Using PE & Sport Premium to impact on Wider School Priorities

Sue Smart
Senior Development Manager
Youth Sport Trust
Outcomes:

Share key principles and approaches of using PE and Sport as a tool for whole school improvement

Consider ways to apply these principles to meet your ‘whole school objectives’
A Typical SDP

- Raise standards in reading
- Raise standards in writing especially boys
- Raise standards in maths
- Close the Gap between Vulnerable Children & their peers
- Introduce computing into the curriculum
- Make sure that the maths you did in Year 4 previously you are now teaching to Year 2
- Introduce FL into the KS2 curriculum
- The children can cook themselves a meal
- Get the Foundation Stage children ready for the grammar test they will be faced with in 2016
- Get the Year 1 ready for a very important test which has nothing to do with real reading
HT – St Breock Primary

‘Biggest impact lies in children’s approach and commitment to learning.

Through sport and PE they ‘really get it’.

High academic achieving schools are more frequently underpinned by commitment to PE than any other subject.
PE and school sport support whole school improvement

- Physical & mental well being
- Culture and ethos
- Engagement and motivation
- Achievement and attainment
PE and school sport support whole school improvement

- CONTEXT
- VALUES
- SKILLS
- PEDAGOGY
CONTEX T – Real life examples from world of sport

• Technical language from a new activity to improve vocabulary
• Fiction & non-fiction writing based on a major or local sporting event
• Using sport as a medium for teaching languages
• Giving a presentation about a pupil’s sporting experiences
• Sports reporters - match reports, news stories on film
• Using PE to generate data for mathematics
• Sport from different cultures and periods in history
Using climbing to improve standards in literacy

What we wanted to do
We wanted to use the experience of climbing to improve literacy. We aimed to provide activities that would engage the children, particularly boys, to improve standards in reading, writing, speaking and listening.

What we did
- All the children in a year group visited a local climbing wall for a two hour lesson.
- Preparation involved completing a booklet at the climbing centre and recording specific language used by the instructors and words to describe their emotions while on the climbing wall.
- Climbing instructors emphasised the language used: naming technical equipment, describing how equipment worked, naming parts of the rock face, and giving names to specific holds and moves.
- On return to school, children were shown an instructional climbing film and tasked to create their own glossary.
- Excerpts from a number of fictional climbing stories were used to demonstrate how authors used technical language and other devices to bring their work to life and engage readers. Both fiction and non-fiction texts were used in comprehension exercises, allowing teachers to assess how children learnt, inferred meaning and recognised author’s intentions.
- Children wrote their own climbing fiction, based on an idea of rival climbing duos scaling a cliff in competition. They were asked to concentrate on good use of technical language and describe the emotions of the characters.

- Speaking and listening activities took place, including an ethics discussion on cutting a partner’s rope from Touching the Void.
- Discussion genre writing was developed, exploring issues related to climbing in the Himalayas.
- Children also developed non-fiction skills by reviewing a pair of climbing shoes, using the knowledge they had developed.
- This English work was also linked to geography in the study of mountain environments.

The difference it has made
- A number of boys sought out their own copies of Touching the Void, bringing them into school to read.
- Boys in particular became keen to write and were proud of their fiction, showing evidence of the use of technical language and an understanding of how to bring their work to life.
- Although it must be acknowledged different cohorts of children are being compared, in a cohort of 60 children there was a 12 per cent increase in those achieving Level 5. Significantly, out of the 38 boys in the cohort, they showed a 20 per cent increase in Level 5 attainment.

It worked because
- From discussions with children and parents, we had confidence that the participants were engaged with the project.
- Active learning concepts were transferred into the classroom.
VALUES – Developing well rounded individuals

• Choosing your values - Olympics, Paralympics, Commonwealth Games, Rugby World Cup, School Games
• Embedding your values in PE & school sport
• Recognising, celebrating & rewarding examples of the values in action
• Using individual & group competition - House systems
• Evaluate the impact of values on attendance, behaviour, engagement, motivation, self esteem - these things can be measured
• The impact of student leadership
The values of the School Games

- Honesty
  - Be honest with others and with yourself

- Respect
  - Treating others politely and with understanding

- Passion
  - Giving it 100%

- Determination
  - Keep going no matter what

- Teamwork
  - Treating everyone equally

- Self Belief
  - You've got to believe to achieve

CODE OF RUGBY

Everyone involved in rugby in England, whether as a player, coach, referee, administrator, parent or spectator is expected to uphold the Core Values of our sport.

Teamwork • Respect • Enjoyment

Discipline • Sportsmanship

- Play to win - but not at all cost.
- Win with dignity, lose with grace.
- Observe the Laws and regulations of the game.
- Respect opponents, referees and all participants.
- Reject cheating, racism, violence and drugs.
- Value volunteers and paid officials alike.

Enjoy the game.

THIS IS RUGBY.
Hallsville Primary School, London

Creating a whole school sporting culture linked to positive roles, responsibility, skills and values

Why this project
We wanted to increase informal and formal opportunities for children across the school to be involved in and enjoy sport.

What we did
- Employed a sports leader to organise equipment allocation and organisation.
- Used sports coaches to work with children within the playground in team games that directly link to what has been taught in PE lessons.
- Trained teaching assistants on how to encourage pupils to engage in sporting games.
- Peer mediators (Year 6 children) monitor and solve any disagreements.
- Sports leaders (Year 5 children) involve younger children in sporting games.
- Equipment leaders (Year 4 children) care for the equipment.
- Friendship leaders (Year 3 children) care for children who need someone to play with.

Impact
- Children are fully engaged in sport and therefore too busy to misbehave, resulting in falling numbers of detentions.
- In the playground, children manage and organise themselves into team games, using the equipment correctly and with respect.
- Exceptional attendance at sports clubs before and after school.
- We regularly win sporting competitions, not only as winners, but as fair play participants.
- Children’s leadership skills have exceeded all expectations, leading to minimal senior leader’s involvement with behaviour at lunchtimes.
- Behavioural issues from lunchtime that dip into afternoon learning rarely occur. As a result children are enthused and ready to learn, resulting in full participation in all afternoon lessons.

On our recent visit to Hallsville, our visitors from Tanzania were amazed by your school, the pupils, the staff, the assembly and your incredible commitment to sport and improved learning.

Jo Doyle
Assistant Headteacher
Cumberland School
SKILLS – Transfer to different areas of the curriculum

- Motor skills
- Communication skills
- Analytical skills
- Observational skills
- Leadership & teamwork skills
- Evaluation skills
Using physical activity to raise attainment levels amongst a targeted group of students

What we wanted to do:

We selected a group of students who, from Key Stage 1 SATs results, were projected to achieve below Level 4 at Key Stage 2.

We wanted to raise achievement by developing the self-esteem and confidence of pupils through engagement in a wider range of activities. We also aimed to use regular exercise opportunities to address the challenging behaviour that was a contributory factor to their underachievement.

What we did:

In order to raise attainment levels and increase physical activity opportunities, we undertook a range of measures.

- Changed the job description of sports coaches so that they could support numeracy and literacy. Coaches were then able to develop a kinaesthetic approach, for example ‘target golf’ (to improve addition skills) and multiplication tables on the move.
- Supported the sports coaches to devise physical activity plans for fitness sessions. Through the use of new ICT equipment, pupils were given a programme of physical activity which they had to achieve and improve upon over a period of time. They were constantly set new targets which helped raise self-confidence as well as improving fitness.
- To improve behaviour and attention in class, pupils were taken out of lessons in small groups or individually and given a programme of physical activity including sprints, parachute runs and speed, agility and quickness activities. These were recorded by the coaches to ensure children always had a target to improve their performance.
- Introduced new activities such as Rock-it-Ball and concept2 rowers to the physical activity plan.
- Employed a dance teacher to support the target group. Pupils were given an opportunity to create their own dance piece and perform in front of an audience at a dance festival. Dance was also used as a reward for children who reached their weekly target in literacy.

The difference it has made:

The boys’ attitude changed over the year from, “This is boring…” to “I want to do well. I’m good at this”. As a result, there have been less incidents of poor behaviour. Pupils who went out of the classroom for physical activity sessions came back ready to work.

Children are more focused and have improved concentration in literacy and numeracy lessons.

Teacher

The pupils have grown in confidence and now feel comfortable asking questions, contributing to discussions and facing challenging tasks.

Parental feedback reported improved behaviour and motivation to learn. Parents were delighted with the change in their children; one commented that his son was eager to talk about what he had done in school and was keen to get on with homework set. They all saw an improvement in self-confidence, co-operation with peers and motivation to learn.

Some of the target group of students have represented Manchester in the Mini-Youth Games rugby tournament. Some have also represented Sale Sharks at Twickenham.

It worked because:

- Willingness of sports coaches to be flexible and adapt the change in their role. This has raised their status and enhanced their professional development. It has also given them an opportunity to contribute to raising attainment in maths and literacy through PE and sport.
- Increased provision of ICT has given staff and pupils the opportunity to access software tools and equipment never normally found in a primary school.
- Gaining access to the network of Sports Colleges and opportunities to share ideas with other Primary Specialism Pilot schools.

Key Stage 2 target, projections and results

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>TARGETS</th>
<th>PROJECTION DEC ‘07</th>
<th>PROJECTION FEB ‘08</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4+</td>
<td>85%</td>
<td>85%</td>
<td>83%</td>
<td>93% (+3%)</td>
</tr>
<tr>
<td>Level 5+</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50% (+0%)</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4+</td>
<td>93%</td>
<td>81%</td>
<td>81%</td>
<td>89% (-4%)</td>
</tr>
<tr>
<td>Level 5+</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50% (+0%)</td>
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<tr>
<td>SCIENCE</td>
<td></td>
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</tr>
<tr>
<td>Level 4+</td>
<td>98%</td>
<td>84%</td>
<td>84%</td>
<td>95% (-1%)</td>
</tr>
<tr>
<td>Level 5+</td>
<td>65%</td>
<td>50%</td>
<td>50%</td>
<td>70% (+5%)</td>
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</table>
PEDAGOGY – learning from PE and Sport

- Start with high quality PE & school sport
- Build the confidence of the school in the power of PE & sport as a way of improving performance
- Inherent approaches to teaching and learning of PE - observation & feedback competition, modelling, demonstrations, practical learning, group work, games and challenges, problem solving, mentoring and coaching
- Allow time for staff to collaborate & plan together
Planning your National School Sport Week

**What could Give me 5 look like?**

Each day, doing one hour of physical activity:

- **MONDAY**
  Opening Ceremony – mass participation activity.

- **TUESDAY**
  Trader sessions of various Pan Olympic and inclusive sports.

- **WEDNESDAY**
  Inter-school competition in an alternative sport which is new to all pupils.

- **THURSDAY**
  Sponsored activity for one hour i.e. a collective walk, run or cycle at the distance to Rio.

- **FRIDAY**
  Closing Ceremony – showcase event of dance, and year group sport challenges.

**Give me 5 – in one day!**

- Opening Ceremony – with one hour mass whole school challenge event.
- Sponsored sports event for three hours, a carousel of activity for three hours, or active classes throughout the day.
- Closing Ceremony – learn a cultural dance.

**EXTRA TIPS**

- Each year group plans and delivers their own Give me 5 activity day.

**Giving all children the best Sporting Start in life**

**What could Give me 5 look like?**

- Relay races incorporating fundamental skills.
- Traveling with an object over a variety of distances and courses.
- Start to Play resource could help you with ideas and practical delivery challenge – Start to Play shop.

**Class challenges**

- Design a game/challenge utilizing certain equipment and run a mini competition.
- Go to www.yourchallengegames.com for primary challenge activities developed in partnership with NGBs.
- Challenge course/competitive.
- Fitness test: time trials.
- How many miles can you cover in traveling to school by foot, bike, scooter, skate etc.
- Design an Opening and Closing Ceremony to your week, involving dance and gymnastic activities.

Get children involved in new activities, try a new activity a day that leads to a multi-skills or multi-sports festival. Allow young people to develop activities and ideas that they can teach each other.

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**Logos:**

- Black Country BeActive Partnership
- LOTTERY FUNDED
- SPORT ENGLAND
- CSP NETWORK
- National Reach - Local Impact
- Youth Sport Trust
  - sport changes lives
- Association for Physical Education
- sports coach UK
What’s your letter and number?

1 - Values                              A - Literacy
2 - Skills                              B - Numeracy
3 - Context                             C - Science
4 - Pedagogy                            D - PSHE

Eg  2  C

Developing leadership skills in science?
## Key Priority: To use PE, School sport and physical activity to impact on whole school priorities

<table>
<thead>
<tr>
<th>Actions and strategies</th>
<th>Impact and sustainable outcomes</th>
<th>Resources/Cost</th>
<th>By who</th>
<th>By when</th>
<th>Progress</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and target pupils who require support with attendance, behaviour and attitudes to learning and implement a sport for learning programme</td>
<td>PE, physical activity and school sport are contributing towards improving attendance and behaviour for targeted groups</td>
<td></td>
<td></td>
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<td>Attendance registers</td>
</tr>
<tr>
<td>Develop a whole school approach to rewarding pupils, building on sport values to improve school ethos and pupils social and moral development.</td>
<td>Pupils understand the contribution of physical activity and sport to their overall development</td>
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<td>Behaviour logs</td>
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<tr>
<td></td>
<td>School values and ethos are complemented by sporting values</td>
<td></td>
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<td>Pupil discussion</td>
</tr>
<tr>
<td></td>
<td>There are fewer instances of poor behaviour in targeted pupils</td>
<td></td>
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<td>Pupil support folios</td>
</tr>
<tr>
<td></td>
<td>Attendance has improved across the school</td>
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<td></td>
<td>Progress and attainment data</td>
</tr>
</tbody>
</table>

[Action and impact template link](#)
In order to be accountable for the funding schools need to be able to demonstrate its impact on:

- Achievement in weekly PE lessons
- Participation in competitive school sport
- Personal health and wellbeing
- Attitudes and behaviour towards learning
Prep, Plan, Implement, Evaluate

• Key priorities ➙ PE and school sport self review tool – downloadable from Youth Sport Trust website

• What and where are the connections and opportunities ➙ SDP

• Actions and strategies - What are you planning to do in order to address these priorities? – Skills, Values, Context, Pedagogy

• Impact and sustainable outcomes - What will have changed as a result of what you do for staff pupils and the school?

• Resources/cost - How will you resource this and where might there be a cost implication?

• By who - Who is the lead for this action/strategy and responsible for its successful implementation and evidencing impact?
Questions??

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Info and resources available at
www.youthsporttrust.org