Primary PE & Sport Premium- Case Study of Effective Practice

Brocks Hill Primary School

Whole School Improvement

Name: Michelle Walton
Role within School: Head Teacher

Context
- Brocks Hill is a 10+ primary school (Foundation Stage to Year 5) with 372 pupils.
- Amount of funding received: £9500.
- P.E. and sport was valued at the school prior to this funding however it was not specifically designated as a tool for whole school improvement.

Actions
- Membership of South Leics. Sports Partnership which has included; subject leadership development, staff CPD and learning and assessment in P.E.
- Specialist external provision: two fitness training initiatives targeting vulnerable pupils aimed at developing their fitness, coordination and concentration.
- Inclusive/special needs activities including staff CPD and events.
- Small-group interventions (including Meaningful Movement, Big Moves, Energy Club) targeted children with additional needs (including obesity, poor physical development, fine and gross motor skills, coordination, stamina, attendance etc.)
- House system: developed for the first time, with funding providing trophies etc.
- Staff training and purchase of resources for several new sports.
- The role of P.E. in whole-school improvement is now embedded, with staff understanding the connection between development of core academic skills & physical skills, particularly in literacy. Cross-curricula work is in place e.g. writing assignments based on competitions or other sports experiences.

Impact
- Informal teacher assessments indicate that achievement in P.E. lessons has significantly increased now that systems of work are fully embedded.
- Participation in competitive school sport has increased greatly, from very little previously to an extensive programme of internal and external competitive events including inter-house and inter-school tournaments and special needs events.
- Numbers of children participating in after-school sports clubs have increased by 55% over last year, including significantly more children receiving pupil premium.
- Pre-school interventions in particular have created a much greater readiness to learn when the school day begins in target children.
- Special events such as the inclusive sports day have been received with great enthusiasm and added a great deal of value for all children in terms of their wider understanding of disability and inclusion.
- Significant improvements especially in concentration, behaviour and motivation among target children. High standards of achievement and progress are being maintained.
- Teacher confidence has greatly increased following enhanced CPD opportunities. All staff recognise the benefits of involvement in PE and sport and CPD opportunities are being taken up enthusiastically, including swimming and tennis coaching.
- The adoption of the house system has generated great enthusiasm for participation and success in sport. Points are awarded for winning but also for progress and effort.

Quote
“PE is brilliant because girls can do football and there are a lot more competitions now” (Year 5 girl).

“We get to do a lot more different sports now, not just the ordinary sports, and we want to have even more unusual sports to try.” (Year 4 boy).