

Understanding the Impact of the Primary PE and Sport Premium



Coaching Case Study - Ardleigh St Mary's C of E Primary School, Essex

'Off the Wall' – including parents and clubs

Competition Case Study - Birchwood Primary School, Suffolk

Opportunities for gifted and talented young people

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To improve the quality of PE within the curriculum through improved teaching and learning

Professional Learning Case Study - Primary PE Mentors, Oxfordshire

Primary PE mentors employed to improve the quality of PE for all children

Extracurricular Activities

- Townlands C of E Academy, Leicestershire – from one PE lesson a week to a comprehensive programme of opportunities
- Elmlea Junior School, West of England – providing every child with a variety of sporting opportunities



Topic: Coaching

Case Study



Ardleigh St Mary's C of E Primary School, Essex 'Off the Wall' - including parents and clubs

Background

Ardleigh St Mary's C of E Primary School is a rural village school with limited facilities. In September 2012, the school developed a partnership with a squash coach who had designed a syllabus for teaching physical education skills using the medium of the game of squash. The use of Ardleigh Squash Club and their facilities supported the school but the club ceased to exist.

“ The philosophy of the head teacher has always been that the class teacher will remain in the class working with, and alongside, the coach. They will also attend the club sessions. This has greatly increased pupil participation and overall parental engagement with the school. ”

Member of staff



Actions

- Following the demise of Ardleigh Squash Club, the school sought a new partner in 'Off the Wall Squash Company'. In September 2014, they were engaged to deliver mini squash, which, in the first instance, would develop young people's skills and physical literacy. The additional aim was that these skills could be developed and transferred to a squash court.
- A link was made to the squash facilities at Colchester Garrison, with pupils visiting the courts as a primary club link.

Impact

- In 2013–2014, 100 of 115 pupils at the school took part in the curriculum aspect of the initiative (the exception was pupils in Reception).
- In 2015–2016, 100% of the school population will have taken part in the curriculum time programme. Note: curriculum time is above two hours per week.

- Out of a Year 5 and 6 class, 28 of 35 pupils attended the after-school club in 2013–2014 and 25 out of 32 in 2014–2015.
- Over 40 pupils attend weekly 'Off the Wall' academy sessions out of school time.
- **Forty pupils (46% of the school population) are taking part in over four hours of PE and school sport each week.**
- Eight pupils are presently in Essex county squads or development squads.
- Four players are England ranked.
- Year 5 are the Essex School Games Champions and Year 6 are the runners-up.
- Parents were invited to attend, and 20 parents took up the opportunity.
- **A number of parents not only took up the opportunity to play squash, but they also became members of the club and committee.**

How partners are supporting the school/cluster of schools to embed and sustain the activity

- Ongoing support from 'Off the Wall'.
- Colchester Garrison facility made itself increasingly available; hosted County Level 3 primary schools' squash competition.
- St Mary's C of E Primary School an important partner, working alongside Tendring Small Schools' Cluster, Harwich District Primary Schools' Sports Association, and Tiptree and Stanway Primary Schools' Consortium.



Topic: Competition

Case Study



Birchwood Primary School, Suffolk Opportunities for gifted and talented young people

Background

Birchwood has been awarded the School Games Gold Mark for PE and school sport provision, became the first primary school in Suffolk to be awarded the Association for Physical Education (afPE) Quality Mark with distinction, and won the 'School of Sporting Excellence Award' at the Suffolk Sport Awards. Physical activity is an inherent part of the school ethos, and the school aims to nurture a lifelong commitment to sport through educational visits, signposting pupils to outside school clubs and celebrating pupil and adult expertise.

“ The wide range of opportunities available to all pupils and the expertise to operate and deliver the curriculum, varied extracurricular activities and outside learning programmes is improving participation rates and having a major impact on health outcomes for all pupils. ”

Steve Cloke, Head Teacher



Actions

- Mirroring intervention work for English and maths, there is personalised provision for more able pupils in PE.
- Programme of 'master class' opportunities for elite performers.
- In-house 'master class' sessions in dance and tennis. Birchwood has hosted 'dance master class' events for the pyramid primary schools.
- 'Taster' sessions run in curriculum time enable 'talent to be identified'.
- Personalised learning plans drawn up for talented performers and shared with parents.
- Tournament opportunities to compete against peers from their own and other schools.
- Purchase of new, enhanced sports equipment enables teachers/coaches to check pupils' understanding, anticipate interventions and introduce differentiation.

Impact

- All classes participate in 90–180 minutes of national curriculum PE per week.

- 97% of pupils reach KS2 PE attainment targets and 81% exceed national expectations.
- 97% of pupils make expected progress from end of KS1 to end of KS2, and 35% make accelerated progress between these points.
- 97% of pupils reach KS1 PE attainment targets, and 30% exceed national expectations.
- 93% of pupils make expected progress from end of Early Years Foundation Stage (EYFS) to end of KS1, and 35% make accelerated progress between these points.
- 97% of pupils reach EYFS physical development national expectations, and 72% exceed national expectations.
- **Increase in pupils engaging in extended learning opportunities: 12% in 2012–2013 to 69% in 2014–2015.**
- Pupils of all ages and abilities are highly motivated to engage in physical education and do their very best (eg they propose additional training sessions and coaching).

How partners are supporting the school/cluster of schools to embed and sustain the activity

- Termly and personalised continuing personal development (CPD).
- Expertise from external coaches to maximise extracurricular opportunities and participation in Level 1 and 2 competitions.
- Links with local sports clubs to enable children to pursue their sporting development pathways after school time.



Topic: Health/ Physical Activity

Case Study

**George Street Primary School, Hertfordshire
Targeting all pupils to be more active and healthy**

Background

Sports action plan identified the need to increase opportunities for children to be active throughout the whole school day. Aims for all children:

- three hours of physical activity per week
- participate in an extracurricular club
- opportunity to take part in an intra- and inter- competition.

“The young leaders are amazing, they lead clubs better than I could. They are so organised and caring. They are fantastic ambassadors and really promote the values of being active.”

Member of staff



Actions

- Inactive children identified through pupil voice and interviews.
- Barriers for inactive children identified (eg finance, timing, need for new activities).
- School subsidised clubs and offered free spaces to pupil premium children.
- Wider range of activities offered to match the interests of the children, including martial arts, boxing and cheerleading.
- The high number of inactive girls who have English as an additional language were offered a lunchtime Bollywood dance club, funded by the school.
- New club links with Hemel Stags Rugby Club and implementation of a sports and healthy lifestyle leadership programme.
- Fourteen children trained as the 'Sports Crew' to act as role models for healthy lifestyles.
- School joined sporting leagues such as football, rugby and rounders, and Sports Crew helped to organise regular inter-house competitions.

Impact

- More children enjoying a much healthier lifestyle.
- Pupil voice shows increased enjoyment and awareness of being active.
- **Fifteen weekly extra-curricular sporting activities, including two organised by the Sports Crew.**
- 71% of KS1 and KS2 pupils attend an extracurricular club, with the remaining 29% targeted by the Sports Crew at lunch times.
- 60% of KS1, 78% of KS2, 63% of pupil premium, 80% of special educational needs (SEN) children, 49% of

English as an additional language (EAL), 53% of black and minority ethnic (BME), and 78% of gifted and talented (G&T) children all attend clubs.

- **School provides at least two hours of curricular physical education per week. Incorporated with active playtimes and clubs, this becomes over three hours of physical activity per week.**
- All classes attended at least one inter-school competition.

I am so much more active now I go to lunchtime clubs. Being more active has helped me reach my goal at home, as I can now ride my bike without stabilisers. I have been chosen as part of the Sports Crew, which is brilliant, as I didn't like PE before.

Year 4 child, previously inactive, now in the Sports Crew

How partners are supporting the school/cluster of schools to embed and sustain the activity

- Dacorum School Sport Network: CPD; support; regular information; clusters sharing best practice; club links; inter-school competition.
- School Games Mark has provided improvement targets.
- Young leaders supported through Bronze Ambassador Training and school visits.

Topic: Shared or Single School PE Specialist Teachers

Case Study

Morpeth and Ponteland School Sport Programme, Northumberland
To improve the quality of PE within the curriculum through improved teaching and learning

Background

To develop teachers into confident PE deliverers, which will lead to increased pupil knowledge and understanding, and impact positively on pupils' progress and achievement.

“ We receive excellent support from the Morpeth and Ponteland PE and School Sport Programme. The PE specialists who teach in school are professional, reliable and have added tangible value to our provision. Our already capable PE subject leader receives appropriate support and training to enhance her role. As the years progress, it is great to know that the support we receive, in return for precious funding, is tailor-made to meet our changing needs. ”

Sandra Ford, Head Teacher





Actions

- School works in partnership with Morpeth and Ponteland PE and School Sport Programme.
- External PE specialists work alongside class teachers to support the delivery of PE.
- PE specialist developed a scheme of work with lesson plans that include learning outcomes, teaching activities and teaching points.
- Simple process of assessment has been developed that can be easily managed.
- Through class teacher observations of the PE specialist, teachers are able to replicate high-quality PE delivery.
- All teachers have access to needs-led professional development opportunities.
- PE coordinator enrolled on subject leader training.
- Staff encouraged to promote health and well-being through Change for Life (C4L) CPD and delivery.

Impact

- Children more confident in class (15 members of staff have been upskilled).

- Physical literacy links to improved motor skills, especially writing (30 Reception children).
- **Increase of intra- and inter- competitive opportunities for all children (240 intra- opportunities and 108 inter- opportunities).**
- Children have the opportunity to take part in C4L clubs (average 20 children per week).
- Children are encouraged to play with siblings and parents at structured after-school clubs (family club; six families for 12 weeks after school).

I really enjoy going to clubs at school now that I didn't go to before.

Year 4 pupil

How partners are supporting the school/cluster of schools to embed and sustain the activity

- Increased bank of knowledge of how to deliver all aspects of PE.
- Teachers are more confident and able to deliver high-quality PE that stretches the most able and supports the less able.
- Class teachers more positive towards the subject and its value.
- Professional development opportunities have given staff confidence to deliver PE.
- Greater opportunities for parents to be involved.
- Class teachers confident in promoting a healthy lifestyle.

Topic: Professional Learning

Case Study

Primary PE Mentors, Oxfordshire

Background

Primary PE mentors are employed by North Oxfordshire School Sport Partnership to support local primary schools to improve the quality of physical education for all children. They are all qualified and experienced teachers who are deployed in schools for between 0.5 and a full day per week throughout the year.

“ Huge impact on understanding how PE raises self-esteem and confidence in pupils. Empowering of teachers to teach high-quality lessons. A brilliant programme that has had a very positive impact on PE throughout the school. ”

St Edburg School member of staff





Actions

- PE mentors worked with a number of schools to improve the confidence and competence of teaching staff to deliver high-quality programmes of physical education. They worked with the teaching staff over a period of time on their planning, delivery and assessment.
- The PE mentors also receive regular training to maintain their knowledge, working collectively as a group, along with the Partnership Development Manager of North Oxfordshire School Sport Partnership, to ensure their work is in keeping with the latest developments in education.

Impact

As part of a regular review process, 100% of head teachers said:

- **the mentoring programme had improved staff knowledge, skills, confidence and competence in delivering high-quality PE lessons**
- staff had been upskilled to plan well-structured and effective lessons, thus achieving good to outstanding learning/progress in PE

- the programme has supported the development of an inclusive curriculum and approach to teaching and learning
- links have been identified between PE and school sport, and the whole school development plan, demonstrating how PE can support learning across the school.

The programme is an excellent scheme, which allows teachers to benefit from new ideas and new ways of presenting activities to the pupils. It also gives the pupils a fresh perspective into PE activities.

Sibford Gower Endowed Primary School

How partners are supporting the school/cluster of schools to embed and sustain the activity

- The partnership package includes Youth Sport Trust membership, to enable schools to access all that is available as members.
- The county sports partnership (CSP) works closely with the partnership to ensure all are relaying consistent messages regarding the Primary PE and Sport Premium, and all other work involving schools.
- The CSP recognises the PE Mentor Programme as having a significant and sustainable impact on the quality of teaching and learning across schools in North Oxfordshire.

Topic: Extracurricular Activities



Impact

- **Townlands C of E Academy, Leicestershire:** Moved from one PE lesson a week delivered by an outside agency to a fully comprehensive and successful programme of PE, competition and extra-curricular activities.

Utilised the funding to improve quality of PE, motivating staff to 'buy in' to PE and school sport, enthusing participation, cross-curricular working and improving attainment. **Led to the establishment of lunchtime and after-school clubs as part of a much wider offer, and played a key role in the school being rated in the top 100 nationally for SATs results.**

- **Elmlea Junior School, West of England:** The head teacher is a strong advocate for sport and had a vision to use the Primary PE and Sport Premium to provide every child with a variety of sporting opportunities, and for PE and sport to become a

central focus of the school. The YST Quality Mark self-review identified three clear objectives, one of which was to enable every child to experience a wide range of sports through an extensive extracurricular programme.

The PE coordinator monitors attendance at the extracurricular opportunities and holds interviews with those not participating to identify barriers and provide them with appropriate opportunities. A lunchtime sports manager was recruited to lead fun activities and provide structured play and fun games.

By the end of the 2014–2015 academic year, 96% of the school's 340 pupils were regularly attending at least one extracurricular club. The total attending a club in one week was 1025, compared to 825 in 2012.