Primary PE & Sport Premium
Case Studies

School: Norwood Primary School Eastleigh
Contact: Sue Curtis PE Lead & LSA
Website: www.norwoodprimary.com

Area(s) of Good Practice:
• Coaches working in curriculum time alongside teachers
• Coaches delivering after school activity
• Linking to Sports Clubs outside of school
• Increasing competitive opportunities for all pupil
• Lunchtime Activity.

Context
Ofsted Rated 2 in 2014
One form entry primary school; above average SEN and PPG; Above average ethnic minorities
Achieved Schools Games Gold Sports Mark 2014 (previously achieved silver and bronze in successive years)
Works with the SSP
Limited facilities - no grass area and small hall.

Who/what was the identified priority?
• Increase participation in sports and physical activity
• Increase competitive opportunities
• Provide opportunities for Gifted and Talented (G&T) pupils
• Develop staff confidence and raise the quality of teaching.

How was it identified?
• The school has had a good offer for PE & Sport but the PE & Sport funding has enabled them to provide further opportunities based on the PE leads knowledge and experience of the subject area and the school’s current offer
• Teachers were reluctant to teach PE & sport and the breadth of the curriculum was limited
• The number of clubs enabled some pupils to be involved but not as many as they would have liked
• The number of sport competitions the school was involved in was limited.

What were the intended outcomes?
• A significant increase in participation rates for extracurricular sport and physical activity
• A higher number of sporting teams and the school is involved more widely in competitive fixtures
• G&T children are stretched and show evidence of progressing their skill to a higher competitive level
• The quality of PE lessons delivered by teachers observed to be good or better.
What provision was put in place?

• Three afternoons a week are assigned for the delivery of sports lessons from local coaches and dance instructors. Each class undertakes a half termly rotation. The teacher must stay with the class, take notes; team teach and inform planning as part of their CPD.

• The PE lead coordinates a diverse programme of after school sports and activities that are offered free to all pupils (paid for using the funding). Working with local sports clubs has provided more opportunities for clubs in football; basketball, tennis and dance as well as NGB programmes like Cricket’s ‘Chance to Shine’ for Year R through to Year 6.

• Students from the local sixth form college (under the supervision of their tutor) also plan and deliver activities in line with the curriculum. The class teacher also works alongside the children throughout these lessons. These activities allow for small group teaching and students act as good role models for the children.

• The PE lead works closely with all organisations coming into the school to provide quality coaches that can commit through the year to ensure progression. Expectations are agreed from the outset.

• The school works with their SSP to participate in competitions and also a neighbouring SSP who is able to provide support with Bikeability, drama and gym.

• Identified G&T pupils are “sponsored” by the school to attend clubs.

• A strong reward system is in place that recognises the achievement of the pupils through certificates, badges and an annual sports award ceremony which parents are invited to attend. The rewards recognise excellence in performance, participation and leadership.

• All pupils including those with a disability and medical conditions are fully involved.

10 sets of PE kit together with numerous pairs of plimsolls were purchased as spares so that there were no excuses for not taking part.

• Pupils take part in regular challenges (intra-school competitions) including pedometer and shuttle runs.

• Young leaders deliver different activities each lunch time.

What impact has it had?

• Through SSP opportunities the school now competes in eight sports for competitions.

• All after school clubs are now over subscribed.

• The number of ethnic minorities pupils involved in after school clubs has increased.

• A pupil and parent survey identified that pupils had increased self-esteem, a sense of personal achievement and an increased understanding of a healthy lifestyle.

• Lunch times are more active.

• Positive relationships with clubs and the local Dance Centre have led to more opportunities being provided at no cost.

What would you do differently or next?

• Increase the number/diversity of after school clubs.

• Provide some drama based dance.

• Provide teachers with further CPD through an INSET day on Imoves.

• Review formative assessment of PE & Sport.

• Develop more intra-school competitions.

How much funding did it require?

• £75 to £120 per week on extra-curricular activities throughout the academic year.

• £1500 on lunchtime equipment and new resources.

www.sporthampshireiow.co.uk