AWARD WINNERS

Celebrating the best uses of the Primary PE & Sport Premium across Yorkshire
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This is the second year of the Yorkshire PE and Sport Premium awards.

Building on the success from last year, 2017 saw even more schools apply with increasingly innovative and valuable ways of improving PE and Sport for pupils in our primary schools.

The Government’s vision of the PE and Sport Premium is that “all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”

The PE and Sport Premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils and help schools to achieve self-sustaining improvement in the quality of PE and sport in primary schools.

All schools from across Yorkshire and Humber had the opportunity to submit best practice case studies demonstrating the impact of the PE premium grant in five category areas.

- Pupil engagement in physical activity
- Whole school improvement
- Upskilling staff
- Broader sporting experience
- Increased participation in competitive sport

The 2017 Yorkshire PE and Sport Awards recognises schools that have innovated and endeavored to provide improved outcomes for pupils using the Primary PE and Sport Premium grant. They are designed to showcase best practice in PE and School Sport in the region with national experts in education and sport on local and regional judging panels. They are a collaborative project delivered by the three Yorkshire County Sport Partnerships: North Yorkshire Sport, Active Humber and Yorkshire Sport Foundation with support from the National Partners (Sport England, Association for Physical Education, County Sports Partnership Network, Sports Coach UK, UK Active and Youth Sport Trust).

This year is the first time that winners from the Yorkshire awards will represent the region at the new National Primary PE and Sport Premium Awards. We wish our representative schools the best of luck!
WHAT WAS THEIR PROJECT AND HOW DID THEY DO IT:

After consultation with school governors, staff and School Council we aimed to improve the fitness levels of both staff and pupils.

The school already had a heart line marked out on the yard, and used the Runtastic App to measure out a variety of routes. Pupils and staff were encouraged to walk, jog or run a route every day. The daily mile happens at each teacher’s discretion and has worked to combat a lack of attention and concentration in class. Our Mile is inclusive; one pupil in a wheelchair brings in her walking frame and has developed her walking distance. Now having trialled the Daily Mile, the School Council and PE Council members with support from the staff have added incentives including special assemblies where certificates and medals are given out to the most improved individuals. Competition has also been introduced along with a parents physical activity club.

WHY THEY KNEW THIS PROJECT WAS REQUIRED:

We wanted to develop the children’s fitness, increase concentration and improve levels of attainment. We also want every child to represent the school in at least one sport and having more inter school competitions prepares the children for this. We are also aware of the importance of nutrition as well as physical activity to create a healthy lifestyle.

ABOUT THE IMPACT INCLUDING EVIDENCE:

We now achieve 100% participation in physical activity every day by both staff and pupils. Improvements have also been noted in levels of fitness, improvement in running styles & more children in the School Games Cross Country teams. Due to the combination of the daily mile & our active playground activities, behavior has improved. Attendance has continued to improve and is exceeding the National Target. Every member of staff has commented on the improved levels of concentration after the pupils have completed their Daily Mile.

The impact of all this activity is that the staff & pupil participation levels rose to 100%
WHOLE SCHOOL IMPROVEMENT

St Theresa's Catholic Primary School

What was their project and how did they do it:

We have been involved in a number of activities to support Sports and Physical Development at our school through the Leeds’ Active Schools’ Programme. This has raised our participation levels in many disciplines including Sportshall Athletics, Football, Netball and skipping to name a few.

We have used our Sports Premium grant to employ a ‘bespoke PE teacher’ across our feeder and High school and she has worked tirelessly with all our schools to improve both sporting outcomes and participation levels. As a result of our use of the funding we have not only become city wide champions in multiple disciplines but also County champions in U11 football (2016) and represented Leeds in the West Yorkshire Sportshall Athletics finals in 2015 and 2016; being placed in the top two schools in both years and now we have just qualified for the 2017 finals. We have created a culture around Team Theresa’s that gives ALL our children a sense of determination and passion about sport which is infectious and very powerful.

Why they knew this project was required:

Our young people come from a variety of socio-economic and ethnic backgrounds in East Leeds. Many come from what we term hardworking working class backgrounds with many receiving Pupil Premium funding. Our commitment to sport and physical development for all has transformed our school and our children now have a real sense of pride in their school, themselves and their achievements. This has had a positive impact on all aspects of school life including attainment, progress and personal growth.

About the impact including evidence:

The impact has been huge and was recognised in the inaugural Leeds’ Schools’ Active Schools’ Awards Ceremony in Autumn 2016 where we were awarded the prize for Whole School Impact through PE and Sport. Our progress measures in Reading and Maths place us in the top 10% of schools nationally for all our children as well as for those who are receipt of the Pupil Premium funding. This is clearly evidenced in the impact statement. Our boys’ attainment is well above national in all areas. Our girls also do very well in comparison to their national peers. We believe that the work we have engaged in since the 2012 Olympics has had a transformational impact on our school, not just its results, but also the culture within the school. Our young people believe in Team Theresa’s and constantly strive to improve, refine and develop their skills so as to work hard and compete at the highest levels possible. Our staff believe in and inspire our young people to greatness.

This all began with our first Olympic Week back in 2012. The legacy of those magnificent games has transformed our school and its young people. Since that time we have gone on to promote sport and PE and encourage our youngsters to achieve great things. The knock-on effect has been amazing and I truly believe that our commitment to sport and physical activity has been the catalyst for our school’s current levels of success in all aspects of school life. I am immensely proud of Team Theresa’s.

MR JOHN HUTCHINSON
HEADTEACHER
WHOLE SCHOOL IMPROVEMENT

Michael Syddall CofE (Aided) Primary School

What was their project and how did they do it:
Our project aim was to have a positive effect on each of the aims of the PE and Sport Premium and has been approached with the intention of having a lasting impact on the school community.

The journey the school has been on over the last 18 months has transformed PE and Sport from an under-performing area to an over-performing area with many of the whole school improvement areas benefitting from this work. In 2016, one of the many things we did was to become a level 3 member with the YST. We used this to access the Primary Edge programme which focuses on 5 key life-long skills (leadership, organisation, resilience, initiative, communication). These skills have fed into our whole school development with taught lessons each week focussing on the skills with impact already being seen in other curriculum areas. We have up-skilled staff, engaged children in physical activity initiatives, increased participation in school clubs and competitive opportunities through the choices we have made.

Why they knew this project was required:
Children were disengaged in activities and there was little on offer to them after school and in terms of competitive opportunities. The benefits for the few who were involved were minimal and did not link to the work of the whole school or impact on whole school improvement. The benefits of the premium were not sustainable and there was no lasting impact for those who were part of anything happening. Our work over the last 18 months has turned this around with PE now a strength of the school.

About the impact including evidence:
Impact on the school community has been huge. The school has gone from having 4 lunch/after school clubs to 12, as a result, 75% of our children now attend a lunch or after school sports club. Some quotes from children include:

‘After school clubs have strengthened my friendships with the other boys, I feel fitter and better’
‘I love the variety of lunch time clubs, the equipment is much better now’
‘I am looking forward to the competition & am keen to practice’.

Some quotes from parents include:

‘The selection of after school activities is amazing, the range of tournaments against others is fantastic, a fab experience, confidence boost and fun’
‘Plenty of choice for KS1, tells me about how fun his PE lessons are’
‘I love all the improvements in the school’
‘Dramatic improvement in PE and Sport over the last year, activities from a couple of options to virtually every evening, more options for girls’
‘Budget allocation looks fantastic, aim to develop skills through the Edge is invaluable for children’
What was their project and how did they do it:

We valued greatly the PE and Sport funding and used it to employ a specialist PE teacher for 3 years. It was successful in improving knowledge and skills of staff when teaching PE. Next step is to build confidence and enthusiasm in staff to run more sports clubs as all clubs oversubscribed.

Only 2 staff were running clubs. We decided to target ESL (English as a Second Language) children to join clubs, as we recognised the contribution PE and the attendance of clubs made to ESL children’s acquisition of English. All members of staff attended Inset on PE. Individuals attended extra CPD eg: Using PE and Sport to raise attainment in Literacy. The specialist teacher continued working alongside and supporting members of staff. The children were introduced to a wider variety of disciplines within lessons. A larger variety of sports were included in an increased amount of extra-curricular provision. This allowed or enticed a greater percentage of ESL children and children who were less engaged to participate.

Why they knew this project was required:

School has been consistent in its commitment to high quality PE for many years, as the contribution of PE towards attainment, healthy lifestyle and behaviour has always been recognised. Over the last three years our school has almost doubled in size. We have an increasing number of children who have English as a Second Language (62%) have found that PE and taking part in clubs allowed them to ‘join in’, which improved their sense of belonging and speeded up their acquisition of English.

About the impact including evidence:

Four more members of staff ran extra-curricular clubs. There was a sports club running every evening throughout the year. We ran 7 extra after school clubs. All clubs were over-subscribed. 50 ESL children in Key Stage 2 attended at least one club, this was nearly double last year's total of 30 children. 65% year 6 ESL children attended 5 day Outdoor Pursuits Residential 50% Sports Crew were ESL.

‘Attending a sports club has helped the ESL children in my class become more confident in speaking English which has improved their attainment in all subjects.’ – Year 5 teacher.

Our teams competed in tournaments in 13 different sports. We represented the area at L3 School Games in rounders, orienteering, tri-golf and cross country running. Football teams attended ‘Show Racism the Red Card’ event. In November 2016 we were rated Good by Ofsted.

‘Leaders use the sports premium funding efficiently to improve pupils' health and well-being.’ Ofsted (2016).
What was their project and how did they do it:

Some children within the school (that staff had identified as ‘concern’) were not actively participating or involved in lessons (sitting on the outskirts of physical education lessons).

We created a PE assessment scheme that identified ‘concern pupils’; and what their specific need was. The scheme looked at a variety of skills covering the whole PE curriculum (including games, dance, gymnastics and fitness) alongside appropriate use of equipment and application of skills. The scheme was driven by the school’s PE specialist funded by the school sport premium (Rebecca Clay). Rebecca mentored all teaching staff on how to effectively execute the assessment scheme and identifying under-achieving pupils. The PE Assessment scheme identified two distinct groups of children: Those with a specific physical need; and those where a lack of physical activity was an issue. As a result of this the PE Specialist led on a series of PE interventions.

Why they knew this project was required:

Without this intervention certain pupils would continue to be disengaged and inactive during PE lessons. This has a wider negative impact on their school day, their enthusiasm for learning and their self-worth and value as a member of the school community. Without this intervention certain children continue to be at risk of becoming over weight and very over weight – again having huge implications for their general health and physical wellbeing.

About the impact including evidence:

Through dedicated PE interventions (delivered by a PE Specialist) focussing on: how to use the equipment properly, explaining the rules of games and breaking tasks down into simple steps, meant that children now had the confidence to actively participate with their classmates in normal PE lessons. Fitness levels began to increase, as did confidence levels through improvements on their personal best. Numbers at after school clubs increased as well as numbers taking part of both inter and intra school competition. We now have some of these pupils involved in our sports leadership programme and participating in competitions.

The impact Becca has on sport is huge with long lasting impact. The most impressive of which has been on our reluctant participants. Children are now volunteering to be active and whose confidence has grown immensely.

MRS K UNGERECHTS
HEADTEACHER
PUPIL ENGAGEMENT IN PHYSICAL ACTIVITY
St Margaret's C of E Primary School

What was their project and how did they do it:

We set ourselves a target as a school to be active for 60 minutes a day. We introduced Maths of the Day and took part in a case study for this, showcasing the impact that it had made.

This ensured that physical activity is now embedded in other curriculum areas. Teachers have now developed these principles across other curriculum areas such as Science and English. All children and staff take part in a daily mile, whatever the weather, and this has shown to have a great impact on fitness levels. Each class completes two 5 minute dance routines throughout the day. These routines help to refocus the children. We have introduced playground leaders to ensure that structured activities take place during breaks. In order to raise the fitness levels of all, we have targeted several groups of children (inactive girls, SEN, G and T) to take part in focused PE activities as well as introducing a Change 4 Life Club. We have piloted an 'Active Morning Club' too.

Why they knew this project was required:

We knew that changes had to be made as we closely monitor the activities levels of all of our children. We found that girls and SEN children were not actively choosing to take part in physical activity. We targeted these groups of children, in order to change their attitudes to physical activity and healthy lifestyles. As well as targeting the least active, we found it to be of equal importance to target our most able. These children were invited to attend an Elite Sports Club.

About the impact including evidence:

The general attitude towards physical activity has improved across the whole school. Children are starting to make positive changes, and more children are willing to give sporting activities a go. We successfully achieved 100% inter and intra school competition last year and we are hoping to do the same this year too. The amount of children representing our school has increased greatly and there is often a waiting list for extra curricular clubs. Using physical activity across other curriculum areas has helped to improve attitudes towards other subjects too. The children look forward to ‘learning whilst moving’ and will often ask when they will be doing it again. We have been successful this year in Level 2 and 3 competitions and we were delighted to received the Sainsburys Gold Award again.

Both the staff and children have worked very hard to achieve our 60 active minutes. Our PE leader inspires, motivates and enchuses everyone in school to be the very best ‘active self’ they can be. She is highly committed to all children having the opportunity to take part in fun activities, clubs and sporting events. The children have fully taken on board being healthy and active, which is clear to see when walking around our school. Healthy lifestyles are embedded in our school ethos.

I can’t believe that we are actually doing maths.
CAMERON, AGED 10
(When taking part in Maths of the Day)

MRS SARAH HARRIDGE
HEADTEACHER
What was their project and how did they do it:

We have a multi-faceted approach to increasing physical activity/health enhancing activities in school.

During recruitment, we are mindful of the skills potential staff could offer to extend the menu of free opportunities we can offer children. Currently 7 staff deliver 10 clubs. In 2016 we set up a C4L (Change 4 Life) Club which was run by Y6 ambassadors for the least active KS1 children. Following its success, this is continuing in 2016-17 to include Y3. We also introduced the Daily Mile as children appeared to have low levels of physical fitness and were unable to maintain activity levels. There was an issue with levels of activity within PE lessons, children spent a significant amount of time queuing for a turn. To improve staff confidence in the delivery of enjoyable high quality PE activities for children, we purchased the real PE scheme of work for the whole school. This also included a full day’s training for all teachers which has been reinforced by coaching for individuals by a PE specialist.

Why they knew this project was required:

Following our monitoring of engagement in physical activity, we found different levels of fitness in cohorts of children (52% of EAL, 42% of FSM) not engaging in our extra-curricular programme compared with 62% of others. As a result of interviews with the least active children we have found providers to deliver sessions to engage them such as judo and basketball. Recently, the School Council has polled classes. As a result, we have introduced new activities such as Martial Arts Club.

About the impact including evidence:

The number & variety of sports clubs offered has increased from 5 in 2011-12 to 15 this year. In 2015–16, 51% of KS1 children & 63% of KS2 children were involved in at least 1 extra-curricular sporting activity. Questionnaires show that the Daily Mile has been well received by children, staff and parents. Responses from parents clearly evidence the impact they have seen on their children – developing more stamina, loss of weight & becoming more competitive within themselves. A spin off from the ‘Mile’ has been the improved performances of our cross country teams. In 2015–16 we won the SFSS Cross Country Award for our sportsmanship & participation levels in the Primary Schools Cross Country League with over 80 children representing the school regularly. Currently we have 95 children attending weekly training sessions. We are working hard to maintain interest in the Daily Mile by devising challenges linked to other areas of the curriculum such as, can we run the length of the River Nile?
About the PE and School Sport in this school:

A survey showed that staff have a greater confidence in the delivery of PE lessons (100%). 15% of children have said that they enjoy their 2 hours of PE and look forward to their lessons. 75% of children have attended a school sports club with 52% attending more than one.

The school are involved in the School Games calendar and have entered into 20 competitions throughout the year, with 83% of KS2 children having represented the school. 100% of children have competed in at least one intra-school competition with two more planned for the year. This added competitive element has instilled many skills within the children, as well as developing teamwork, respect, honesty, passion, determination and self-belief values that are endorsed by the School Games. The C4L club and the inclusive sports have given pupils the opportunity to participate in competitive sport, with 27% of children competing in the School Games calendar that would not normally get the chance to do so. This has led to a fitter and healthier school, with tests showing that children’s fitness has improved throughout the year. Children have also been signposted to local providers of sport, with 36% of children now attending the Soccer Sensations club ad 52% of the year 5/6 girls attending the Aspire Gymnastics club.

Why they knew this project was required:

The level of deprivation in the school is considerably higher than both the LA and national average. 92% of households are with 10% of the most deprived areas in the country, ranked 12th out of 32,844 areas nationally, where 1 is the most deprived. A survey of children showed that 6% attended a sports club outside of school, meaning that the largest part of their physical activity came from within the school environment. Woodland decided that they must be proactive in providing children with greater physical enrichment activities and greater PE provision.

What was your project and how did you do it?

Woodlands first action was to ensure that all children had 2 hours of high quality curriculum PE. The schools PE teacher mentor has worked alongside staff to develop their confidence in the delivery of PE lessons. This has made the impact of PE more sustainable for the school and more enjoyable for the children. A school sports council was created to decide on sports clubs and activities to enter in the school games programme, leading to a robust School Games calendar. Clubs so far this year have included; C4L, Football, Multi-skills, Gymnastics, Badminton and Indoor athletics. The competitions calendar consists of; Badminton, Dodgeball, Boccia, Goalball, Kurling, Sportshall and Quadkids athletics, Netball, Rugby League, Race4life, Rounders, Cricket, Baseball, as well as 3 intra-school competitions. Last year the school only attended the athletics and Boccia competitions! Woodland have also used external providers to supplement the provision of sport and utilise expert coaches. Links have been created with Hull Kingston Rovers, ProActive sport, FA skills, Morris dancers, Hull Scorpiors Baseball and the ECB’s chance to shine programme, giving the children a wide range of sporting experiences. JRock has also been completed in with many awards won, but more importantly allowing the children to compete in a more expressive manner. A member of staff has attended the Change 4 life training and has subsequently set up a club, which has targeted the schools ‘least active, most vulnerable’ children. To supplement this Woodland have invested in inclusive sports equipment, such as; Boccia, Goalball and Kurling as a way of encouraging children to participate in active competition.
What was their project and how did they do it:
Our project was to focus on staff training and high quality CPD in school.

As a starting point, an audit was conducted of resources, training, staff opinions and attitudes towards P.E and sport and it was apparent that money had to be invested into this area. We looked into and implemented the following:

- Access high quality CPD through Natalie Atkinson (Class 3 teacher) undertaking the Level 5 Certificate in Primary School Physical Education Specialism and Level 6 Award in Primary School Physical Education Subject Leadership and then disseminating ideas and resources throughout school.
- Staff training through employing a basketball teacher, working with P.E students from Craven College, and accessing training through North Yorkshire Sport on gymnastics, dance, swimming, dance pilates, street golf and tri golf.
- Sharing of resources in staff meetings and model lessons.
- SDP (Target 7 Point 23) shows our commitment to raising P.E and sport standards.

Why they knew this project was required:
The annual staff audit in summer 2016 highlighted the need for more high quality CPD, sharing of resources and making P.E and Sport more cross curricular. As maths subject lead, we introduced Tour De Skipton Big Sheet Maths and also maths using archery scores, hook a duck multiplication (done as a race) and Fun and Creative Maths with sport as a theme. As staff we identified weaknesses in the audit and through discussions and arranged CPD, model lessons and sharing of ideas and resources.

About the impact including evidence:
The impact in and around school has been significant. Staff have taken part in half marathons, outdoor swimming, cycling and triathlons to raise the P.E profile and this has rubbed off on the children and even raised the percentage of children accessing P.E and sport in and out of school. The impact has: 1. The children have high aspirations in P.E (winning swimming, rugby and football trophies already). 2. Raise the profile in working as a team and the importance of this in staff and children - this was through team building activities and pulling together. 3. Children trying a variety of new sports this year (table tennis, handball, boccia, yoga and climbing) 4. Improved P.E and sport provision in EYFS and KS1 as the majority of our efforts have always focused on KS2 - rugby tots, gymnastics, dance and tennis. 5. Shared staff planning on our school T Drive. 6. Introduction of Wake up Shake Up led by a TA in the morning.
UPSKILLING STAFF

Green Lane Primary Academy

What was their project and how did they do it:

Upskilling staff is part of our long-term and on-going plan for the PE and sport premium.

The strategy has been in place since the funding began. In the first two years, we paid external coaches to lead PE lessons; teachers observed and created planning based on what they saw. In addition to this, whole-staff training sessions have occurred (including a twilight session based on inclusive practice in PE) where all teachers attended to refresh and up-skill in key areas. In the last two years, a specialist TLR role has been created (funded from the premium) whereby the PE and Sport Leader has worked collaboratively with members of staff, sharing planning, providing demonstrations of teaching and conducting lesson observations with feedback. To support this, the TLR holder has attended more externally led CPD paid for by the PE and Sport premium. This includes the Yorkshire Sport Foundation run Level 5 & 6 certificates PE specialism.

Why they knew this project was required:

This project was identified through staff surveys and through completion of self assessment tools in Year 1 such as the YST quality mark.

About the impact including evidence:

Teachers have reported a significant increase in confidence levels in teaching all strands of PE since the beginning of the PE and sport premium. To measure this, confidence-based self-assessment surveys were completed by all teachers at the start of the funding and at key points throughout the 4 years. A Likert scale with a number grading system was utilised to gather data related to responses. Pupil surveys are conducted regularly and have shown that children have positive attitudes towards PE. The PE and Sport Leader has conducted learning walks/lesson drop-ins and found evidence of high quality teaching and high levels of pupil engagement in all age phases.

“I have never seen PE delivered so well in any other school that I have been involved with! In most lessons that I have dropped in on, I have observed an excellent use of equipment and videos of present and former children used to good effect.”

MRS P GAVINS
EXECUTIVE PRINCIPAL
AS OF SEP 2016

These figures reflect the CPD that staff have been able to access since the start of the sports premium.

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<th>TEACHERS CONFIDENCE IN PE</th>
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These figures reflect the CPD that staff have been able to access since the start of the sports premium.

KEY

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<th>RAW SCORE / NUMBER OF TEACHERS RESPONSES</th>
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<td>THE FOLLOWING SCALE IS USED TO COLLECT SELF ASSESSMENT DATA IN QUESTIONNAIRES:</td>
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Yorkshire Primary PE and Sport Premium Awards 2017
What was their project and how did they do it:

The school have ensured that through various local and regional development, all staff receive CPD opportunities in both PE and school sport to ensure that teaching and learning of all curriculum areas are monitored in line with other subject areas.

The school have engaged in the Real PE scheme of work which has allowed CPD and lesson planning support for all teaching staff as well as designing a curriculum map that is varied in terms of activities. The school has worked closely with their local secondary school to purchase the time of a secondary PE teacher to work alongside specific staff who had been identified as needing further support in particular areas (such as dance and gymnastics). School sports coaches have worked alongside staff in school to implement new activities and staff are given the lead in particular sports to take competitive school teams to further develop their knowledge and to allow the school to enter more events and competitions and are given time to do this.

Why they knew this project was required:

As part of the schools development plan the teaching and learning of high quality Physical Education was identified as a priority to align this with all other subject areas. It was identified that the school wished for all teachers to promote high quality PE and sport and through detailed staff audits and observations. Support programmes were implemented where needed or where teachers wished to improve their knowledge.

About the impact including evidence:

The upskilling of staff at school has allowed all staff to be engaged in the PE and school sport programme and has increased the amount of school teams and clubs on offer for pupils, as staff are keen to run varied activities. Staff audits have since been undertaken and all teaching staff in school feel that they have increased in their confidence of teaching high quality physical education lessons as subject knowledge has increased across different topics.
UPSKILLING STAFF

Goole Area Schools Partnership – Airmyn Park Primary School

IN PARTNERSHIP WITH

Boothferry Primary, Hook Primary, Kingsway Primary, Marshlands Primary, Parkside Primary, Reedness Primary, St Joseph’s Primary, Swinefleet Primary, Goole Academy

What was their project and how did they do it:

The Goole Area Schools Partnership (GASP) have chosen to spend their PE and Sport Premium by coming together to employ 2 PE specialists across the area to work with the schools.

The 2 PE advisors work across all of the schools for either a full or half day per week depending on school size. The specialists work on a timetable rota within the schools to team teach with staff in order to upskill the staff in a variety of sports and activities. The PE advisors work within the schools to upskill teachers across all aspects of PE and School Sport. The Headteachers meet termly as GASP with PE and Sport as a standard agenda item which enables them to regularly discuss the work of the two PE specialists on a regular basis. Both PE specialists link with the SSCO for the area and spend time at Goole Academy developing leadership skills with students who are then deployed into the primary schools to support the roll out of healthy lifestyle clubs.

Why they knew this project was required:

The schools knew there was a need to upskill staff in PE, this was due to staff turnover, the use of external coaches meant that teachers were not teaching curriculum PE and new young staff coming into post who have had very little PE training. All Headteachers agreed that a standardised support system for teachers through consistent team teaching would improve both the confidence and competence of staff to deliver high quality PE to all young people in the Goole Primary schools.

About the impact including evidence:

Each school uses a standardised PE Specialist information form that contains pre and post intervention sections (PRI & POI). When a teacher begins work with the PE Specialist, once weekly over a half-term period, they will already have completed the PRI to identify their needs for support to the PE Specialist. This information allows the PE Specialist to tailor the intervention to the needs of the teacher. Intervention impact is then evident in the POI, completed at the end of the work between the teacher and Specialist. The data is captured with numeric values (a teacher rating experience and confidence from 0, the lowest score, to 10, the highest) and subjective comments; the latter allowing the teacher to express personal needs regarding their need for PE support. Without exception, even confident teachers identify increased numeric confidence and experience ratings. Similarly, the subjective feedback shows appreciation for developing PE needs specific to the teacher.

“

We invest in our teachers and we invest in our pupils and therefore the future of maximising young people’s dreams and ambitions in all areas of sport.

HEIDI WHYLEY
HEADTEACHER
What was their project and how did they do it:

We wanted the children to have a broader range of physical activity opportunities in school, supporting them to develop appropriate skills that could be used in safe active play and recreation outside of the school day.

We introduced 2 new activities to do this;

- Daily run: Every child takes part in 15 minutes of high intensity, fun activity. All staff have had CPD in how to lead these sessions in an inspiring and energetic way, encouraging the children to do more of this sort of activity in their own time.

- Forest Schools: We have a designated area in school for this type of activity that involves safe fire pit cooking, den building, building bridges etc. Other activities include nature trails, scavenger hunts and exploring. We wanted the children to develop safe, traditional play skills that enabled them to engage in similar activities on evenings and weekends – spending less time on Xboxes and iPads.

Why they knew this project was required:

34% of our pupils have free school meals & we know that their families have less disposable income to spend on sporting opportunities outside of school. 90% of KS2 pupils spent time every day involved in inactive play (digital games etc.). Despite participation levels in traditional sport & competition being up, we knew that influencing the pupils to be physically active outside of school hours was something we hadn’t had such an impact upon. Teacher assessment indicated that pupils lacked key skills to play actively & constructively independently.

About the impact including evidence

Every pupil has now had their first Forest School experience. As we predicted the feedback has been incredibly positive, especially from children who do not usually enjoy PE and competitive physical activities. Some children have fed back that they have used these ideas in free time, building dens, going on nature trails & exploring. Children have identified that they are not only building physical confidence and moving more, they are developing personal skills like teamwork & communication. One year 6 pupil said...

“It doesn’t feel like a lesson, it feels like an adventure. It encourages me to do more of this type of thing after school with my friends and on a weekend too.”

Our daily run activity has developed over time in line with the children's level of physical ability & confidence. Progress particularly with our least active children has been good & they certainly participate with more enthusiasm and energy now, compared to when we began. Some children have reported getting involved in some running in their own time but our biggest impact has been in helping the children to understand that being active can be fun, makes you healthier & that they can do it!
BROADER SPORTING EXPERIENCE

Norton Community Primary School

What was their project and how did they do it:
We work hard to provide a variety of activities and ensure all children have access to quality equipment and facilities. We have bought a fleet of mountain bikes allowing all children access to a bike to develop their cycling skills.

The purchase of easy to assemble nets and low compression balls has made tennis hugely popular. We have introduced additional booster swimming sessions at the local pool, specifically targeting children who cannot swim. We have developed the opportunity for adventurous activities through Forest Schools, a year 5 camp, and a year 6 residential at an activity centre. Children try activities such as bush-craft, canoeing and surfing. A programme with a local coach allows children to learn mountain biking in Dalby Forest. Clubs are now run every lunchtime and three evenings a week. Investing in squash rackets, frisbees, American footballs, yoga mats and gardening tools has allowed alternative clubs to flourish alongside the traditional sports already on offer.

Why they knew this project was required:
Our school caters for a diverse catchment and for many access to different sports is limited. We believe there is an activity to suit every child and they need opportunities to find what is right for them. The values developed through sport are integral to our ethos. The impact on a child’s social, physical and mental well-being develops important life-skills. We encourage and motivate our children; help build their confidence, resilience and physical skills so they lead an active lifestyle.

About the impact including evidence:
The broader range of clubs offered has seen over 60% of KS2 children regularly participating in extra-curricular sport. Over 20 KS2 children and 15 KS1 children, who had previously never participated in clubs now attend weekly Change4Life clubs. Feedback received highlights their new found enjoyment of P.E. Assessment trackers show that over 80% of children are at or above age related expectations. Children who take part in Forest Schools, mountain biking and the Year 5/6 residential trips demonstrate improved confidence, independence and self-esteem, both in physical activity and the wider school environment. On average, 60% of children in year 4 at Norton cannot swim; due to the swimming programme we have introduced, 99% of children left year 6 last year able to swim 25m. From the 2015-16 Year 6 cohort 12 children were unable to cycle. Having bikes on-site meant that all children learnt how to ride a bike and 99% passed their Level 1 Bikeability course; 87% passed the Level 2 course.
BROADER SPORTING EXPERIENCE

Rosehill Junior School

What was their project and how did they do it:

This activity started 5 years ago in response to taking part in a Movement Evening at the local secondary school. 2 staff volunteered – the aim in the first instance was to choreograph a dance for the 25 pupils who signed up to attend an after school club. The aim now is to develop confidence, self esteem, fitness, fun and Health and Well Being through Dance.

The 2 members of staff started a regular weekly dance club—with 30 members. The children improved so much performing in assemblies, movement evenings, opening conferences, taking part in primary dance events, attending Rotherham Town Performances as well as appearing in school concerts and performing at Y6 leavers assembly. There are now 2 dance clubs after school and a waiting list for another club. 60 children attend the dance after school club. Every break time 30 children meet in the hall at break to learn dance steps and share experiences and ideas with Miss Swallow.

Why they knew this project was required:

The 2 staff felt there was a need to develop Cross Curricular sessions linking in with PE, Dance, Personal and Social Education, Art and Music, resulting in an amazing Christmas concert where parents in the audience felt the ambiance and all joined in. The children performed in Rotherham has got talent as well as One Voice in front of 5000 spectators. During school holidays the children are invited for a morning to have a dance session which is always over subscribed and the children feel welcome and valued.

About the impact including evidence:

The impact has been unbelievable. The school has 27% of the pupils attending extra curricular Dance club, with the possibility of developing another club which would then lead to 41% of pupils attending. The club will continue to be sustainable as former pupils are now returning back to their primary school to support the work of both Miss Swallow and Mrs Stringer, so they are now developing Dance Leaders. The pupils attending this club have developed in confidence, self esteem, had fun, learnt new skills and felt part of an exciting inclusive team.
COUNTY SPORTS PARTNERSHIPS, HELPING YOUR SCHOOL ACHIEVE A PERSONAL BEST!

County Sports Partnerships (CSPs) across England have a role to play in advocating, supporting and sign-posting schools in making best use of their sport premium funding.

CSPs across Yorkshire support schools throughout the region to spend the grant effectively and continue to develop and improve primary PE and school sport. Contact your CSP for more information, advice and guidance surrounding CPD for teachers and support staff, coaching providers, curriculum packages, access to National Governing Bodies of Sport and much more;

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What was their project and how did they do it:
Our goal was to ensure that all our pupils leave primary school having taken part in competitive sport. We wanted to give every child the opportunity to achieve their goal whatever their sporting confidence. Not only would this expose them to new sports they may not have considered taking part in before, but it allows the children to develop sportsmanship skills, resilience & aspirations.

We identified sports suitable for each child & entered them in appropriate competitions. We wanted to be competitive & win tournaments, but also to nurture children of all abilities & backgrounds. We achieved this by entering as many teams as possible into a wider range of tournaments. With the premium funding, we invested in new PE resources & personnel, which raised the standard of PE within the school & prepared children for competitive experiences. Additionally, we introduced a whole school competitive sports day. This enabled all 450 pupils at the school to compete competitively against each other, in a familiar & comfortable setting.

Why they knew this project was required:
Previously, we entered tournaments with the same cohort of children. In 2013/14 only 15% of pupils competed. The lack of competitive sport for all was noticeable, only a minority of athletic, confident children were prepared to take part. We asked children who didn’t compete why they didn’t and what would make them feel more likely too. We believe that competitive sport offers children the opportunity to develop several life skills and is vital that they can get involved in competitions, happily and safely.

About the impact including evidence:
Interest in competitive sports has rocketed with 95% of pupils competing at least once. Children have been keen to try new sports such as Boccia and New Age Kurling which they’ve not encountered before. They enjoy competing against other schools and take great pride in representing the school locally & regionally. We have noticed that many children who previously had no desire to represent the school in any event are now volunteering to participate and compete against their peers.

Teachers have commented that there is “a significant improvement in the behaviour of several previously challenging children” since they have attended sporting competitions.

Our Vice Chair of Governors said that “Children now have more positive attitudes towards challenging themselves. They demonstrate more self-confidence in their PE lessons generally & in other areas of the curriculum.”
What was their project and how did they do it:

I am part of a partnership of 8 schools called Outwood Together. This includes a special school, stand alone academies, Local Authority schools and Church schools.

I have employed a sports specialist in my school for 3 years to train staff and deliver high quality lessons inside and outside school. Last year, I introduced my sports coach to work across the 8 schools. Her role has developed quickly and she now attends and leads training for the group, runs our PE network meetings, organises the year of competitions for all 8 schools in a range of sports and year groups. Last year, we did sports in the special school and children from the special school attend some of my PE sessions where appropriate. We enjoyed a champion of champion sports day, where all 8 schools sent the winners from our sports day to compete against one another. All the PE leaders worked with the sports specialist last year and each school in the Outwood Together partnership achieved the bronze or silver sports games mark. The amount of competitions in our schools has increased as a result of the employment of our sports lead. These competitions lead to children taking part in further competitions in the district. In my own school, I have doubled the amount of time I employ our sports specialist. Work has moved to team teaching with the specialist focussing on developing gifted and talented pupils in the lessons, as staff have increased knowledge and confidence due to previous investment in their professional development. The other school in the partnership are employing our sports specialist to deliver high quality lessons and CPD in their own schools and all 8 schools have a strong commitment to ensuring our children attend the competitions and that we work together to strengthen the quality of sport and PE in our schools. Our partnership of schools are also employing her to develop staff and we are using her to train and model lessons for newly qualified teachers in our schools. The specialist has also delivered assemblies linked to a health and wellbeing across the 8 schools.

About the impact including evidence:

Staff confidence is high and staff and children access high quality PE and Sports. There is a commitment from all schools to ensure children attend all competitions in the partnership. The amount of competitions has increased, as well as the amount of children taking part. Some children move onto competing in competitions outside of the partnership. All schools in the partnership have achieved the Sports Games mark.
INCREASED PARTICIPATION IN
COMPETITIVE SCHOOL SPORT

Greatwood Community
Primary School

What was their project and how did they do it:
This year, the sports premium funding has enabled us to develop our participation levels in competitive sport; building upon our developments of staff and a broader range of sports.

One of our key developments was the inclusion of more competitive sports for children and a higher percentage taking part in KS2 but our biggest focus was more opportunity for children on our SEND register to take part in competitive sport. We have introduced competition in table tennis, badminton, fencing, kurling, squash & handball in addition to regular sports. Our SEND children have had chance to attend an inclusion race in cross country and are now going to the NY finals after winning gold, silver and bronze. They have also taken part in a Panathlon and swimming gala. We have also given a greater chance for children with SEND to be included throughout all sports. By celebrating all success, we know that participation rises and children develop new confidence in a range of sports.

Why they knew this project was required:
We identified a trend through our sports tracker that similar children were taking part in competitive sport. This was key as we could identify what sports other children wanted to take part in and find ways of including those sports. Unfortunately, last October we lost our sports governor. He believed strongly that all children should take part in sport including those on the SEND register and be able to play in whatever sport they wanted. This belief has given us the drive to develop this area.

About the impact including evidence:
We have developed the amount of competitive sports we regularly take part in from 21 to 30. We have also increased the amount of B & C teams from last year including 11 B teams and 4 additional C teams from last year. The amount of Year 5 & 6 children taking part in competitive sport has risen from 58% to 100% this academic year. In addition, year 3/4 has risen from 54% to 76%. As part of our SEND aim we have so far this academic year had 89% of our SEND children take part in a competitive sport with 21% going through the county level. We have also had an increase in KS1 taking part up to 45% being involved in competitive sport. From pupil voice we can see that children are feeling so confident with competitive sport and enjoying all the new opportunities that they are given. The positive and optimistic outlook is infectious and children are proud to represent our school in whatever sport. ‘Today I won the fair-play award at Liverpool. I felt so proud.’ - Lewis.

Through the commitment and ideas from staff throughout the school we open doors for any child to take part in competitive sport. It has been fantastic to see a big increase in participation throughout the school; particularly with our SEND children, which has been a key target of development. We are incredibly proud of our children and have embedded an ethos that any child can achieve their potential through hard work and commitment. We will strive to continue these improvements in future projects.

GARRY DE CASTRO MORLAND
HEADTEACHER
What was their project and how did they do it:

‘Sports for all’ is our project to enhance our inclusive provision. Each afternoon we work with a different year group. We hold a two hour session of three different genre of focused sports and skills.

We use external secondary teachers to work alongside our staff and external sports coaches for ongoing CPD. After six weeks of lessons we hold an intra school competition in each sport where all children are split into teams across the year group (approx. 90 children) and compete together. We chose shuffle ball as we have a children with Cerebral Palsy Diplegia, Ataxia, and a number of children on the Autistic spectrum, Dyspraxia and Pethes disease, and children who have concerns about their weight, self-esteem and confidence. We celebrate outstanding sportsmanship and team work shown throughout our games in our assembly each week.

Why they knew this project was required:

We decided to develop PE sessions differently as we were finding that not all children were enjoying taking part in their lessons. We had different slots through the week for teachers to fit their own two-hour session classes in. After taking children's voices and teachers opinions by way of questionnaires we realised that lessons were not reaching all children abilities and interests.

About the impact including evidence:

The number of children that forgot their PE kits has gone from 3-4 pupils per class to 0. Our attendance has always been excellent 97.2% as a school which is above the national average and not dropped on their PE days and children are genuinely excited for their session-approaching staff in a morning to ask what they are doing in their PE lesson. We have had increased participation in our afterschool clubs, lunch clubs and cluster tournaments 2015/16 Autumn term afterschool sport clubs and festivals 213 children took part 27 pupil premium and 9 SEN, 2017/17 Autumn term sport clubs 234 children have taken part 31 Pupil premium and 14 SEN.

PE is awesome because it’s active and lots of fun games.

Jack W

I love playing football but now I like other sport like hockey.

Jacob P
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