

# The PE and sport premium for primary schools

Good practice to maximise effective use of the funding

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The government is providing funding to maintained primary schools and academies that is specifically targeted at improving the provision of physical education (PE) and sport. Her Majesty's Chief Inspector (HMCI) commissioned a survey to identify and share good practice in 22 schools previously identified as performing well in PE. This survey complements a study in this area by the Department for Education (DfE) that surveyed headteachers between April and July 2014.

In the majority of the schools visited, headteachers are using the additional funding to make improvements to PE and sport, including in competitions, for pupils. However, this survey has highlighted the need for clearer guidance to schools on how best to spend the funding and the importance of good specialist PE knowledge for teachers of the subject.

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# Contents

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<b>Executive summary</b>	<b>4</b>
<b>Key findings</b>	<b>6</b>
<b>Recommendations</b>	<b>7</b>
<b>Good practice case studies</b>	<b>8</b>
<b>Notes</b>	<b>19</b>
<b>Annex A. Providers visited</b>	<b>20</b>

## Executive summary

Central to the successful bid to host the 2012 Olympic and Paralympic Games in London were the government's wide-ranging legacy commitments. These included the aim of re-energising school sport, with a focus on competition and creating a sporting habit for life in young people.<sup>1</sup> Since September 2013, Ofsted inspectors have assessed and reported in section 5 inspections on the use of the additional funding called the PE and sport premium for primary schools.<sup>2</sup> This funding has been provided by the government to help deliver the London Games legacy commitments.

For this survey, evidence was collected from 22 visits by Ofsted inspectors to primary schools known to be performing well in PE. The inspectors found that the new funding is beginning to make a difference in these schools.

A range of effective approaches to using the PE and sport premium were seen by inspectors. In the majority of the 22 schools visited, headteachers were using the additional funding to make improvements to PE and sport for pupils. Employing sports coaches or specialist teachers to teach PE and extending the range of extra-curricular sports activities were the most common uses of the funding. Providing staff with professional development in PE was also popular with the schools. Many of the schools are working in partnership with a wide range of local organisations and other schools to share expertise and extend provision. Inspectors reported on the different ways that schools are implementing these common approaches, although, understandably, some of these are likely to be more effective than others in the long run.

As a result of the funding, pupils in the schools visited were generally being provided with better quality PE teaching. Additionally, they had more opportunities to participate in sport and physical activity. Headteachers noted that the premium had brought a renewed and sharper focus on PE and sport. They also highlighted that the reporting in section 5 inspections had raised their awareness of the importance of using the funding effectively.

Most of the headteachers of the schools visited commented on a lack of clear guidance on how the new funding should be spent when it was first allocated. This meant that they did not initially feel confident or well prepared to use it effectively. They indicated that they would welcome further guidance on effective uses of the

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<sup>1</sup> *Inspired by 2012: The legacy from the London 2012 Olympic and Paralympic Games*, HM Government and Mayor of London, July 2013; [www.gov.uk/government/publications/the-olympic-and-paralympic-legacy-inspired-by-2012](http://www.gov.uk/government/publications/the-olympic-and-paralympic-legacy-inspired-by-2012).

<sup>2</sup> The PE and sport premium for primary schools is worth £150 million per year. The funding is provided to improve the quality and breadth of PE and sports provision in primary schools. Funding was allocated to all maintained and state-funded schools with primary-aged pupils, including primary, middle, special and non-maintained special schools, academies and pupil referral units from 1 September 2013, and will continue until at least 2015/16. Schools have the freedom to choose how they spend their allocation to improve the quality and breadth of their PE and sport provision. They are expected to be accountable for measuring the impact of their spending.

premium to ensure that the benefits are long-term and sustainable, especially concerning promoting pupils' health and well-being. The wider survey of headteachers by the DfE<sup>3</sup> suggested that schools are seeking support to inform their spending from a range of bodies, including School Sport Partnerships and local authorities.

Ofsted's last national report into PE<sup>4</sup> noted that a major weakness in primary schools was the lack of specialist subject knowledge among teachers. It is, therefore, not surprising that, even in schools known to have strong practice in PE, a significant part of the new funding is being used to improve the quality of teaching in the subject. In the schools visited, this was mainly achieved by using the funding to employ specialist PE teachers and sports coaches to work with other teachers and teaching assistants. However, some schools were also using it to improve the skills of existing members of staff so that they could provide good quality training for their colleagues in school. This concurs with the DfE survey, which found that 86% of the sample schools were using the premium to provide extra PE training for staff.

Inspectors also found that the new funding was being used effectively to increase pupils' participation in sport and physical activity. In some schools, part of the funding was used to help selected pupils overcome personal difficulties and as a platform to improve their physical and social development.

Although most of the schools visited were using the premium in effective ways, some common weaknesses were noted. Strategic planning was generally poor. Monitoring and evaluation of the impact of actions to improve the provision of PE and sports were not rigorous enough. For example, too often, teachers' professional development was not planned thoroughly. Additionally, there were often no means of evaluating the impact of actions taken to improve teachers' effectiveness in teaching PE.

A few of the schools had used a small part of the funding to promote pupils' health and well-being, including providing help for those pupils who were overweight or obese. However, overall, this was not done well enough in the majority. This is an area where headteachers feel that more guidance and support would be helpful.

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<sup>3</sup> *PE and sport premium – an investigation in primary schools. Year 1 interim report*, Department for Education, September 2014; [www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools](http://www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools).

NatCen Social Research was commissioned by the DfE to conduct a survey of primary school headteachers and senior managers to examine how the PE and sport premium is being used in schools and perceived impacts of the fund on PE and sports provision in England. This is part of a larger two-year study investigating the use of the premium in 2013/14 and 2014/15. A telephone and web survey of schools was carried out between April and July 2014 and 586 interviews took place in primary schools.

<sup>4</sup> *Beyond 2012 – outstanding physical education for all* (120367), Ofsted, 2013; [www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all](http://www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all).

In a small minority of the schools, the new funding was not being used well enough to provide new activities. In some, for example, the premium was being used to pay for swimming lessons even though schools already have money provided to teach pupils to swim.

## Key findings

- In all 22 schools visited by inspectors, headteachers and governors viewed the new funding as an opportunity to build on their current good practice. They were determined that the premium should leave a legacy of improved sporting performance, increased participation and better promotion of health and well-being.
- In the schools visited, most of the funding is being used to:
  - deploy new sports coaches and other personnel qualified in sport to teach pupils in PE lessons and to coach sport in new after-school clubs
  - join in with existing sports partnerships or new arrangements, pooling their funding to share the cost of new sports staff and organising inter-school sports competitions
  - improve teachers' subject knowledge and enable them to work alongside specialist teachers and coaches to observe and learn new skills and techniques from them
  - work in partnership with secondary schools to enable specialist teachers to teach PE and organise additional extra-curricular sport in primary schools
  - engage with parents, the community and local sports clubs to increase pupils' regular participation in sport and physical activity within and outside school hours
  - help selected pupils, including the disabled and those who have special educational needs, to overcome barriers and enjoy the benefits of PE and sport.
- All 22 schools visited by inspectors had a plan of how they intended to use the funding for at least the first year. However, a common weakness was that plans lacked clear targets for improvement and did not show how senior leaders would measure the impact of new funding on improving PE and sports provision.
- Most schools employed specialist teachers or sports coaches to help improve the effectiveness of class teachers and teaching assistants in teaching PE. These specialists also sought to increase pupils' participation in sport and physical activity. In all of the schools visited, new appointees were carefully selected, often following advice from the local authority or the local secondary school, and their performance was routinely monitored.
- Discussions with staff showed that professional development is most effective when it is planned to meet the individual needs of teachers and teaching assistants. In schools visited where this was the case, teachers and teaching assistants demonstrated greater subject knowledge and confidence in teaching

PE. Professional development was generally less effective where staff training consisted of simply observing specialists with no opportunities to teach or coach alongside them or improve their skills through other means.

- Many of the schools visited had identified a small minority of pupils as 'non-participants' in lunchtime and after-school sports activities. Schools were using the new funding to put in place a range of additional activities to stimulate the interests of these pupils.
- Many headteachers were using new funding to promote wider links with a range of local sports clubs. They saw this as a sustainable way of improving the participation and performance of all pupils, including disabled pupils, pupils with special educational needs and the most able.
- Only six of the 22 schools visited specifically targeted new funding towards their most able pupils. However, most headteachers felt that these pupils benefited anyway from the additional funding through better-quality PE teaching by specialist teachers and coaches. Schools also felt that these pupils benefited from the wider range of extra-curricular sports clubs provided and improved links with local sports clubs.
- Very few schools were using their funding to improve pupils' health and well-being, especially those known to be overweight or obese. In particular, there was a lack of engagement with parents and local health agencies to develop and implement effective approaches to tackle these issues.

## Recommendations

### Schools should:

- ensure that their strategic plans for using the new funding include clear, measurable targets for improvement
- clearly show how school leaders will evaluate the impact that the premium is having on improving PE and sports provision
- regularly monitor the work of specialist PE teachers and sports coaches to ensure that their teaching and coaching are consistently good
- ensure that the professional development of staff is systematically planned and tailored to the individual needs of teachers and classroom assistants
- monitor the impact of professional development to ensure a lasting legacy of consistently good teaching of PE
- identify 'non-participants' in extra-curricular sport and provide additional activities to encourage their immediate and longer-term participation in sport and physical activity
- introduce activities specifically aimed at enabling their most able pupils to achieve high standards in PE and sport

- forge links with a wider range of external sports clubs to achieve sustainable ways of engaging all pupils in physical activity and sport
- work closely with parents and carers and local health agencies to promote the health and well-being of all pupils, especially those who are overweight or obese.

### **Government departments should:**

- provide further advice to schools about how to engage with health agencies and parents to promote pupils' health and well-being, especially concerning those pupils who are overweight or obese.

### **Ofsted will:**

- continue to evaluate the use of the premium in section 5 inspections, focusing particularly on how effectively school leaders monitor the impact of new funding over time on increasing pupils' participation, improving performance in PE and sport, and promoting health and well-being.

## **Good practice case studies**

### **Improving the quality of PE teaching**

'The first principle is ensuring that all children get good-quality teaching in PE. If we don't use the funding to achieve this, then we have missed out on a huge opportunity. But we can only do this if we train teachers and teaching assistants well.'

Headteacher, Archibald First School

Headteachers in the 22 schools visited considered developing the skills and expertise in PE of their staff as the most sustainable way of using the PE and sport premium. The schools identified two key factors to ensure effective development activities for staff:

1. the quality of the specialists used to deliver the training
2. the opportunity for staff to do more than just observe these specialists teaching pupils.

### **Case study: Using local talent – employing specialist PE teachers to plan and deliver a structured professional development programme**

#### **Rickleton Primary School**

Local headteachers agreed to commission the specialist sports academy nearby to draw up a training programme to improve their staff's knowledge and understanding of PE. A 90-hour training programme was provided by a specialist PE teacher already known to the staff. This included a combination of direct teaching and extended learning through



independent and school-based tasks. The programme is being accredited by the local university as a component of a master's degree. As the programme is modular, schools can choose whether to support one member of staff or several. Schools can therefore target modules to the needs of particular teachers or teaching assistants. After each module, teachers feed back on what they have learnt to their own headteachers and governors. Feedback is also provided to the academy so that the programme can be amended if needed.

One teaching assistant who attended a module that focused on improving the teaching of swimming commented, 'I am no longer concerned that I might be teaching pupils in a way that conflicts with that of the swimming coach. I now understand the correct way to demonstrate the various swimming strokes to pupils.'

New resources on teaching techniques in swimming, both printed and on video, are shared with other members of staff to help them provide support during swimming lessons.

### **Case study: Grow your own – using expert staff to plan staff development and train others in PE**

#### **Orrets Meadow School**

This special school decided to use some of its new funding to allocate a temporary pay award and some non-teaching time to the specialist PE subject leader. The aim was to ensure a lasting legacy of good-quality PE and sport throughout the school. This included:

- leading training to increase the subject knowledge and teaching skills of staff
- monitoring the work of visiting specialist teachers and coaches
- organising after-school sport and engaging all pupils in sustained physical activity during lunchtimes
- organising more competitions within school and between schools in the cluster
- liaising each week with the specialist PE teacher from a partner school
- linking learning to major sporting events, such as the Commonwealth Games and the Open Golf Championship
- developing opportunities for pupils to become sport leaders.

Part of the new funding was also used to employ a second specialist teacher from a partner special school. Both specialist teachers have

organised personalised programmes of support and development for each member of staff based on an audit of their individual needs. Common areas for improvement, such as assessment and adapting activities to provide the right level of challenge and support for pupils of different abilities, were addressed with staff collectively. At the start of each six-week unit of work, a specialist teacher taught PE lessons while the class teacher observed and assisted. In subsequent lessons, the class teacher began to contribute to assessments, lead parts of lessons or work with small groups. By the end of the unit of work, the teacher led the lesson, observed by a specialist teacher who provided feedback and set objectives for further improvement. The work in lessons was supported by regular staff meetings and training from the specialist teachers. Governors received regular reports from the subject leader to help them evaluate the success of the actions being taken. These reports were then posted on the school website for parents.

### **Case study: The power of partnership – joining with other small schools to achieve structured staff training and value for money**

#### **St John's Chapel Primary School**

Headteachers decided to pool together part of their new funding to establish a bespoke sports partnership programme for their cluster of small rural schools. To do this, they worked with other key partners, including the local authority advisory staff, sport and leisure services and public health staff. Following a rigorous audit of each school's strengths and weaknesses, the partnership planned a professional development programme to improve the quality of PE and sports provision. Modules were half-termly and began with a training session led by local authority specialist staff. Headteachers, other staff of all schools and the hired sport and leisure services coaches attended the training to ensure consistency of approach to teaching and coaching.

The training was followed up by coaches working regularly alongside teachers in their own schools. At the end of each module, the partnership organised sports competitions and festivals for all pupils in schools within the partnership. The increased motivation of staff for PE has encouraged them to use a wider range of resources to extend their knowledge and skills when planning and teaching lessons. To ensure that the professional development made a difference, lessons and coaching sessions were monitored not just by the headteachers of the partnership schools but also by local authority advisory staff. Schools received written termly reports from the local authority that included evaluations of these teaching and coaching observations. Further monitoring of the coaches was carried out by the sports and leisure services staff to ensure consistency across all schools.

## **Increasing pupils' participation**

There was clear evidence in the schools visited that the new funding was increasing pupils' participation in sports competitions, festivals and extra-curricular sports clubs, including those at lunchtime. Schools were using their funding to employ specialist coaches or paying their own staff to increase the number and range of extra-curricular sports and physical activity clubs provided. A wide range of novel activities were introduced in schools to add variety to extra-curricular provision and to encourage participation of a greater number of pupils. These included Taekwondo, karate, multi-skills, badminton, fencing, cheerleading, street dance and boxing.

### **Case study: Extending participation in competitive school sport**

#### **Portway Junior School**

Portway Juniors used its funding to join the local school sports partnership to promote more inter-school sports competitions. As a result, the number of pupils who have taken part in inter-school sports competitions has more than doubled, from 40 to 100, since last year. All these competitions were organised by the school sports partnership. The funding was also used to provide transport for pupils to attend competitions held in central venues.

### **Case study: Maximising participation in the local community**

#### **Sturton Church of England Primary School**

The headteacher aimed to increase pupils' participation in sport and improve their fitness by introducing them to middle distance running. He felt that pupils' interest could be most effectively sustained by involving their parents and carers in these activities. Part of the new funding was used to pay the entry fees for a mini-marathon event for pupils and their parents and carers. Over 60 parents and children participated. Such was the enthusiasm created by this event that the headteacher decided to organise the school's own 'fun run' for all children and adults in the local community.

This year, 225 runners took part in a five kilometre running event, 'The Sturton Stride'. Participants were made up of serious club runners, local runners and families with children. Many parents, 43 pupils, six members of staff and the two additional specialist PE teachers employed through the funding took part, along with children and families from other schools. The event had the support of local companies, sponsors and the parish council. It started with a mass warm-up led by a fitness instructor. It ended with health-related activities on the school field, including a climbing wall, sports demonstrations and a bouncy castle. Feedback from everyone was very positive. The plan is for the run to become an annual event. The headteacher reported that many pupils continued to show an

interest in middle distance running. Parents commented that the school's positive attitudes to PE and sport have inspired families to participate more in sports activities. This has placed the school very firmly at the centre of the community.

### **Case study: Fitness first – getting pupils busy, active and healthy**

#### **Springfield Junior School**

The premium has been used to raise staff awareness of the need to increase pupils' aerobic fitness through regular physical activity. The school has focused its staff training on raising physical activity levels in lessons and increasing pupils' participation in out-of-school-hours clubs. The assistant PE leader took staff training, observed lessons, suggested areas for improvement and revisited lessons to ensure that they included high levels of physical activity.

The school was also aware of a number of pupils who did not participate in any of the extra-curricular sport and physical activity clubs on offer. It felt that new activities were needed at a different time of the day to attract the non-participants and enable the school to reach its aim of 100% pupil participation. The school introduced a cycling and running club (duathlon) run by the headteacher and assistant PE coordinator, for pupils to attend from 7.30am on four days each week. Pupils who took part in the club were given a healthy breakfast before school began.

Initially, the clubs targeted 18 children from each year group who were invited to attend six sessions to spark their enthusiasm for cycling and running. The club now opens to all pupils, with approximately one third of each year group attending weekly. New funding has been used to purchase six training bikes. The school has further plans to include swimming as part of the club's activities and organise duathlon and triathlon teams to take part in local competitions. Local adult duathletes and triathletes were contacted and invited to school to work with the children. Contact was also made with a local triathlon club. Feedback was very positive. One parent said, 'My daughter can't wait for Fridays – she's always up early and ready to go.' One pupil commented, 'I've lost weight, and I can cycle and run for longer now.'

### **Case study: Fun, competitive approaches to improving lunchtime participation**

#### **Arden Grove Infant and Nursery School**

A weekly sports challenge demonstrated by the headteacher during assembly each Monday was introduced to Arden Grove pupils to promote their physical activity during lunchtimes. With the help and encouragement of lunchtime supervisors, young children practised the challenge each day during the lunchtime period.

Friday was competition day, when a star pupil from each year group was chosen and awarded a 'lunchtime sports award' certificate. Challenges included: 'who can balance a bean bag on their foot?', 'how many hops can you do on your left foot?' and 'how many throws can you do without dropping the ball?' This proved to be a fun way of improving participation, enhancing skills and encouraging competition.

### **Case study: Using experts to improve lunchtime participation**

#### **Christ the King Catholic Primary School**

The PE and sport premium was used to employ a specialist advisory PE teacher from the local authority to carry out a review of lunchtime activities and of the space and resources available. The advisory teacher delivered training for four midday staff and provided them with a file of physical activity resources. In addition, the school's PE subject leader trained eight pupils to become junior play leaders, showing them how to organise and play a number of games and activities. The school also used a small amount of its new funding to purchase additional equipment for use at lunchtimes. The advisory teacher continues to provide ongoing support and guidance to the school. School leaders reported a significant increase in pupils' participation in sport and physical activities over lunchtime.

### **Case study: Leading by example – empowering pupils to make lunchtimes more active and fun**

#### **Wyken Croft Primary School**

The school's detailed records of pupils' participation in physical activity and sport showed that a small number of pupils did not participate in extra-curricular sports activities. They were also generally inactive outside of school. These pupils were targeted for greater involvement in physical activity and encouraged to attend lunchtime activities by their teachers, teaching assistants, external coaches and lunchtime supervisory assistants.

External coaches were employed to introduce lunchtime games and physical activities. To make this sustainable, the school's two deputy headteachers also attended the 'Powerful Positive Lunchtimes' training. In turn, they trained lunchtime supervisory assistants, who will eventually take over from the coaches. The school's records showed that approximately one third of all pupils took part in these organised lunchtime activities during their first term of operation.

As a result of the success of this initiative, the school decided it would look for ways to involve even more pupils in lunchtime physical activity sessions. Eighteen pupils have been trained as the 'Sport Crew'. Using a

different area of the playground and targeting different year groups, the 'Sport Crew' organised a range of games and physical activities over the lunchtime period. School leaders report that this was highly popular and had notably increased pupils' participation. The school also reports that some of the 'Sport Crew' members gained in confidence and improved their leadership skills as they worked with younger pupils.

### **Case study: Developing the leadership skills of Year 2 pupils to become 'Little Leaders'**

#### **Tylers Green First School**

The school decided to involve Year 2 pupils in leading playground games for the other children to encourage more participation in active play at lunchtimes. The school's specialist coach, employed using the new funding, trained 20 Year 2 pupils using play leaders' resources. The PE subject leader built on this initial training by creating a poster of photographs of 'Little Leaders' and a 'fun stop' where pupils waited if they wanted to be included in Little Leader activities.

Little Leaders are identified by special badges. The school reported many more pupils taking part in lunchtime activities. Teachers noted that the Little Leaders showed higher levels of responsibility for themselves and others. They also demonstrated a greater range of vocabulary in their explanations and instructions, better personal organisation in their work, and improved concentration and focus in lessons.

### **Improving attainment and overcoming barriers**

Many headteachers spoke of how they used PE and sport to create a culture of high expectation and achievement among pupils of all abilities and aptitudes. Some headteachers were using the premium to extend this approach by developing cross-curricular activities. These broadened the range of sports that pupils experienced and developed their academic knowledge and skills. Many of the schools visited were also targeting support towards those pupils who lacked the confidence to join in with particular sports or activities. Some of the strongest approaches seen by inspectors were focused on helping disabled pupils or those with special educational needs overcome the barriers to participating and achieving in PE and sport. These approaches were built on a clear understanding of the barriers for the individual or groups of pupils combined with innovative solutions to overcoming these barriers.

## **Case study: Identifying non-participants and providing new, additional activities to re-engage them in sport and physical activity**

### **Wyken Croft Primary School**

The school keeps detailed records of all the extra-curricular activities attended by pupils. The headteacher says, 'We know from questionnaires, talking to parents and our own knowledge of the children which of them attend sports clubs in the evening and at the weekend. On the same recording sheet we also have the academic interventions that children attend and the support they are getting for social and behavioural difficulties. All this information allows us to target certain individuals for additional sports activities paid for by new funding and for extra support or encouragement in PE and sport.'

## **Case study: Overcoming low confidence and poor motor skill development**

### **Navigation Primary School**

The school's monitoring of pupils' achievement in PE showed that the basic skills in running, catching and throwing of some Key Stage 1 pupils were well below those expected for pupils of their age. Many of these pupils lacked enthusiasm for PE, particularly games lessons, and did not attend extra-curricular sports clubs. To tackle this, the school introduced a 'Change4Life' programme for this group of pupils. The school's own budget financed a training course for one teacher and the necessary resources were paid for using the premium.

Pupils attended the Change4Life programme once a week during school time to improve their basic skills and coordination. Some of the physically more able pupils were selected to lead this group session to develop their own leadership skills. The sessions were very well received by the children and their parents. All staff involved said how much pupils enjoyed the sessions and had improved their motor skills. Class teachers commented that these pupils became much more confident in PE lessons and enjoyed 'having a go' at the activities in PE. Initially, they had seemed scared to involve themselves in case of failure in front of others. Teachers also commented that the pupils now joined in games during break and lunchtimes, whereas in the past they avoided any interaction with other pupils who were playing games. School questionnaires showed that pupils in this group were enjoying PE far more than before and that they felt their skills had developed well.

## **Case study: Overcoming communication and social barriers in a Reception class**

### **Hindlip Church of England First School**

Last year, one third of pupils joining Hindlip First School had special educational needs; these were mostly poor communication skills and an inability to work and play with others. Nearly all of these pupils were boys. Despite already having many strategies in place to address these issues, the school decided to look for other ideas.

The school used its new funding to employ a private sports company to improve children's team-working, listening skills and basic motor skills through physical activity and sport. Specialist coaches ran a 'Footie Bugs' programme for pupils for one hour each week. A senior teaching assistant was present at each session to work alongside the specialist coach and to monitor, assess and record individual pupils' progress. The school reported that the programme had a positive impact on the children, with many making rapid progress in their physical, personal and social skills. The teaching assistant reported that she has used many of the activities she learned from the coaches when helping the class teacher plan for other PE lessons.

## **Case study: Overcoming disability in mainstream schools**

### **Padiham St Leonard's Voluntary Aided Church of England Primary School**

Padiham St Leonard's is one of a group of schools that used some of their new funding to buy into the local sports partnership. Within this partnership, one headteacher aimed to provide sports competitions and events for disabled pupils. These pupils were included as much as possible in lessons, but because of their severe disabilities they had few opportunities to play in school teams or experience winning and losing through competitive sport.

Working with staff from the local special school, the partnership organised a sports festival for local disabled pupils. The school reported that, having participated in a sports festival suited to their needs, disabled pupils said how much they had enjoyed the experience. One pupil commented 'I love it. I love the cricket. It makes me feel happy. I threw the bean bag into hoops and I won. I'm proud.' The school staff said that, apart from enjoyment and significant improvement in confidence, other gains for the pupils included improved behaviour and better attitudes towards learning in lessons.



## Improving pupils' health and well-being

Other than general improvements to pupils' lifestyle through increased participation in physical activity, the use of funding to promote the health and well-being of all pupils was a relative weakness in the schools visited in the survey. Many schools visited felt that they already had in place a curriculum that promotes healthy lifestyles and some had introduced Change4Life programmes. However, very few schools invested their funding in tackling pupils' obesity. Headteachers said that they did not have a clear understanding of what was needed to tackle this issue effectively. They also said that they would welcome further advice to enable them to use the funding to introduce new and effective activities in this area.

### Case study: Food for thought – improving individual pupils' health and well-being by changing their diet and exercise plans

#### Springfield Junior School

Along with a Change4Life club targeted at non-participants, Springfield used the premium to employ a nutritionist to work with a small number of overweight pupils. This gave the pupils and their parents the knowledge to make positive choices about diet and lifestyle to improve their health. The activity levels of the targeted pupils were recorded at the start of the programme and again two terms later. School records showed that, although it is very early to report any substantial weight loss, pupils have increased their general levels of physical activity and feel that their personal fitness has improved. Pupils also commented that they were more confident about joining in with sport and physical activities.

### Case study: Building on an established 'health week' to promote active, healthy lifestyles

#### Arden Grove Infant and Nursery School

The school aimed to build on its existing annual health week by developing a wider range of physical activities and learning opportunities for pupils. New funding was used to employ specialist coaches and other adults with sports qualifications, including some parents and carers, to run additional workshops for pupils in all year groups alongside other class-based activities. These included dance for toddlers, Zumba and gymnastic taster sessions for pupils and their parents and carers. During the week, the children participated in new physical activities and learned about the importance of exercise and its impact on health, how our bodies work, the dangers of drugs and how to eat healthily.

The range of additional activities offered to pupils are now included in the school's extra-curricular programme, which runs throughout the year. The school also has plans to open a 'PE café' for parents, to provide them with information about how they can continue to support positive healthy

lifestyles at home and, in particular, how they can engage their children in simple physical activities and skill practices. The new funding will be used to purchase equipment that can be borrowed from school to make this happen.

## Notes

Twenty-two schools with pupils of primary school age were visited by Her Majesty's Inspectors or additional inspectors. The schools included 10 from the North East or North West, five from the East or West Midlands, four from the East of England and three from the South East or South West. The schools were recommended to Ofsted or were known by Her Majesty's Inspectors as providers of good quality PE. All the schools were judged to be good or outstanding in their last inspection, not only in their overall effectiveness but also in their quality of teaching and the quality of leadership and management. The schools varied in size and context, including small rural schools such as St John's Chapel Primary School with 45 pupils and a large inner-city school such as Wyken Croft Primary School with 705 pupils. The median number of pupils was 235, which is close to the national median for primary schools.

Survey visits took place between the end of March and the middle of June 2014. During each visit, inspectors met with school leaders, including governors, looked at relevant documents and talked with pupils and staff. They also observed a variety of lessons and extra-curricular activities, mainly taught by specialist teachers and coaches paid for through the new funding.

## Annex A. Providers visited

School name	Local authority
Archibald First School	Newcastle upon Tyne
Arden Grove Infant and Nursery School	Norfolk
Christ The King Catholic Primary School	Wirral
Combs Ford Primary School	Suffolk
Easington CofE Primary School	Durham
Elmlea Junior School	Bristol City of
Heath Fields Primary School	Derbyshire
Hindlip CofE First School	Worcestershire
Navigation Primary School	Trafford
Orrets Meadow School	Wirral
Padiham St Leonard's Voluntary Aided Church of England Primary School	Lancashire
Portway Junior School	Derby
Rickleton Primary School	Sunderland
Springfield Junior School	Suffolk
St John's Catholic Infant School	Wirral
St John's Chapel Primary School	Durham
St Paul's Church of England Primary School, Langleybury	Hertfordshire
St Thomas More Catholic Primary School, Kidlington	Oxfordshire
St Thomas More Roman Catholic Voluntary Aided Primary	Durham
Sturton CofE Primary School	Nottinghamshire
Tylers Green First School	Buckinghamshire
Wyken Croft Primary School	Coventry