

Case Study 1

Plan, monitor and report on the impact of PE and Sport Premium spending

Longfields Primary School & Nursery, Bicester, Oxfordshire

Paul Hollidge, Headteacher and Helen Davies, PE Coordinator

At Longfields Primary School we aim to maximise the impact of the PE Premium grant for the long-term benefits of our children. We want to achieve sustainable improvement in the quality and provision of PE, physical activity and sport.

In order to achieve this, each year we carry out a self-review of current provision using the [Youth Sport Trust \(YST\) Quality Mark](#). This online tool, which is one of the many benefits of joining the YST member network, allows us to examine our whole offer including the impact of PE, school sport and physical activity on the development of the whole child and school improvement.

Throughout the year we regularly cross-reference with the straightforward benchmarking Quality Mark statements to help monitor progress and review plans. We also consult with staff, children, governors and parents alike to ensure that plans are meaningful, achievable and appropriate for all.

Our initial audit identified an immediate need to increase the confidence, knowledge and skills of all staff in the teaching of PE. We addressed this need through our affiliation to North Oxfordshire School Sport Network and our annual membership to Youth Sport Trust; both paid for out of the PE Premium. We access regular, targeted, quality assured training for our PE Lead, class teachers and teaching assistants meaning that all staff are offered specific training based on their individual needs. This has had a positive impact on the quality and appropriateness of Longfield's PE curriculum.

Our affiliation to North Oxfordshire School Sport Network also enables us to access ongoing support from a 'specialist' teacher. She is deployed within the school one day per week and helps our teachers to develop confidence and competence by modelling good practice and acting as a mentor. Teachers now regularly report children making excellent progress in their PE lessons. Pupils bring their kit, participate enthusiastically and behave appropriately. The PE curriculum is broad, balanced, progressive and fully integrated with the wider school curriculum.

The school has a flourishing Change4Life intervention club supporting the needs of vulnerable children and we will further build on this by developing plans to embed 30 active minutes in our school day for all of our pupils.

Sports leadership is very strong, both within curriculum PE and extra-curricular sport. We also believe that competitive sport is a 'right' for every pupil – we offer a wide range of extra-curricular sports clubs and are fully engaged in School Games competitions, last year achieving School Games Mark Silver.

In short the introduction and careful monitoring of the PE Premium has supported us at Longfields Primary School to achieve high quality outcomes for young people in and through PE, physical activity and sport. The increased investment will allow us to build on these strong foundations and further enhance the subject's role in helping us achieve our whole school priorities.

Case Study 2

Effective use of Primary PE and Sport Premium: 'A Headteacher's Perspective'

St Oswald's Catholic Primary School, Longton, Lancashire

Bernadette Wood, Headteacher

St Oswald's Catholic Primary School in Lancashire has five very clear ambitions for PE - all to be achieved by the Tokyo Olympic Games in 2020. They are:

- ALL pupils to be physically literate.
- ALL pupils to have the knowledge, skills and motivation necessary to equip them for a lifelong healthy lifestyle.
- ALL pupils have the potential to participate in lifelong physical activity and sport.
- PE is considered a CORE subject by ALL staff.
- PE is a driver for WHOLE SCHOOL improvement.

The word ALL is emphasised, because this is what St Oswald's epitomise when it considers physical education, school sport and physical activity.

St Oswald's believe that short term planning prevents real change. To plan for the long-term, St Oswald's wanted to gauge where we were, and where we wanted to be. We put ourselves through the [Youth Sport Trust Quality Mark](#) process to understand our strengths and areas for development. We were externally verified as a Gold Partner School, absolutely living out the values and competencies which are needed to affect real change through PE and sport for whole school improvement.

St Oswald's realise that the impact is deeper than just two hours of PE per week. Children need to understand why they need to look after themselves, the mantra 'Healthy Body; Healthy Mind' is intertwined across the whole school. The school recognises issues such as stress, anxiety, inactivity, poor self-esteem and real mental health issues all exist in all schools. Staff at St Oswald's believe passionately, that PE and sport has the potential to make a difference to the mental and physical wellbeing of every pupil in every school.

St Oswald's has a vision, that 'Every Teacher is a Teacher of PE'. To achieve this, we invest funds to offer high quality CPD as a whole school and take part in Cluster CPD through the local School Sport Partnership. Each teacher is also trained in, and follows the 'Lancashire PE Scheme of Work' which has been designed and built solely on the Youth Sport Trust TOPs resources. Every school in Lancashire is required to use this. St Oswald's offers 'Guided PE' which supports those young people who needs more time to develop themselves, both physically and emotionally, so that they are prepared for school and life beyond the school gates.

Since the inception of the PE and Sport Premium, St Oswald's has taken a strategic lead across Lancashire, aiming to create joined up thinking with other schools and partner organisations.

One major development of this strategic approach and collaboration within the YST member network has been the launching of a Youth Sport Trust 'My Personal Best Primary' Pilot in response to schools concerns that PE should be more about physical and emotional wellbeing rather than just the physical.

Using PE as the main driver for encouraging and embedding qualities such as self esteem, leadership, co-operation, integrity, resilience etc, the programme will fit alongside the current PE scheme of work. My Personal Best Primary will be a self-sustaining programme with genuine legacy potential.

Case Study 3

How to plan, monitor and report on the impact of the PE and Sport Premium

Normanby Primary School, Redcar & Cleveland, Tees Valley

Claire Tennyson, Redcar & Eston SSN

As a School Sport Network (SSN) Manager, I want to tell you about how Normanby Primary School plan, monitor and report on the impact of their PE and Sport Premium funding. I have been really impressed with the developments within the school, in particular how they link these to their whole school priorities. The progress they are making is visible when we see how active, physically literate and enthusiastic their pupils are at SSN events.

The whole planning process starts with a self-review of the school's Physical Education provision at the start of each year. Normanby Primary has used the [Youth Sport Trust's \(YST\) self-review template](#) (a benefit of being a YST member school) in the past and now use the [YST Quality Mark](#). This gives a baseline for developments needed in PE, physical activity and sport for that year. It also identifies progress and areas for development. Normanby were externally validated for the YST quality mark and achieved Gold status.

Normanby Primary believe high quality physical education is the key area for development in their plans. They know that a positive, engaging teaching and learning experience in curriculum PE will lead to a desire to have healthy active lifestyles and that participation in school sport will follow with Physical Education being the key to excite all young people in physical activity and unlock potential.

The Redcar & Eston School Sport Network (SSN) provide Normanby with a template to guide and structure planning while SSN staff support the school to write and develop their action plan.

The action plan is split into three areas: Improvement of Physical Education, Improvement of Healthy Active Lifestyles and Improvement of Competitive School Sport. At the beginning of the academic year the school identifies an area item for development in all three categories. The actions are linked to the PE and Sport Premium funding key indicators and each action has a 'child-centred' outcome. So, for example, 'Increase the Physical Literacy skills of the children in the Early Years Foundation Stage', this would be achieved by a teacher attending a [YST Healthy Movers](#) course. The plan is then uploaded onto the school's website. Activities, progress and impact is reviewed termly and RAG rated (coloured Red, Amber or Green dependant whether the action has been completed, nearly completed or not yet completed).

In 2015/16, to engage all pupils in regular physical activity, and contribute to whole school priorities, Normanby staff attended YST's Active Literacy and Active Numeracy courses. Since then, lessons are now more active and engaging, which links nicely to the key objective they are aiming to achieve this academic year of 30 minute daily activity for children. They will be using YST's Active 30:30 resource for further support fulfilling meeting this ambition.

Normanby Primary is proud of the sustainable developments they have made in school using the PE and Sport Premium. The increased investment will further the school's ability to ensure the subject is making a positive difference to all pupils and impacting across whole school priorities.

The report posted on their website [here](#) provides a really good example of how to present and measure the impact of the Premium and outline how each development is being made sustainable.