



### **Intent**

*'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.'*

PE at Leyburn Primary School provides children with opportunities to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our aims are to fulfil the requirements of the National Curriculum for every child by:

developing children's competence to excel in a broad range of physical activities;

enabling children to become physically active for sustained periods of time;

providing children with a range of opportunities to engage in competitive sports and activities;

teaching how to lead healthy, active lives.

### ***Sports Premium funding***

Our school has a well-established positive attitude towards physical education and sport. Our pupils are given many opportunities to participate and try new activities, including extra-curricular clubs and competitions. Our main emphasis is on pupil enjoyment, participation and attainment.

We aim to ensure that activities provided by the Sports Premium funding will have a positive impact on the children in our school through supporting the following key areas:

- achievement in weekly PE lessons for all children;
- increased participation and success in competitive school sport (both inside and outside our cluster);
- improved personal health and wellbeing;
- improved attitudes and behaviour towards learning;
- improved links with the School Sports Partnership as well as the schools in our cluster.

We spend the Sports Premium money to: widen the participation of our children in physical activity (through initiatives such as OPAL); develop teacher confidence and competence through CPD; and work in partnership with other agencies and trained coaches to improve our provision of sport and PE.

Whilst continuing the excellent provision in sport that we already provide, we want to build on this and, in particular, improve our children's health by providing a greater range of physical activities during play-times (through OPAL). Competition is also a key part of our Sports Premium allocation and we provide a range of both intra and inter school competitions, as well as attending a swimming competition for SEN children. We have made links with other sporting partnerships (such as the local rugby club and cricket club) in order to provide specialist coaches for our children whilst developing staff's knowledge. We use some of the Sports Premium allocation to strengthen our provision of after-school clubs (such as fencing and archery).

At Leyburn Primary School, we believe that every child should have the opportunity to develop and apply their physical and team-work skills in a range of contexts, while also helping to embed values such as fairness and respect. Therefore, in Year 4 the children visit an outdoor centre to participate in specific outdoor activities (such as OAA, kayaking and climbing); in Year 5, the children develop these skills by canoeing down a river into Whitby; and in Year 6, our children go to a city to further develop and apply their OAA skills in a larger setting.

During swimming lessons, our children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];
- perform safe self-rescue in different water-based situations.

We believe that swimming proficiently is an essential life-skill. Therefore, if our children have not achieved swimming proficiency by the end of Year 4, they receive extra lessons in Year 5 and Year 6 until they are able to do so.

The impact of the Sport Premium will be evaluated through staff and pupil conferencing as well as an analysis of the uptake of activities and interest in sporting activities. A log of events and activities will be displayed on a PE board and in the school's newsletter - showing photographs, certificates, letters, newspaper clippings and pupils' thoughts. The children will also be involved in decisions regarding the use of Sports Premium (such as for playground equipment or clubs) through half-termly meetings with the PE subject lead.

### **How are British values taught through PE?**

At Leyburn Primary School, British values, particularly the values of democracy and mutual respect, are taught through our PE lessons and events by involving children in a range of aspects of PE. We provide our children with many opportunities to lead PE events. For example, the Year 6 children support the planning, preparation and delivery of Sports Day for both KS1 and KS2. All children are asked to design a new race each year for Sports Day. We also have a Superteams sports competition which involves Year 5 and 6 pupils planning, organising and then leading a group of younger pupils through an afternoon of different sporting activities. In Year 6, pupils have the opportunity to become 'Playground Leaders' when they design and create their own games to support younger children during break-times.

Through OPAL, every class has designed and created their own outdoor area to be used during break-times. Our children are encouraged to bring wellies to school every day so that they can play on our field whatever the weather. We encourage children to climb trees, build dens and create their own obstacle courses by using tyres, palettes, etc. in a safe environment. Team-work and resilience is therefore at the core of our PE lessons, sports events and break-times. We believe that all of these opportunities provide daily examples of the importance of democracy (involving everyone in decision-making) and mutual respect (working together as a team).

### **Implementation**

The different areas of PE have been carefully planned to enable the children to build upon their skills and knowledge from previous years. Staff use GetSet4PE as a resource to support the planning and delivery of lessons.

In Nursery the focus is on developing the children's gross motor skills and fine motor skills through ongoing provision (indoor and outdoor). In addition, Nursery children also have a planned weekly session where they access more gross motor activities, such as: dance with scarves and movement to music, climbing and balancing and spatial awareness activities. PE is planned in a sequential order throughout EYFS to ensure that children have the pre-requisites for future development. For example, understanding, communication and Language, cooperative learning, writing skills and the development of Gross Motor Skills (GMS) and Fine Motor Skills (FMS).

In KS1, PE lessons focus on building the fundamental movement skills that will enable the children to extend their agility, balance and coordination, individually and with others (including running, jumping, throwing and catching). For example, Yoga lessons develop their core strength and balance. The children also have opportunities to participate in team games (competitive and non-competitive) both within their class and alongside other schools, and to perform simple dances.

In KS2, the children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. The focus on team-work and communication is increased and children are expected to evaluate and recognise their own success and know how to improve. Children are taught to use running, jumping, throwing and catching in isolation and in combination through the medium of different sports that are built upon each year (such as netball, cricket, football, hockey and tennis). They are also provided with opportunities to play competitive games both within school and against other schools. Their core flexibility, strength, technique, control and balance are also developed through athletics and gymnastics lessons. Dance lessons encourage team-work, creativity and a range of movement patterns that will then be performed to other classes.

The long-term plan for PE has been carefully planned to ensure that every skill is revisited and developed year on year so that they are 'over-learned' and 'over-practised'. For example, in Year 5 the children learn the basic skills and rules of tag rugby in small teams, which is then built upon in Year 6 when more detailed tactics are taught alongside opportunities to apply their skills during inter-school competitions. Similarly, different sports are introduced in different year groups that enable the children to develop their skills in different contexts. For example, in Year 1 the children practise throwing and catching games; in Year 2 they practise how to control a ball using their body and different pieces of equipment; in Year 3 the children learn how to control a cricket ball and a tennis ball which is then developed further in Year 4; in Year 5 they learn how to use hockey sticks to control a ball and skills required in a small match (such as hitting the ball); and in Year 6 they begin to apply all of their skills to play, referee and compete in different ball games.

### **Impact**

Our curriculum has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are achieving the lesson aims then they are deemed to be making good or better progress. We measure the impact of our curriculum through work scrutiny (videos and photos), pupils discussions and a reflection of standards achieved against the planned outcomes.

Reviewed September 2023