

Effective school led practice should have two primary purposes:

- **An example of practice:** it should contain enough detail to allow other schools/partnerships to replicate their practice if desired.
- **An example of evidence:** it should contain enough impact information in order to provide us with evidence of the benefits that may be used in a variety of ways.

School : St Charles Borromeo

Post Code: KT13 8JD

Main Contact: Stephen Holt

Role: HEAD TEACHER

DATE: 01-05-2014

Focus on:

PE

School Sport

Health & Wellbeing:

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Context (background info)

Small school with limited facilities and outside space.

What were you trying to achieve? Are there links to any whole school priorities?

Philosophy: want to give as many children as possible access to high quality coaching and opportunities to participate in competitive sport.

To improve CPD opportunities at KS1 and EYFS with teachers shadowing and team teaching with an outstanding sports coach

What actions were taken? Who was involved? What did you do? What did it look like?

Employed a sports coach known to the school – multi sports, private employee not part of a company.

Introduce virtual competition

Built up good working relationships with PE coordinators and Headteachers in their local network of schools.

Use coaches of a high standard from local sports clubs in hockey. Lacrosse, rugby and cricket.

PE coordinators meet regularly to discuss use of sports premium

Funding enabled school to pay TAs to run netball and cross country clubs engaging more children

Funding enabled staff to be released to take children to competitions during the school day.

Coach works alongside the teacher in PE lessons sharing CPD.

What was the impact on participants? What have been the positive impacts of this work on the young people?

Impact is key –

100% of KS1/EYFS have experienced some form of competition through a virtual skills festival

53% of year 2 pupils have competed in level 2 competition

50% of year 3 have competed in level 2 competition

52% of year 4 have competed in level 2 competition

87% of year 5 have competed in level 2 competition

97% of year 6 have competed in level 2 competition.

From the whole of KS2 71% have competed in a level 2 competition 2014, in 2013 it was 42% increase of 29%

From increased competitive opportunities success has been achieved.

Notable success in 2013-14 has included:

National Pop Lacrosse finalists 2014

Mixed hockey – County qualifiers

Boys hockey county qualifiers in 2 comps

Tag rugby county qualifiers

Cross country county qualifiers third placed team

Remember to show evidence as to how you know a difference has been made

Young person quote:

'We loved lacrosse in particular, we have learned so much; when learning a new sport you learn new things rather than doing something you already know well such as football. It's good to be out of your comfort zone and being stretched to the limit.' Charlotte and Lottie Year 6

What was the impact on the school? Have they changed their offer or the way they deliver it? Which priorities has it impacted on?

100% of staff report that their knowledge and understanding of PE has improved as well as strategies for behaviour management through working with the coach.

PE Register allowed school to identify children who are active in and outside of school.

Target reluctant pupils to take part in competition with two pupils attending trials for Surry Youth Games.

Headteacher quote:

The Sports premium has without doubt raised the profile of PE and sport to a new level. Funding has given our school the opportunity to work alongside enthusiastic, skilled coaches, thus raising the skills, knowledge, understanding and most importantly, confidence of our staff. Funding has also enabled staff to accompany children to level 2 competitions without impinging on ever tighter budget constraints. Sports premium has ensured that pupils at our school experience as many exciting opportunities as possible as well as creating memories for years to come. Our children are even more engaged, active and passionate about PE and sport, with the overwhelming majority enjoying their PE. Stephen Holt (headteacher)

Top tips: What were the key things that made this work?

Provide as many different sporting opportunities as possible through the use of qualified sports coaches and specialists.

Teachers must work alongside the coaches rather than using the time for non contact.

Where possible, provide opportunities for every child in KS2 to be able to say that they have represented their school at sport.

Keep a register of participation inside and outside of school, so that reluctant participants can be encouraged to try new things.

Provide opportunities to try new sports rather than relying on traditional sports.

Use funding to release teachers to accompany pupils to sporting events.

Next steps? How are you embedding and sustaining the activity? How are you extending and developing the impact of this work?

Continue to build on the team teaching approach, so that when/if funding ceases we have confident staff who can deliver high quality PE lessons.

We would also like to develop the range of sports on offer to our pupils.

Continue to ensure that all children by the time they leave our school have had the opportunity to represent their school in a sporting competition.