Literacy and numeracy

Improving literacy and numeracy through PE and sport
An opportunity and challenge for all primary schools

With the focus firmly on engaging and encouraging all young people in PE and school sport, the London 2012 Olympics has given us a great opportunity to develop a high quality PE, school sport and healthy active lifestyles offer that inspires and motivates young people to be the best that they can be.

It's not just about health and fitness though, developing high quality PE and sporting opportunities for young people can improve a whole host of additional benefits including: their sense of well-being, self-esteem, confidence, discipline and resilience.

It is well evidenced that a positive relationship exists between physical activity and memory, attention and concentration. But it is primary age children who, from participating in as little as 10 minutes of additional organised physical activity a day, gain the most benefit in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance1.

An additional element is to work differently and to use PE and school sport to stimulate pupils’ experience, enjoyment and success in other curriculum areas including literacy and numeracy.

How to use this resource

This resource is designed for primary schools to show how PE and school sport can support the teaching and learning of literacy and numeracy. It contains case studies from primary schools that have successfully used PE and school sport to improve standards, highlighting what the schools did and the difference it made to their children.

It is best used as a bank of ideas and examples to look into and investigate further when you want to use PE and school sport to improve standards across your school. It is designed to give you ideas to fire your imagination in using PE and school sport as a driver for whole school impact.

The resource is split into five sections:

- **Section 1:** Using the context of PE and school sport  
  page 4
- **Section 2:** Using the positive values of PE and school sport  
  page 6
- **Section 3:** Using the skills developed in PE and school sport  
  page 8
- **Section 4:** Using the pedagogy of PE and school sport  
  page 11
- **Section 5:** Give it a go  
  page 14

If you are in the process of establishing the profile and quality of PE and school sport in your school we would recommend that you begin looking at ideas in Using the context of PE and school sport. However, if your school has embedded work in this area then it is worth focusing your attention towards Using the pedagogy of PE and school sport.

The Give it a Go section contains top tips in developing a programme or a pilot and will help you get started and keep you on track while you are planning and implementing your programme.

**Good luck and we’d love to hear from you with your success stories.**

Youth Sport Trust: Sport changes lives
What does this mean?

Using ideas and real-life examples from PE and sport in the teaching of literacy and numeracy can be motivational for young people. Sporting contexts are familiar and interesting to many young people, improving their engagement and, therefore, success in a topic.

In literacy lessons, pupils might use sport-related books, magazines, newspaper articles or experiences they have had being physically active to provide a stimulus for developing skills in writing or for developing speaking and listening skills.

In numeracy lessons, pupils might investigate the playground or sports markings or use data from sports events or competitions to develop their understanding of measures or numbers.

In schools where the provision and outcome in PE and school sport are emerging, incorporating the context of sport is a relatively straightforward way to engage pupils in literacy and numeracy lessons. Individual teachers, particularly those with an interest in sport, can come up with many ways of using the context of sport in their own lessons.

This section looks at how primary schools have successfully used the context of PE and school sport to raise achievement in literacy and numeracy.

Cullercoats Primary School, Tyne and Wear

Using climbing to improve standards in literacy

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

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

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

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

It worked because
• From discussions with children and parents, we had confidence that the participants were engaged with the project.
• Active learning concepts were transferred into the classroom.
Using multimedia and Physical Education to raise standards in literacy

What we wanted to do
We wanted to achieve 92% of pupils reaching Level 4 or higher in English at Key Stage 2, a 4% increase on the previous year’s target. To meet this, we wanted to use PE as a catalyst to improve our pupils’ skills, particularly in writing and speaking. We wanted to bring PE into the classroom and allow it to be seen by the children as a valuable learning tool.

What we did
The whole Year 6 group and two staff from the school spent two days at Newcastle United FC’s ‘Study Centre’, working on a number of projects in their ICT suite.

The children were taught how to use multimedia presentation software to create a two minute television trailer, the purpose of which was to promote a new television programme about Newcastle United FC. The children were asked to consider a number of aspects: who their intended audience was, what sort of content was to be in the presentation and how the visuals would work. Each pupil was given the opportunity to download short video clips of the local area, the stadium and players in action and then link them together using a variety of techniques.

The pupils were also required to write the script for the voiceover for the trailer. They had to record their script and layer it over their work. At this point it was clear to the teaching staff that a number of children needed assistance with punctuation and support in achieving clarity of meaning.

When the presentation was complete, it was rendered and burned to a CD. The two days finished with a tour of St James’ Park and fictional press interview, with the pupils role-playing different parts.

On returning to school we introduced a programme, similar in structure to the Newcastle United FC version, to produce our own presentation for a different purpose. The aim was to create either a video to run continuously on a screen in the entrance hall, or a video to be posted on the North Tyneside Learning Portal. The videos were used to promote gymnastics and show the school’s expertise in the activity. The children filmed a number of gymnastics lessons and after school clubs, interviewed participants and the teacher and worked together to edit the footage to meet the identified audience. They used their literacy lessons to write their transcripts for the voiceover and record their prose.

The difference it has made
Teacher assessments conducted after the completion of the ICT project suggest that the participants improved the clarity of their writing. This was put down to the fact that the children were required to read their prose into a microphone and get immediate feedback, self-assessing as they went. This developed their ability to use commas in their work and increase the complexity of their sentence construction.

“I think that visiting Newcastle United FC improved my speaking skills by getting us to download our voices on to the computers.” Pupil

“The time spent at Newcastle United FC developed the teachers’ understanding of the software we have in school and planted the seeds for the next steps, where we can begin to link more writing activities to Physical Education and sport.” Headteacher

“I enjoyed every bit of both days; it was fun and told me a bit about computers and how to make videos and animation.” Pupil

The target of 92 per cent of Level 4 or above in English was met; 75 per cent of children identified as underachieving at the beginning of Year 6 achieved Level 4.

It worked because
• The children were extremely motivated by the project; they were able to learn and develop new skills in an exciting environment.
• The project gave pupils an opportunity to write for a reason, rather than writing purely for assessment.
• We had time to work and focus on the project, rather than complete it in shorter slots as would have happened in school.
• On returning to school we were able to carry on engaging the children in their literacy lessons by using our own strengths in gymnastics to motivate

Final thoughts...
The young people who benefit the most from incorporating the context of PE and school sport into literacy and numeracy lessons show greater engagement, motivation and enjoyment and, therefore, tend to achieve higher.

The projects and outcomes are most effective where genuine joint planning and collaboration between teachers has taken place.
Using the positive values developed in PE and school sport

What does this mean?

Involvement in PE and school sport can build personal qualities that are important for the development of a well-rounded young person. These include:

- confidence
- self-esteem
- high aspirations
- good behaviour
- respect
- determination
- good relationships with others
- empathy with others
- ability to cope with winning and losing experiences.

In schools where the provision of PE and school sport is established with high quality outcomes, quality joint planning can build on the positive values developed in PE and school sport to enrich a young person’s experience in literacy and numeracy lessons. It can help them to feel more secure in taking risks and attempting work that they initially perceive as difficult. These values need to be reinforced through a young person’s PE lessons and form an integral part of their PE and school sport experience so that the young person attributes these values with the positive experience they have in PE lessons. Having these values established within PE doesn’t mean that a young person will automatically transfer the gains to literacy and numeracy lessons only when the teacher incorporates the values into their planning.

Many schools believe it is these personal characteristics that are the most important for lifelong achievement and success.

This section looks at how primary schools have successfully used the values developed in PE and school sport to raise achievement in literacy and numeracy.

Barton Hill Primary School, Bristol

Using football to raise attainment in English and maths

What we wanted to do

We wanted to improve the self-esteem and attainment of six disaffected, underperforming boys in Year 5 and 6. We planned to use Physical Education and extra-curricular activity to engage the group in English and maths.

What we did

We established an extra-curricular football club, as it was something that all of the boys in our target group were interested in.

A teaching assistant was selected and sent on a Football Association course to gain a coaching qualification. He then worked with a parent to set up two after-school football clubs: one for Year 3 and 4 and one for Year 5 and 6.

We linked the club to the school’s behaviour policy and placed an emphasis on self-discipline and hard work. As an incentive we promised that the pupils who were trying their best in class and who committed to the club by attending training would be those selected to represent the school when we played in inter-school fixtures.

The boys trained weekly and towards the end of the year they played in a series of intra-school competitions. We also established friendly fixtures against other schools.

The difference it has made

The pupils involved in the club have become more focused in school; it has increased their self-esteem and improved their behaviour. They have learnt skills at the football club that they have been able to transfer to daily school life such as leadership, fair play, teamwork and self-discipline.

Out of the six children targeted, all have made two or more levels of progress in maths and English.

One of the targeted boys began Year 6 with very low self-esteem. He was convinced that he could not read and often did not even attempt school work because it was ‘too hard’ or ‘he could not do it’. He found it almost impossible to concentrate when working independently in class. By the end of the year he could barely recognise him as the same child; he was focused, enjoying school work and completing his homework. His levels had increased significantly from 2a to 4c in reading, 2c to 3b in writing and 2a to 4b in maths. He had been appointed captain of the football team, had scored the winning goal in a crucial match and had achieved academic success.

Teachers observed that the football club made a big difference to the boys’ attitudes, which in turn made a difference to their school work. The pupils knew that if they wanted to attend the football club, they needed to work hard.
The club helped to include parents in school life, with many coming to watch the training sessions or matches. This had the additional benefit of giving teachers an opportunity to talk to parents who often never came into school. They were able to discuss their child’s school work with them in an informal and positive setting.

**It worked because**
- The enthusiasm of the teaching assistant who ran the training and arranged the matches was catching. It was also extremely beneficial to have the mother of one of the Year 6 boys assisting with training.
- Increased parental involvement was crucial in helping the children to achieve. The club enabled teachers to get parents more involved with homework and revision for SATs.
- The children thrived because of the chance to play in inter and intra-school competition. The staff and the children were proud of their achievements and there was much discussion about them in school, which helped to raise their self-esteem.

“I believe that our Outdoor and Adventure Activities project is the key to behaviour management within the school. It delivers on improved attainment, increased levels of self-esteem and confidence, more positive interpersonal skills and a more positive approach to learning. The programme proves to parents the high level of commitment that staff have to pupils and this leads to parents trusting staff and having a more positive approach to education.” Headteacher

**It worked because**
- The headteacher supported the programme.
- Pupils were inspired and motivated by taking part in an activity that they wouldn’t normally have had the opportunity to take part in.
- Parents recognised the commitment of staff to their children, trusting them with their welfare on residential trips; this in turn led to parents having a more positive approach to education themselves, which they passed onto their children.

**Castleton Primary School, Rochdale**

**Valuing excellence and raising pupils’ self-efficacy to raise aspirations**

**What we wanted to do**
Castleton Primary School is in an area of high deprivation with 44 per cent of its pupils eligible for free school meals. It recognised the need to broaden pupils’ horizons in order to raise their aspirations and attainment, which would lead to raised attainment in literacy.

**What we did**
The school targeted pupils in Years 5 and 6 to take part in a long-term programme of outdoor and environmental activities and residential trips. The focus was on relationship building and teamwork and developing an ethos of ‘work hard, play hard’. Pupils were involved in a wide range of activities and analysed their experiences through circle time discussions and story-telling.

**The difference it has made**
The programme had a number of positive outcomes. Pupils’ motivation to learn increased, relations between school and home improved (with better parental support for learning) and pupils were better behaved at school and at home. There was also an impact on attainment; the school registered its best ever SATs results with all pupils making at least two levels of progress between KS1 and KS2.

**Final thoughts...**
It is important that schools do not expect that participating in sporting activity achieves educational aims and so lead to improved school performance automatically. The values need to be established and embedded within PE lessons so that pupils attribute these values with the positive benefits of participating in PE. It is then necessary for teachers to explicitly develop the values and build on them in a measurable way, to be sure that the strategies are having this effect.
What does this mean?
PE and sport can develop skills that are relevant in a wide range of curriculum areas. These include:

- observation skills
- analytical skills
- evaluation skills
- leadership and teamwork skills
- communication skills
- motor skills.

Some of these skills are particularly needed for performance in literacy and numeracy; for example, developing the motor skills of some young people leads to an improvement in their handwriting, which allows them to demonstrate more clearly their skills in other areas.

Developing and building on these skills in a wider range of circumstances at school means those children understand and value their ability in these areas. Allowing children to demonstrate skills developed in one subject in another can lead to higher levels of confidence in subjects that they have not experienced much success in previously.

Literacy and numeracy are particularly important areas of the curriculum and often strategies to improve the teaching and learning of literacy and numeracy focus purely within those areas. The challenge is how to use other curriculum subjects to develop and enhance literacy and numeracy skills in children.

This section looks at how primary schools have successfully developed some of these types of skills and built on them to raise achievement in literacy and numeracy.
Using physical activity and football to improve boys’ skills

What we wanted to do
We wanted to engage a target group of 13 disaffected Year 6 boys in English and maths. Previous assessment results showed that the boys were achieving below their target in the subjects. The challenge was to raise the boys’ attainment by at least one National Curriculum level within a four month period.

What we did
We implemented a number of strategies to raise standards in English and maths across the school:

• A target group of boys attended a six week course at Luton Town FC, where they took part in multi-skills coaching sessions to develop their gross motor skills and were supported in English and maths lessons by professional footballers.

• Opportunities for creative playtime were increased through the purchase of equipment and apparatus to develop motor, thinking and team building skills. Lunchtime supervisors, TAs and Play Leaders were trained and supported to lead and deliver games and activities during playtime. There were also opportunities for children to ‘free play’ and explore using the equipment to develop their creativity.

• In order to energise and develop gross motor skills in the children we developed and implemented physical activity sessions at lunchtime and all children had access to a range of equipment including skipping ropes.

• The school held PE curriculum days each half-term. These days were cross-curricular and focused particularly on developing the children’s analytical and communication skills in English and maths through using the context of PE.

• All Year 6 pupils were provided with pedometers and took part in maths-based competitions designed to increase physical activity levels and improve their analytical skills.

To deliver this broad range of activity the Headteacher, Deputy Head, PE Co-ordinator and Sports Development Officer attended several network meetings, visited other cluster schools to share effective practice and worked closely with external partners to develop the tailored action plan.

The difference it has made
Key Stage 2 results showed that 77 per cent of the target group made at least two levels progress in English and maths. Sixty-nine per cent achieved Level 4 or above in English and 77 per cent achieved Level 4 or above in maths.

The results of the target group have impacted on whole school attainment and enabled the school to meet its targets. The SATs results in reading and maths were the best in the school’s history.

Attendance of the target group had improved significantly; the pupil’s combined attendance rate for the autumn term was 91.5 per cent and 96.3 per cent during the spring term when the coaching sessions took place.

Work output of reluctant pupils improved. The boys completed their homework on the same evening that it was given and produced additional research to support their work.

There has been a massive increase in the provision of physical activity. Our pupils have more energy to commit to learning and play a more active part in their physical and academic development.

It worked because
• Pupils were consulted about the activities selected; as a result they were engaged and enjoyed participating.

• The pupils were supported in their learning by male role models (coaches and teachers from the local football club) and the revised curriculum was supported by appropriate boy-friendly resources.

• Tuition was based away from the formality of a school classroom; boys wore sports clothes not uniform and maths and English lessons were always preceded by a physical activity session, which energised and prepared them for the academic side of learning.

• Regular strategic, steering group and management meetings have provided invaluable support, advice and direction to the school’s senior leadership team.

Final thoughts...
To use the skills developed through PE and school sport in other curriculum areas the PE Co-ordinator must have established an identity and profile for PE and school sport across the school. PE needs to be an established subject where high quality teaching and learning takes place, in order for young people to see and understand the link of developing and transferring skills from one subject area into another. It will require commitment from across the school, from Headteacher to individual classroom teachers, with the PE, Literacy and Numeracy Co-ordinators playing a significant role. This is to develop a common understanding and enable quality joint planning.

It is used to have an effect on a variety of skills in children, such as communication and evaluation and so can result in an enrichment of the school experience for pupils and staff.
Using the pedagogy of PE and school sport

What does this mean?
Relevant resources and activities are transformed into high quality lessons by the pedagogies, or teaching strategies, used to bring them to life.

Some of the pedagogies that characterise high quality teaching in PE include:

- appropriate use of mentoring and coaching techniques
- group and team work opportunities
- high quality demonstrations
- practical learning opportunities
- use of competitive situations
- use of games-based activities for developing skills
- non-threatening use of target setting and monitoring progress.

All of these strategies are appropriate in any curriculum area and are easily transferable into literacy and numeracy lessons.

This section looks at how primary schools have started the process of sharing good practice within PE lessons to develop the use of different pedagogies in literacy and numeracy.

Burlish Park Primary School, Worcestershire

Improving Assessment for Learning (AfL) through the pedagogies in PE

What we wanted to do
PE was identified as a lead subject in terms of, teaching and learning and assessment. With Assessment for Learning being a key area of the School Improvement Plan, we wanted to improve standards in numeracy and literacy through increasing the opportunities for peer and self assessment by using existing effective practice in PE.

What we did
We implemented a number of strategies to raise the profile and use of Assessment for Learning in numeracy and literacy:

- A member of staff was identified to lead this piece of work. She was responsible for highlighting, co-ordinating, collating and disseminating the effective practice across the whole school. This member of staff was not the PE co-ordinator, nor did she have a role on the SLT.
- She was given time off timetable to identify the effective practice and spent time in different year groups, observing a variety of teaching in a variety of subjects.
- PE was identified as a lead subject in using this approach; using technology to allow students to self and peer assess and through opportunities to assume a variety of leadership roles within lesson time.
- The ‘pit stop’ was implemented through watching PE and seeing how the member of staff used mini plenaries to stop, reinforce a concept then go. This mini plenary or ‘pit stop’ was introduced as a F1 car zooming across the white board during lesson time to remind staff and pupils of a key objective and to allow self assessment to take place.
- Greater leadership opportunities within lesson time were given to students and the roles were based upon those  

continued overleaf
assumed within PE, again to allow greater opportunities for peer and self assessment.

• Staff meeting and INSET Days were planned around this focus and each member of staff had a performance management target relating to Assessment for Learning. AFL was also a key focus in lesson observations.

• The member of staff leading on this approach was responsible for collating evidence and impact for a report to the Governors and for their recent Ofsted inspection in which the school was classified as outstanding.

The difference it has made
Standards have risen at Burlish Park Primary because of what the AFL particularly focuses on.

• Pupils have learning goals and objectives that have been shared with them in a language they understand with clear and precise success criteria being given to the pupils, which clearly relates to the learning objectives.

• Pupils now know how to know and to recognise the standards they are aiming for.

• Pupils are involved in peer and self assessment using the learning objectives and success criteria as a focus.

• Providing oral and written feedback, which leads to pupils able to recognise their next steps and how to take them.

• Pupils have increased confidence that they can improve.

• Pupils are encouraged and expected to explain their thinking and reasoning.

• Both teacher and pupils review, and reflect on assessment information.

It worked because
• A member of staff was responsible for leading and coordinating this project. This member of staff was not the Headteacher or a member of the Senior Leadership Team, as a result she was seen as less threatening when observing lessons and identifying effective practice.

• There is a culture across the school of trying and exploring new initiatives without the fear of failure.

• The project had the support of the Headteacher and time was given in staff meetings and INSET Days to share effective practice and professionally develop staff.

• Assessment for Learning was a focus for performance management for all staff and was embedded within the School Development Plan.

• The project was very focused, it was looking to implement and show impact in one concept. As a result it was manageable for the member of staff leading the project and clear for the teaching team to understand and implement.
Focusing on Personal Bests (PBs) and Learn to Compete/Compete to Learn

What we wanted to do
The school identified that standards needed to be raised in Year 3 literacy. Through the deliberate use of competition within PE to develop learning it was recognised that the children’s learning of other areas could be enhanced.

A project was set up with low ability children who struggled with spellings, sentences and had poor self confidence, to see if competitive situations in literacy would develop learning in literacy.

What we did
Within a class of 30 mixed ability pupils the children were divided into lower, middle and upper learning groups with specific targets for each group.

Indirect Competition
A questionnaire was given to all Year 5/6 pupils about their attitudes to PE, group work, competition and individual activities.

• Findings
  > Over six weeks, PE lessons focused on active learning competitions incorporating literacy challenges. Following these lessons the teacher set literacy competitions to assess their progress.
  > The class teacher worked with the PE specialist to combine the active tasks with literacy skills specific to the needs of the children.
  > Each of the lower, middle and upper ability groups had five, 10 or 15 key words respectively to spell, understand and apply in a sentence. They practised these through challenge competitions in PE lessons.

• Examples of Year 3 PE/ Literacy challenge competition activities:
  Within PE
  • Sending and receiving using different sized objects:
    > Children have to make five passes in order to complete a word task.
  • Sending and receiving with movement:
    > Children pass a ball around a square. Each time they pass to another they have to say a letter that spells a key word e.g. A-N-D.
    > Relays in teams. First child says the word, runs to complete the physical task and returns, second child spells the word, runs, the third child puts the word into a sentence. Everyone in the team helps the others to achieve the word tasks.

Within the classroom
  > Following the PE Lesson, the literacy teacher used games and competitions to test the children’s knowledge of the key words.

The difference it has made
Initial impact with the low ability group has been very positive.

• A pupil gained his best ever achievement in spelling four out of five words correctly.
• One boy who struggled with very low self confidence has started to speak out in lessons.
• Other members of staff have gained new teaching and learning strategies through watching the lessons.
• Children were physically active and determined through the joint PE and literacy lessons.
• Pupils were ‘firing on all cylinders’ to place a word into a sentence.

It worked because
• The Headteacher is on board and driving the PE and cross curriculum learning link.
• Practical lessons are being discussed and planned between the PE specialist and primary staff.
• Active learning concepts are being transferred to classroom.

Final thoughts...
Using the pedagogy of PE and school sport requires PE and school sport to be successful and a high profile subject, where high quality teaching and learning takes place. We would recommend this approach to schools who have self reviewed themselves against the Youth Sport Trust’s Quality Mark and found themselves to be an embedded school.

Using the pedagogy of PE and school sport requires the school and its staff to have confidence in PE as a subject to raise achievement in literacy and numeracy; it requires long term commitment across the school to share practice, a willingness for staff to take risks, buy in from staff and a clear direction from the SLT. However, it can lead to long term, sustainable change in practice that leads to an empowerment of staff to try new ideas confidently.
So hopefully you're at the stage of deciding to have a go yourself! Before you do, consider the following key factors in your planning:

- Don’t be too ambitious. Keep the initial project quite small and simple, especially if the young people and school don’t have experience of, or a tradition in, working across the curriculum.

- Discuss and work with colleagues. Discuss and, where possible, plan the project with colleagues, especially those who have strength in the approach you are trying to adopt. Make sure the teaching assistants that will be involved in the work are fully involved from the start.

- Consider ways of motivating and rewarding young people. Make the young people involved feel special and rewarded for being part of a new way of working in their school.

- Carefully identify the young people and include them in the planning. Choose young people you know will respond positively to your pilot. Consult them during the planning stages and listen to their views. Valuing their input gives them a sense of ownership and engagement in the project.

- Identify a target group. Be very specific about who and why you are working with the young people you identify and what you want to achieve. Know what they enjoy and motivates them and try and incorporate that into the planning.

- Plan the method of evaluation from the start. Having a clear idea of what you want to achieve and where you are starting from helps to set clear objectives, realistic targets and regularly review progress.

- Share your ideas with parents. Parental support and engagement will help to reinforce with the young people the intended outcomes.

- Change direction if it’s not working. This is a new way of working, things probably won’t go smoothly but that’s ok. Don’t keep pushing on though. If the project is not having the desired outcome then discuss it with colleagues and make changes where necessary.

- Involve the senior leadership team, especially the Headteacher. This ensures the project supports the schools development plan and whole school outcomes, raising its profile among staff.

- Involve external organisations and individuals. Working closely with local organisations to plan or deliver part of the project can be motivating for both the staff and young people.

- Don’t be put off by a different outcome. Schools already working in this way often describe a whole list of unexpected positive spin offs, sometimes the outcome of a project shows impact in more than one area even if this was not the original intent.

- Share good practise. Don’t forget to share your successes with other year groups, parents, schools in your cluster, Partner schools and the Youth Sport Trust. Then start planning your next project!

If you have any examples we would be delighted to hear from you and we will add it to our bank of resources.
We work to give every child a sporting start in life through high quality PE and sport in primary schools.

Supporting primary practitioners and providing them with the best teaching strategies and latest insight in PE and school sport practice is the key to creating a dynamic and enjoyable PE experience for younger pupils. For this reason, we have developed a range of programmes to build the skills and confidence of teaching staff to help them deliver engaging PE and school sport.

At Key Stage 1 we are working with Bupa to deliver Start to Move, a training approach that focuses on the techniques needed to teach the fundamental movement skills to children. For Key Stage 2, teachers can get involved in Matalan Top Sport, which develops children’s physical and social development. Both of these national programmes are delivered with supporting resources.

We have also been commissioned to deliver sports clubs and a range of competition formats specifically for primary pupils through Change4Life Sports Clubs. Working with the Department of Health, these clubs aim to appeal to less active 7–9 year olds, increasing their participation and enjoyment of physical activity.

We also encourage all primary schools to take part in the School Games, which is a great way to introduce children to competitive sport, encouraging participation and celebrating achievement. Schools can take part by running competitions within the school (intra-school), between schools (inter-school) and also at county level.

Through our Primary Membership package we are focused on supporting schools to:

• raise standards of achievement across the school;
• improve the quality of teaching and learning in PE;
• enhance leadership of PE in schools and across clusters of schools;
• promote effective school sport and healthy active lifestyle development;
• benchmark your provision and outcomes nationally in PE, physical activity and school sport; and
• share practice and learn from the best schools nationally and internationally.

Our range of support through our Primary Membership includes a nationally validated Quality Mark, allowing schools to self review and identify priority areas for development. The support and tools to develop your priority areas through:

• a range of publications and web based resources;
• a range of CPD, networking and conference events to provide national updates and promote cutting edge thinking;
• sharing innovation and good practice and providing practical school improvement strategies; and
• innovative programmes delivered with our partners using the power of PE and sport to improve young people’s lives.

It is our hope, that by working with primary practitioners we will support them with the knowledge, confidence and resources to help children develop the skills and lifestyle habits they need to get active for life.

www.youthsporttrust.org

Make sure you maximise your Membership by accessing primary school publications and web based resources via our website and booking yourself onto our training and events.

Contact 01509 226600 or e-mail membership@youthsporttrust.org
The Youth Sport Trust: sport changes lives

Our charity is passionate about helping all young people to achieve their full potential by delivering high quality physical education and sport.

We work to:

• give every child a sporting start in life through high quality PE and sport in primary schools;

• ensure all young people have a sporting chance by developing opportunities for those with special educational needs and disabilities (SEND); and

• support all young people to achieve their sporting best in school and their personal best in life.

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Registered charity No.1086915  Registered company No.4180163