

# Effective use of the Primary PE and Sport Premium



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**ACTIVE**  
SCHOOLS NETWORK



Working in Partnership  
to Develop Active  
Healthy Learners

Good Practice  
Examples

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Welcome to the first edition of the 'Effective use of the PE and Sport Premium – Good Practice Examples' booklet, aimed at providing those working within the education system with a resource showcasing best practice examples of how schools have utilised the PE and Sport Premium funding from across Derbyshire and Nottinghamshire.

This document has been produced in partnership between Active Derbyshire, Active Notts, Derbyshire Active Schools Network (DASN) and the Notts School Games Organiser (SGO) Network. With over £11 million investment from the Department for Education in 18-19 coming into Derby City, Derbyshire, Nottingham City and Nottinghamshire in the form of PE and Sport Premium this resource aims to provide schools with innovative ideas on how to use the funding to meet the five key indicators attached to the funding.

A massive thank you to all of the schools who have provided a case study for inclusion in this booklet. Whilst this booklet provides practical examples of how schools have met the five key indicators, it is important that each school carries out a self-review to help determine where best to allocate their own funding.

Active Derbyshire and Active Notts are two of the 44 County Sports Partnerships (CSPs) covering England and are part of Active Partners Trust, the umbrella organisation supporting sport and physical activity in both Derbyshire and Nottinghamshire. Both CSPs provide the strategic lead on sport and recreation across the counties of Derbyshire and Nottinghamshire respectively and are committed to working with partners to increase the number of people taking part in sport and physical activity. Both counties have their own strategy, 'Towards an Active Derbyshire' and 'Getting Active Together' (Notts). A priority group identified in both strategies is children and young people between 5 and 18 years.

Whilst the landscape varies across the counties, both Derbyshire and Nottinghamshire have a strong network of SGOs (Derbyshire Active Schools Network and Notts School Games Organiser Network). A number of districts also have retained a school sports partnership with a Partnership Development Manager by offering additional support services which schools can purchase to meet their needs in physical education, school sport and physical activity beyond the School Games offer. By working collaboratively on our shared vision of making a difference to young people through physical education, school sport and physical activity there is a huge amount of support available to schools.

Understanding the attitudes and behaviours of young people towards physical activity and involving them is fundamental in shaping any intervention within school. On a larger scale, the Active Lives Children and Young People Survey is designed by Sport England, the Department for Education (DfE), the Department for Health (DfH), and the Department for Digital Culture Media and Sport (DCMS), to gain a detailed insight into the current physical activity habits of the nation's children and young people (5 to 16). To help shape national and local funding and future policy decisions it is important that schools selected to take part in the Active Lives Survey complete it. Benefits to the school include access to a detailed report of the school's outcomes on Physical Activity and Health and Wellbeing which can be used to inform future priorities for the use of the funding.

Please do not hesitate to get in touch with Active Derbyshire, Active Notts or your local school sport partnership or SGO if you require further information or guidance on the use of the Primary PE and Sport Premium or Active Lives.

Contact details can be found on pages 22 and 23.

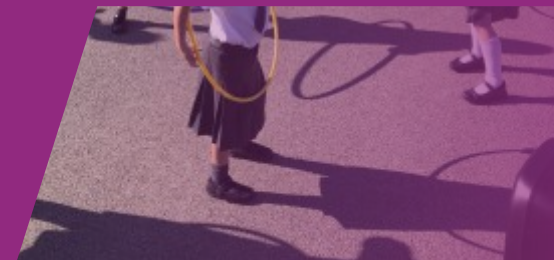
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# Primary PE and Sport Premium

KI 1 “The engagement of all pupils in regular physical activity”



# KI 1



## project aim

### Developing an active and healthy lifestyle in all children, including:

- Ensuring all children are exercising daily
- Improving the quality of PE offered so enjoyment is enhanced
- Increasing involvement in formal sports

### Activities:

- All pupils to access 2 hours high quality PE every week. Developed through coaches working alongside teachers, through staff INSET, and through improved resources.
- Wake and shake on the playground, supported by an Anomaly Board
- Fun Fit club in the mornings for identified pupils
- Lunchtime clubs supported by mini-leaders
- A range of formal sports clubs
- Big events to increase focus, such as the Mile around the Southwell racecourse

Activities were delivered by staff, external coaches, and pupils and took place in the school hall and on the playground. These activities took place before, during and after school.

## Lowe's Wong Infant School Southwell, Nottinghamshire



Age range: 4-7 years  
Numbers on roll: 168 pupils

- A larger than average school of its type
- Vast majority of its pupils are from a White British background
- The proportion of pupils with learning difficulties is below average
- Indoor and outdoor facilities are excellent

### benefits

#### Benefits for pupils...

- All pupils active every day
- Clubs are full and there is a culture of 'opting in' to things
- Pupils expectations are high
- School Council involved in playground planning and design

#### Benefits for staff...

- Staff training and development so that more staff aware of need to get pupils active and staff better trained and more empowered to deliver high quality PE
- Staff have better resources to use
- Teaching Assistants and mid-day Supervisors also included in training

#### Benefits for whole school...

- Emphasis on a 'can do' approach has whole school learning benefits.
- Pupils settle better to writing tasks after activity breaks. Concentration and coordination are improved. As a result structure of school day tweaked to encourage more play

### → KEY OUTCOMES:

- All pupils are active every day
- Clubs are full and there is a culture of 'opting in' to things
- Pupils' concentration and coordination are improved
- More parents walk to school with their children

### top tips

- **Involve the whole school body, from pupils to staff to governing body**
- **Use big events, such as orienteering and the Mile, to raise awareness**
- **Make celebration of physical achievement a regular feature of assemblies**
- **Use an Anomaly Board to encourage physical activity at playtimes, celebrate sporting successes in school, and provide information about mental health and wellbeing**
- **Share school ethos around physical activity to encourage active travel to and from school**

Fun Fit really motivates the children for the day ahead.  
Jo, Y2 parent

The dance input from Dean was really helpful. He was an amazing performer and gave us lots of ideas. He made us feel very positive about dance. Andrea, Teacher

The INSET day on Gym gave me the confidence to support those activities in lessons.  
Lynne, Teaching Assistant



## KI 1 "The engagement of all pupils in regular physical activity"



### project aim

The school wanted to ensure that all pupils are active for 30 minutes per day in school, in line with Chief Medical Officer guidelines, and to work with parents to get as many as possible active outside of school for 30 minutes a day.

As well as ensuring that the active continued to be supported, the challenge was to target those inactive, by introducing children to a new sport or a wider range of sports that ALL children could feel confident in participating in. Parents were supported by being encouraged to send in pictures showing them active with their children during the holidays.

#### Activities:

Activities included Boccia, New Age Kurling, Archery and Sitting Volleyball.

All activities were supported with an intra-school competitive opportunity and pupils were given a Passport to show their level of activity.

Virtual intra school competitions were introduced so could be completed out of school.

Activities were organised by the PE Coordinator and supported by Young Sports leaders. These took place in the school hall and on the playground during break, lunchtimes and after school. Activities also took place in the community during holidays, including opportunities for adults to take part.

## Brockwell Junior School Chesterfield, Derbyshire



Age range: 7-11 years  
Numbers on roll: 256 pupils

- Serves a mixed demographic of Chesterfield
- Vast majority of pupils are from White British backgrounds
- Pupils' attainment on entry is generally above the national average
- The school has gained numerous awards for promoting basic skills and healthy, active lifestyles and for combatting bullying

### ✓ benefits

#### Benefits for pupils...

- Pupils have increased self-esteem and confidence
- Young Leaders benefited from the experience of planning, organising and delivering a range of sports to a diverse range of children. They became more confident in their own leadership qualities
- Three Young Leaders have planned and delivered their own Multi-Sports club for year 3 as an after school club. Two of the Young Leaders went on to win the Derbyshire Sport Young Leader of the Year Award

#### Benefits for staff...

- Teachers benefited from receiving training in the new sports and now feel confident to deliver these sports to their own classes

#### Benefits for whole school...

- A more active school has been achieved, with girls participating as much as boys. More children, especially girls, have joined after school clubs
- Misbehaviour amongst boys undertaking leadership roles reduced

### → KEY OUTCOMES:

- Young Leaders have become positive role models for their peers and others and have set up their own sport clubs
- Teachers feel confident to deliver sports to their own classes after receiving training
- More children, especially girls, have joined after school clubs
- Benefits on pupil performance in core subjects, with the school achieving its best ever academic results last year
- More parents are developing an active lifestyle

I never used to be active but now I love sport and have joined every sports club this year. Rosemary, Y5 Pupil

It is fabulous to see so many children involved in so much sport, all of the time. Catherine Holmes, Headteacher

What you do at Brockwell with physical activity is outstanding, you really do know how to engage, encourage and support everyone. Parent

### top tips

- Use assembly to inspire and teach the rules of new sports to help children feel more confident and knowledgeable as to what they will take part in
- Let teachers organise the class into teams so that nobody misses out
- Pull team names out of a hat in assembly to add excitement to a competition and make it more like an official competition
- Use Young Leaders to lead activities and enable competitions to take place regularly if staff availability is limited
- Develop an activity passport to encourage a culture of activity

## Bishop Lonsdale CofE Primary School & Nursery, Derby City



Age range: 3-11 years

Numbers on roll: 240 pupils approx.



project aim

The school aimed to increase the engagement of all pupils in regular physical activity. This included involving parents and families in becoming more active with their children.

### Activities:

A whole school approach was planned to build more physical activity into the school day. The Head Teacher, Senior Leaders and Governors were supportive of the approach. All staff were involved in delivering activities. Activities delivered included:

- Active break and lunchtimes with a range of equipment available for pupils to enjoy using
- Mini Leaders programme
- Daily mile and brain gym
- Stand Up Derbyshire to build more activity into the school day
- Use of external visitors to celebrate and advocate being active
- Accessing a range of competitions, events and festivals throughout the year

To engage with parents, the school promoted a variety of opportunities to suit the parents.

- Christmas Bingo night – activity to engage parents to enjoy alongside their children
- Fruity Fitness – aerobics and free fruit in the playground
- After school Agility – active challenges
- Winter Olympics – introducing new activities such as kurling

### benefits

#### Benefits for pupils...

- Younger pupils looked up to older pupils as role models, aspiring to be a Mini Leader or representative of a school sports team
- Pupils were more motivated to be involved and fully take part

#### Benefits for staff...

- Staff enjoyed joining in with activities
- Gained more ideas of how to make lessons across the curriculum more physically active and engaging for children

#### Benefits for parents...

- Greater uptake of SATs booster lessons, including some parents that had never been engaged before

#### Benefits for whole school...

- Parents that engaged in sports events also became more engaged in their child's learning, with pupils making greater progress in maths and literacy

### → KEY OUTCOMES:

- Pupils stamina has improved remarkably
- Previously non-active children are more active when parents are engaged
- Parents have a positive attitude towards physical activity
- Pupils were more active at break and lunchtime, reducing the number of incidents and behavioural problems
- Physical literacy improved, with a noticeable link to improved handwriting
- Readiness to learn improved

### top tips

- **Know your children and their needs**
- **Keep activities simple and manageable for staff to deliver**
- **Make sure children see staff being active and taking part**
- **Keep information to parents simple with minimal wording**
- **Use external visitors to motivate children and act as role models**
- **Celebrate success in assemblies and through social media**
- **Let children find their way to shine and do something well**
- **Offer incentives to parents such as prizes, food and free childcare**
- **Don't be afraid to try something new. Evaluate the impact and change if it's not working**

We believe in the importance of giving our children as many opportunities to be active as possible and setting the examples ourselves in being active with the children, and showing how much fun it can be" Malcolm Hetherington, Headteacher

We recognise that active lifestyles play a key part in a child's development. When you walk around the school you can see that it's a busy, happy, buzzing place to be and I'm sure that's got something to do with all the physical activity and the importance the school puts on that. Emma Davis, Parent Governor



## KI 1 "The engagement of all pupils in regular physical activity"



### project aim

The school planned a holistic whole school approach to achieving 30 active minutes during the school day with the aim that all pupils would increase their physical activity levels, with the support of sports leaders and young ambassadors.

#### Activities:

- Active Curriculum delivery includes the use of active literacy and Maths of the Day for numeracy. Curriculum delivery, additional to 2 hours of PE, has included Yoga, dance and fitness sessions. The school curriculum also includes Forest schools
- Every day each class accesses Maths of the Day, BBC Supermovers, physical literacy and Premier League Primary Stars. These are supported by class teachers and teaching assistants
- Young leaders were trained within the first term to provide them with the skills and knowledge to be able to support the delivery of activities. Young leaders deliver 15 minutes of daily circuits in the playground or classroom, working on a rota basis. This Girl Can ambassadors lead dance sessions two morning breaks a week for pupils to join in
- All pupils are encouraged to join in the school running club in the village
- The school organised a family fun health day which involved parents taking part with their child in Maths of the Day, sports activities, nature trails and smoothie making. Every family received a pack of information on active learning and healthy eating websites they can access at home and local sports clubs the pupils could join
- After school clubs included Nordic walking, Orienteering and woodland walking alongside dodgeball, hockey, cricket and athletics

## Mapperley Primary School, Ilkeston, Derbyshire



Age range: 4-11 years  
Numbers on roll: 65 pupils

- Mapperley is a much smaller than average-sized primary school
- The proportion of pupils who have special educational needs and/or disabilities is much smaller than average
- The proportion of pupils who are disadvantaged is much smaller than average
- Lack of outdoor space



### benefits

#### Benefits for pupils...

- Pupils grew in confidence and improved their concentration, through sport, which can transfer to the classroom to influence their academic achievement, as well as the many health and psychological benefits

#### Benefits for staff...

- Staff benefits included greater focus on CPD for PE & Sport, building their confidence in teaching PE and developing their skills, and understanding

#### Benefits for parents...

- Parents have been signposted by school to clubs and groups outside of the school day, that pupils have gone onto join

#### Benefits to whole school..

- Learning has become more active with resources and active strategies being used by staff throughout the curriculum

### → KEY OUTCOMES:

- All pupils increased their physical activity levels
- Pupils have gone on to join clubs and groups outside of the school day
- School achieved the Platinum School Games Mark (one of the first in Derbyshire)
- Pupils grew in confidence and improved their concentration



Everybody enjoys PE and Sport at Mapperley School. Everyone has their own sport that they can be good at and enjoy, because we do so many different sports here.  
Callian Duro, Pupil.

Mapperley offers a wide range of sporting activities through PE and extra-curricular clubs. They take part in many sporting competitions throughout the year. Alongside the sports they also promote healthy lifestyle choices and well-being, which the whole family can get involved!  
Amy Blake, Parent.



### top tips

- Think of the big picture for your school. What clubs can you involve locally?
- Ask your pupils what sports they would like to experience and involve them in the planning
- Give more responsibility to your pupils. Use your Sports Ambassadors, young leaders and volunteers to plan, organise and lead activities in both curriculum time and playground time
- Involve the whole school in activity at the same time, it will then be more likely that all pupils take part and the session time becomes routine
- Build positive relationships with other community organisations which may have additional space that you can utilise, e.g church or parish council buildings



# Primary PE and Sport Premium

KI 2 "The profile of PE and sport is raised across the school as a tool for whole school improvement"



# KI 2



KI 2 "The profile of PE and sport is raised across the school as a tool for whole school improvement"



## project aim

- To promote healthy lifestyle choices
- To inspire achievement in sport at any level
- To ensure all children are proficient in the fundamentals of sport
- To provide opportunities for children to develop skills so they can play a variety of sports
- To provide the children with self-esteem, confidence and self-belief

### Activities

Active lessons included....

#### English

- Phonics and spelling trails including travelling on balance bikes
- Story-telling relays

#### Maths

- Telling the analogue time by being the hands of the clock on the playground
- Using large outdoor co-ordinates grid to find objects

#### History/ Geography

- Local history topics linked to past and present sports stars in the locality to stimulate inspiration for an activity
- Fact finding picture orienteering – all subjects possible – using map reading skills

#### Computing

- Interpreting code using PE equipment and symbols for different movements

## Palterton Primary School, Bolsover, Derbyshire



Age range: 4-11 years  
Numbers on roll: 95 pupils

- The school is smaller than the average-sized primary school
- Based in an ex-mining community which has led to economic and social deprivation
- One of the highest percentage of obese Reception children (ranked 8th out of 45 areas in the East Midlands)
- No indoor hall space



## benefits

### Benefits for pupils...

- Grown in confidence and self-belief
- Improved their attitudes to learning
- Increased their participation across the curriculum
- Changed their self-perception
- Improved focus and motivation

### Benefits for staff...

- All school staff are now on-board with the challenge of being active as they have seen the benefit for the children.
- Teachers are now enjoying being more imaginative and creative in their ideas

### Benefits to whole school...

- In a survey with the school children 89% said they agreed with the statement "I prefer an active school"
- Investment in a range of resources to broaden opportunities for cross-curricular ideas

### → KEY OUTCOMES:

- All school staff are now on-board with the challenge of being active as they have seen the benefit for the children
- Pupils have grown in confidence and self-belief
- Pupils have improved their attitudes to learning, with improved focus and motivation



The conclusion has been that any learning can be presented in an active way. Identifying the direct impact of this compared to the same learning presented in an inactive way is not easy but the increase in active lessons has correlated with improved attainment and learning behaviours.  
David Whittaker, PE Lead



## top tips

- **Gain support from the Head Teacher and Senior Leaders to help drive the purpose and decision making without which the focus could be diluted**
- **Get commitment from all staff to reflect on their teaching to ensure the quality of the learning for the children**
- **Use relay type games and orienteering trails which lend themselves easily to any subject content**
- **Links to specific sports are most productive, such as golf as the opportunities for maths links are strong and purposeful**

## Shelton Infant School, Derby City



### project aim

#### To develop pupils' core stability and accelerate academic progress for targeted pupils.

The school linked with Derby City Council and Derby City School Sport Partnership to form a 'Physical Literacy Partnership'. The partnership identified a problem with children not achieving their normal developmental milestones due to poor physical literacy skills. It was also felt that this could be impacting upon academic progress and also resulting in unsustainable levels of physiotherapy service referrals.

#### Activities:

- Children in Reception are assessed at the beginning of the year and again at the end of the year and a programme of activities is delivered to pupils using outdoor provision on a rolling programme throughout the year
- All Year 2 pupils are assessed against 19 Normal Physical Milestones (NPMs). Children achieving a score of 14 or fewer undertake a daily 10 minute core stability exercise programme over a period of 6 weeks before being reassessed against the NPMs

This programme is delivered by teaching assistants. Progress is analysed and correlated against academic progress in writing.



Age range: 3-7 years  
Numbers on roll: 262 pupils

- Inner city school
- The proportion of pupils eligible for free school meals is above national average
- Most pupils are from white British backgrounds
- The proportion of pupils who have special educational needs and/or disabilities is slightly below average
- Ofsted rating: Outstanding

### ✓ benefits

#### Benefits for pupils...

- Data has repeatedly shown a significant proportion of children who take part in the programme have accelerated their progress in writing
- Historically, more boys have taken part and it has had a profound impact on the progress of their writing results
- Evidence also suggests that disadvantaged pupils benefit greatly from the intervention
- In 2016/17 31 pupils participated in the intervention and upon reassessment 24 pupils (77%) achieved the required threshold (8/9 girls and 15/22 boys)

#### Benefits for whole school...

- Academic progress made included:- 64% of participating boys (14) made better than expected progress in writing during the year, compared with 44% of participating girls (4). (2016/17).- Out of a total of 19 boys in the Year 2 cohort who made better than expected progress, 14 of these boys participated in the programme (2016/17)

#### → KEY OUTCOMES:

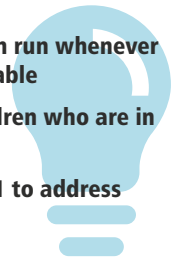
- SEND pupils have made great gains academically and physically as a result of their participation in the intervention programme
- A significant number of children undertaking the intervention programme have seen accelerated progress both academically (especially in writing) and physically when assessed against the National Physical Milestones

The physical literacy intervention programme has particularly benefitted our Year 2 pupils because targeted groups of pupils, including boys and disadvantaged pupils, have made accelerated progress in writing whilst also developing their core stability. The children enjoy the structure and the frequency of undertaking the exercises which form the essence of the intervention programme.  
Anthony Leigh, Head Teacher



### top tips

- **Train several staff members to ensure programmes can run whenever possible and are not hampered by staff being unavailable**
- **Deliver the programme twice a year to ensure all children who are in need of the intervention programme can benefit**
- **Develop physical literacy through reception and year 1 to address physical development milestones**



KI 2 "The profile of PE and sport is raised across the school as a tool for whole school improvement"

## Whitemoor Academy Nottingham City



**To develop the curriculum offer, to increase engagement of pupils in numerous aspects of school life. From this engagement, the school hoped to see improved attendance, behaviour and academic outcomes.**

### Activities:

- Created a vision that all children and staff bought into, based around their Time Opportunity Passion (T.O.P.) model
- Employed a PE School Sport Specialist teacher to work alongside (and influence) other teachers within the school
- Worked in close partnership with Notts County Football in the Community:
  - Provided PLPS Reading Stars sessions, targeted at reluctant readers
  - Ran whole school poetry events linked to the PLPS Writing Stars competitions
  - Delivered Play Maker Award to Year 6 pupils, who will then run all intra-school events
  - Ran a 'Girls Active' club at lunchtimes
- Supported development of Dance delivery through mentoring programme
- Developed an 'achievement model' based on Provision, Enhancement, Enrichment



Age range: 3-11 years

Numbers on roll: 470 pupils approx.

- Is a larger than average-sized primary school
- Over 80% of pupils enter school below where they should be in terms of physical development
- 40% of pupils leave school being identified as overweight or obese
- Whitemoor is amongst the 10% most deprived neighbourhoods in England
- A third of all pupils are eligible for free school meals (above the national average)
- The proportion of pupils from minority ethnic backgrounds is also above average
- Over 30% of the school's pupils speak English as an additional language

### ✓ benefits

#### Benefits for pupils...

- Attendance rose by 2% and 'missed plays' (as a result of incidents of poor behaviour) fell by 16%
- Engagement with competition has increased and bought more success (top of School Sports Nottingham medal table in 2016 and 2018)
- Pupil engagement and progress in PE has improved year on year
- Curriculum swimming attainment figures have been raised significantly
- Behaviour is improving for individuals and as a whole school

#### • Benefits for whole school...

- The school gained national recognition for the work they were doing -achieving the afPE Quality Mark with Distinction (first school in Nottinghamshire)
- Recently awarded the YST Gold Quality Mark
- Achieved School Games Mark Gold several times (first in Nottingham City)

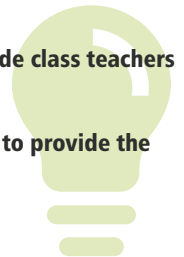
### → KEY OUTCOMES:

- Attendance rose by 2% and 'missed plays' (as a result of incidents of poor behaviour) fell by 16%
- Curriculum swimming attainment figures have been raised significantly, With 35% of pupils able to swim 25m+
- Behaviour is improving for individuals and as a whole school
- Percentage of pupils enjoying PE increased from 41% to 92%
- A number of boys made accelerated progress in reading (at Y6 tests)

### top tips

- **Gain support from the Head Teacher and Senior Leaders**
- **Engage all staff with the vision**
- **Employ a PE Specialist to work collaboratively alongside class teachers**
- **Believe that PE and sport is important in its own right**
- **Build strong relationships with external organisations to provide the school with appropriate support and challenge**

Whitemoor's approach has led to raised levels of engagement and achievement across the school. They have been hugely successful in developing all children's physical literacy and social skills through PE and Sport and, as a result of this, have increased esteem, attendance, behaviour and academic attainment.  
Pete Bevington, Leader of Enhancement and Enrichment for SHINE Multi Academy Trust



# Primary PE and Sport Premium

KI 3 "Increase confidence, knowledge and skills of all staff in teaching PE and sport"

# KI 3





## Roe Farm Primary School, Derby City



Age range: 3-11 years  
Numbers on roll: 442 pupils



### project aim

Roe Farm wanted to enhance the skills of their teachers within PE so shaped a CPD programme to focus on improving confidence to teach and plan high quality PE lessons.

Senior leadership team supported the need for investment in Physical Education training to overcome these challenges.

Whole school agreement to provide:

- CPD and training
- Develop a PE Team
- Introduce appropriate initiatives and programmes

### Activities:

- Mentoring programme provided for all staff
- Curriculum resources purchased to ensure a consistent approach and equip teachers to deliver PE lessons
- Assessment Toolkit developed using a head, heart, hands approach to effectively assess PE
- PE Team completed the following qualifications:
- Level 3 Certificate in Supporting the Delivery of PE and Sport
- Level 5&6 Qualification in PE Specialism and Subject Leadership

### benefits

#### Benefits for pupils...

- Return to 2 hours of PE curriculum time for all pupils
- Pupils enjoy participating and are making progress in PE
- Increased attendance
- Attainment has improved
- Profile of PE has increased

#### Benefits for staff...

- PE Specialists now trained and in post to effectively support teachers
- More consistent approach to delivering PE lessons across the school
- Ofsted inspection highlighted the strength of the PE provision
- Increased knowledge, confidence and skills to deliver high quality PE lessons
- Better behaviour control
- Results from Professional Learning tracker showed 14 teachers who had been mentored and trained had increased confidence to teach PE effectively in all aspects of their training

### → KEY OUTCOMES:

- Ofsted inspection highlighted the strength of the PE provision
- Increased attendance
- Better behaviour control
- Attainment has improved
- PE Specialists now trained and in post to effectively support teachers

- The school is larger than the average-sized primary school
- The majority of pupils are from White British backgrounds
- The proportion of disadvantaged pupils is well above average
- The proportion of pupils who have special educational needs and/or disabilities is below average

Leaders use the primary school physical education (PE) and sport premium funding well to develop pupils' skills and to improve the overall quality of teaching. Ofsted, 2017

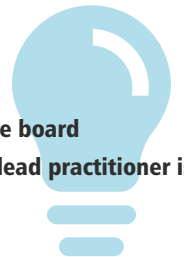
The Level 5/6 Qualification has enabled me to progress my own abilities in teaching and learning but also to focus on my wider school role as a subject leader. Matt Davenport, Deputy Headteacher

PE is important because it helps us to be healthy and learn to work with other kids you may not normally.

Year 6 pupil

### top tips

- **Harness the passion and determination of staff**
- **Gain senior management support**
- **Engage with the whole school to gain buy in across the board**
- **Inspirational leadership from the PE co-ordinator and lead practitioner is key in increasing staff confidence**



## Model Village Primary School, Shirebrook, Derbyshire



Age range: 4-11 years  
Numbers on roll: 257 pupils



project  
aim

PE was identified as a weak subject with a lack of teacher confidence in delivering high quality PE, leading to a lack of motivation in the subject.

**The approach aimed to improve the quality of PE delivery by staff across the school by bringing in a Lead Practitioner for one day a week to support PE lessons and build knowledge and confidence of staff delivering the subject.**

### Activities:

PE delivered by Lead Practitioner (PE Specialist) one day a week, working alongside teachers to upskill them.



### ✓ benefits

#### Benefits for pupils...

- Improved physical development of all children. Improvements in diet, fitness and body image
- Pupils enjoy participating and are making progress in PE
- Improved attainment in PE

#### Benefits for staff...

- Staff have gained knowledge and feel more confident to deliver PE lessons
- More consistent approach to delivering PE lessons across a range of activities

#### Benefits for whole school...

- Profile of PE has increased
- Participation and success in cluster and SSP activities has increased
- The 'I can do it' approach developed by the Lead Practitioner has had knock-on effects in other lessons
- The practice has also been shared with other local schools and university students who have observed as part of their PE specialist teacher training

### → KEY OUTCOMES:

- Improved physical development of all children. Improvements in diet, fitness and body image
- Staff feel more confident and motivated to deliver PE lessons
- Participation and success in cluster and SSP activities has increased

- The school is in an area of social deprivation
- There is a higher proportion of girls in most classes
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is higher than average
- The proportion of pupils for whom the school receives the pupil premium is above the national average



We love PE lessons and look forward to them every week, they are great fun.  
Year 5 pupil



The 'I Can do it' philosophy has been adopted across the school with great benefits on learning for all pupils.  
Alan Brown, Headteacher



Confidence in staff to deliver HQ PE has increased over a number of years. Their knowledge of the subject and ability to apply that knowledge has improved immeasurably. Megan Kerry, PE Coordinator

### top tips

- **Gain input from a PE specialist, which can prove invaluable in developing both pupil and staff confidence to deliver high quality PE**
- **Support teachers on a 1-2-1 basis in their own school, with their own pupils**
- **Use a delivery style which guides teachers to gradually take ownership of the PE lessons**



## Primary PE and Sport Premium

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

# KI 4



## Tibshelf Infant School, Tibshelf, Derbyshire



Age range: 3-7 years  
Numbers on roll: 183 pupils



### project aim

The school decided to organise a whole school sports activity inclusion day. The approach aimed to show to pupils what could be achieved irrespective of one's disabilities and to develop staff awareness and confidence in delivering PE to all pupils.

#### Activities:

A wide range of activities were delivered including boccia, wheelchair basketball, blind football, wheelchair tennis, new age kurling, cycling, and table tennis.

All pupils took part in all activities as they were delivered on a carousel basis across the whole school day. They were joined by Paralympic athletes during the day, acting as inspirational role models. On the day normal lessons were suspended and activities were delivered in curriculum time, starting with a whole school assembly led by the athletes.

It has become an annual event and will be experienced by all pupils 3 times before they leave the school in reception, Year 1 & Year 2. In 2019 every activity will be delivered by a disabled athlete.

### ✓ benefits

#### Benefits for pupils...

- Raised awareness of disability issues; greater tolerance in accepting disability as the norm; in not seeing the disability, but seeing the person behind it  
Children now ask for boccia as a whole school activity
- Vertical, not class groups helps improve confidence especially around transition. It is now used in other whole school days
- Improved self-esteem

#### Benefits for staff...

- Improved confidence to deliver back in school. Sessions continue to be delivered by staff even though the agencies have now been removed.
- Broadened their awareness of what high quality inclusive PE looks like

#### Benefits for Parents...

- Wider acceptance of disability and engaging with parents of children with a disability, who now accept the importance of such activities as part of the growing up process

### → KEY OUTCOMES:

- Pupils have improved self-esteem
- Wider awareness of inclusion and disability, resulting in greater tolerance

- The proportion of pupils from minority ethnic backgrounds is much lower than the national average
- The overall percentage of pupils who have special educational needs and/or disabilities is around half the national average



The benefits of this day are so great that I am committed to it continuing even if the Sport Premium funding were to disappear.  
Zoe Andrews, Head Teacher



Days such as the whole school sports activity day are great for the children to have amazing experiences and give positive messages.  
Parent



The day provides a positive, caring and supportive environment for all the children to achieve their best.  
Parent

### top tips

- **Utilise high profile deliverers / role models such as Paralympians if possible to make this engaging and memorable for children**
- **Plan well in advance to ensure high quality deliverers**





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



project  
aim

## Sparken Hill Academy, Bassetlaw, Nottinghamshire



Age range: 3-11 years  
Numbers on roll: 515 pupils

- The school is a larger-than-average primary school serving an area of north Nottinghamshire
- The proportion of pupils known to be eligible for free school meals is above average
- The majority of pupils are from White British backgrounds

The school aimed to embed sports leadership in school, ensuring it became key in supporting and developing opportunities for pupils to be healthy, active and competitive. It also aimed to increase the offer to pupils to take part in physical activity.

### Activities:

- Appointed School Sports Crew, Sports Ambassadors and Dance Leaders, across the houses and year groups, to develop appropriate role models
- Take 5 Ambassadors and Playground Leaders
- Provided training to develop leadership skills, confidence and self-esteem
- Involved leaders in curriculum delivery, competitions, officiating and blogging.
- Leaders created personal challenges zone at lunchtime
- House competitions were led by class teachers related to the PE curriculum
- Leaders supported by mid-day staff deliver active lunchtimes which included skipping, balances, pop lacrosse, table tennis, badminton and archery
- Additional events planned, such as a house swimming competition (for selected pupils)
- Leaders choreographed and videoed dances so the teachers can use in lessons relating to the class topic e.g. 'Around the world' 5 different dances have been created



### benefits

#### Benefits for pupils...

- 100% of pupils are engaged in the house competitions
- All pupils engage with lunchtime activities across the school week
- Lunchtime behaviour has improved and goes well without many incidents
- Sports Leaders are role models around school, promoting health, wellbeing and the benefits of physical activity
- Increased participation in sports clubs, active lunchtime activities and competitive house sport

#### Benefits for staff...

- Staff encouraged to take part in activities including doing a staff 'couch to 5k'
- Increased number of staff taking on after school clubs
- Staff CPD offered e.g. Teaching assistants taking basketball and gymnastics coaching courses to support after school club

### → KEY OUTCOMES:

- Increased participation in sports clubs, active lunchtime activities and competitive house sport
- Increased number of staff taking on after school clubs
- Lunchtime behaviour has improved

### top tips

- **Get staff involved for their own wellbeing such as the Couch to 5K. This helped as they understand the benefits of an active lifestyle**
- **Reward and show appreciation to the staff for their support**
- **Select young leaders based on the key skills needed for the school and what provision is needed**
- **Select young leaders from all year groups to ensure they are relatable role models**
- **Making exciting announcements in assembly to whole school which raises the profile of activities**



At Sparken Hill we aim to deliver the best possible sporting experiences for the young people at our school. There are a whole range of educational, health and wellbeing benefits from delivering high quality PE and school sport, and we see on a regular basis that when it is delivered well it can transform the lives of all pupils.

Richard Lilley, Principal

## Blidworth Oaks Primary School, Mansfield, Nottinghamshire



As well as ensuring that the active continued to be supported, the challenge was to target disadvantaged pupils by introducing children to a new sport or a wider range of sports through an extensive after-school club programme. It targeted the least active pupils with the help of the School Sports Crew, who set up a buddy system to get them involved and ran this at lunchtimes every week. These pupils were then supported to join the after-schools clubs.

### Activities:

Activities included Martial Arts, Handball, Boccia, Golf, Multi-skills at Foundation and KS1, and more traditional activities such as dance, football and cross country.

Clubs took place before school, at lunchtimes and after-school. All clubs are then supported by a half termly inter-house competition to give those attending clubs the chance to compete within school.

This competition programme is organised by the School Sports Crew with the support of the PE Coordinator and After-School Club Coordinator.



Age range: 2-11 years

Numbers on roll: 320 pupils approx.

- The proportion of pupils from minority ethnic groups is well below average
- The proportion of pupils known to be eligible for the pupil premium is almost double the national average
- The proportion of disabled pupils and those who have special educational needs supported through school action, is almost double the national average
- Pupils' attainment is generally below the national average

### ✓ benefits

#### Benefits for pupils...

- More children have joined after school clubs
- Pupils taking part have developed their skills in a range of sports they may not otherwise have tried and seen their self-esteem and confidence grow
- Young Leaders have benefited from the experience of planning, organising and delivering activities at lunchtimes. Becoming more confident in their own leadership qualities and being role models for their peers and others

#### Benefits for pupils...

- A more active school has been achieved, with an increase in the engagement of less active young people (girls as much as boys)
- The benefits on pupil performance from less active children and more able but highly disadvantaged pupils, is being monitored

#### Benefits for parents...

- More parents are becoming involved, actively supporting after school clubs

### → KEY OUTCOMES:

- More children have joined after school clubs
- A more active school has been achieved, with an increase in the engagement of less active young people
- More parents are becoming involved, actively supporting football and rugby after school clubs
- A golf team emerged from an after-school tri-golf club which won an SSP event

Introducing boccia and handball has made less active children realise that they can get involved and achieve.  
PE Coordinator

I love that my ideas are carried out in school, it makes me feel important.  
Year 6 Sports Captain

It has helped me to learn new sports that I hadn't heard of before and I try to give lots of different pupils a turn in the teams.  
Year 6 Sports Captain

### top tips

- **Ensure a breadth of young people involved across all year groups**
- **Engage with the least active**
- **Utilise a School Sports Crew / leaders in getting their peers active**



# Primary PE and Sport Premium

// KI 5 "Increased participation in competitive sport"

# KI 5



## Chaucer Junior School, Ilkeston, Derbyshire



Age range: 7-11 years  
Numbers on roll: 232 pupils



### project aim

**The school aimed to increase inter house competitions to provide all pupils with competitive opportunities.**

#### Activities:

During National School Sport Week in June, the school offered an inter house competition alongside other activities. Staff and pupils thoroughly enjoyed the competition and decided that this type of competition should be offered more regularly in school.

A timetable was drawn up in conjunction with the young sports leaders and ambassadors.

The competitions were timetabled during the school day, ensuring all staff were involved. The events were supported by the PE Teaching Assistant. The timetable of events included paceball, athletics and benchball. The pupils worked as a team with others they wouldn't usually work with. The groups were mixed ability.

The school are also trialling the 'Eddies Miles' There are class prizes each term for the most miles ran by a class. The pupils are developing skills though this challenge as the miles are self-monitored by entering their scores in their school planners.

The school has also engaged with families on a school race for life event.

### ✓ benefits

#### Benefits for pupils...

- 100% of pupils have been involved in the inter house events
- Level of participation for competitions entered this year at Level 2 has risen from 35% to 68%
- Level of participation for competitions entered this year by Pupil Premium Children at Level 2 has risen from 21% to 50%
- Level of participation for competitions entered this year at Level 1 has maintained at 100%
- Y5 and 6 Boys have had a mentor and won the Quad Kids final which has helped to raise the self-esteem of particular boys and reduced behavior incidents

#### Benefits for staff...

- All staff have supported and worked with their classes in each of the challenges which has supported their professional development in PE as well as helping to develop a rapport with pupils

### → KEY OUTCOMES:

- An improved sense of belonging and ownership of the activities from the pupils increased participation in lunch time and after school clubs
- 100% of pupils have been involved in the inter house events

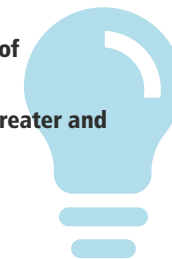
- The school is an average-sized junior school
- Most pupils are White British
- The proportion of disadvantaged pupils is above average
- The proportion of pupils who have special educational needs and/or disabilities is average



We have used our funding to engage pupils and help them develop important life skills such as resilience, respect and happiness. Children value the importance of a healthy lifestyle and are keen to improve their personal bests in sport using a more resilient approach. We are proud that we have increased the percentage of children participating in competitive sport. Anna Upton, Headteacher

### top tips

- **Link with whole school priorities such as working with targeted groups**
- **Engage with pupils at the start so they have a sense of ownership**
- **Deliver the offer as a whole school so the impact is greater and there is no option to opt out**





## King Edward Primary School, Mansfield, Nottinghamshire



Age range: 3-11 years  
Numbers on roll: 477 pupils



project  
aim

**Ensure every pupil, by the time they reached Year 6, had represented the school in a sporting activity. Increase the number of pupils engaged in personal challenges.**

### Activities:

- Personal Best lunch time challenges – intra school competition. Young leaders trained (18) to work to deliver a personal best challenge each day and help with KS1 club
- Attending more festivals and competitions and ensuring all pupils represent the school
- Competitions and festivals are held during the school day, when the class teacher usually takes a whole class, and after school when the PE co-ordinator takes the team
- After school sports club every night with clubs relating to the competition calendar. Clubs delivered by staff and local clubs
- Taking pupils to appropriate events to allow them to thrive, such as a specialist SEN or a festival for inactive low confidence pupils offered by the local college and School Sport Partnership
- Festivals for table tennis and badminton are always good to be involved in as they offer an opportunity for those not interested in the traditional sports

### ✓ benefits

#### Benefits for pupils...

- Celebration of all participation achievements within school
- Pupils skills improved through the experience and some developed an interest in a new activity
- Pupils have returned to school after appointments to enable them to take part in events
- The events have been used to ensure that pupils know they must behave otherwise they don't get to attend and also those with low attendance

#### Benefits for staff...

- Staff have benefited from professional development opportunities through attending events and learning from the deliverers
- School has improved its Silver school games mark to Gold this academic year

### → KEY OUTCOMES:

- Young leaders trained to work in groups to deliver a personal best challenge each day and to help with KS1 club
- Pupils have attended more festivals and competitions, ensuring all pupils represent the school, with 45 events attended in more than 15 different sports
- School has improved its Silver school games mark to Gold

- The school is larger than the average-sized primary school
- Most pupils are White British
- The proportion of disadvantaged pupils is average
- The proportion of pupils who have special educational needs and/or disabilities is well below average



Our ethos is to help children reach their full potential. By providing so many sporting opportunities, we help children discover many undiscovered talents. It is wonderful to see children becoming confident and enthusiastic competitors with a sense of fair play and appreciation of others. Our excellent sports coach can feel proud that so many children attend her after school clubs and wish to participate in competitions.  
Sue Bridges, Headteacher



Leaders make appropriate use of the school's PE and sport premium funding. This has led to the introduction of numerous sports clubs and increased pupils' access to competitive events.  
Ofsted, July 2017

### top tips

- **Build a strong relationship with the School Sport Partnership**
- **Develop links with local clubs to enable them to support delivery in schools**
- **Share with parents through assemblies and newsletters about what has happened but more importantly what is happening the next term.**
- **Use young leaders to deliver the sessions as they are such good role models**
- **Site staff, support staff and class teachers were an important support particularly when taking groups and classes to events**



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DERBYSHIRE

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There is a wide range of resources, programmes, products and providers operating across Derbyshire and Nottinghamshire. The CSPs do not have a preferred supplier list and therefore encourage schools to make appropriate checks to ensure school needs and standards are met. Alternative providers in addition to those referenced in the case studies are available.

Please contact your School Games Organiser / Partnership Development Manager or CSP for further support and guidance.