |
| 25 metres + | 10 metres | 5 metres | Something less than 5 metres |
| 66% | 79% | 88% | 93% |

Percentage of children who can swim a distance using multiple strokes

|  |  |
| --- | --- |
| 25 metres + | 10 metres |
| 66% | 71% |

95% of children can perform at least 3 self-rescue techniques.

5: Increased participation in competitive sport

Windmill L.E.A.D. Academy are committed to providing competitive opportunities for our children. Competition is important in a child’s development and help develop important skills they’ll use into adulthood, like taking turns, developing empathy, and tenacity. It encourages children to work together, work hard and never give up making them more resilient. Competition is a running theme throughout the curriculum and there are many opportunities to be competitive in the children’s lessons and in the extra- curricular programme. This year Windmill L.E.A.D. Academy has enjoyed a successful year with regards to competitive sport:

* Both our Boys and Girls football teams were able to take part in 8 fixtures this year and compete in a local football league.
* The Basketball team signed up to the ‘Jimmy Jump Shots’ round of fixtures and tournaments which enabled them to participate in about 8 rounds of fixtures throughout the school year. The school team was undefeated throughout the year.
* The school has close links with Sycamore and Huntington L.E.A.D. Academy and as a result has been able to use this for competitive sport. The children only managed to compete in 1 activity this year due to Mr Rose’s injuery.
	+ Dodgeball (year 4)
* The school has good links with local schools and was able to participate in 1 fixturesthis year. Due to Mr Roses injury
	+ Hand ball (year 5)
* *Improvement plan: To increase involvement in these activities next academic year.*
* Year 4, 5 and 6 Children participated in several inter class sports competitions throughout the year.
	+ Football
	+ Basketball
	+ Hockey
	+ Handball
	+ Dodgeball
* Every child participated in a School Sports Day, with key stage 2 using Wildcats arena to showcase their skills.
* Every child completed the Windmill L.E.A.D. Academy mile challenge
* 12 Year 5 children competed in the ‘school games’ L.E.A.D. Academy indoor athletics competition.
* Year 4 completed the ‘school games’ me vs me challenge where the children compete against their selves for 4 weeks to see if they can better distances and spends they achieved before a training programme.
	+ *This was really successful and the children really enjoyed the challenge. Will complete this again next academic year.*

***Improvement plan***

*The school intends to participate in more ‘school games’ activities throughout the year. Some will be focused on competition and other inclusion. Increase the involvement of more children in a competitive setting against other schools.*

*There are plans for more L.E.A.D. Academy school games competitions that Windmill L.E.A.D. Academy will be a part of as much as possible.*