

Hayes Primary School

PCSA PE & Sport Cluster Pack 2017/18 Academic Year

This year, all primary schools in England received PE & Sport Premium Funding of £16,000 + £10 per pupil.

Hayes has used some of this investment to work in collaboration with Paignton Community & Sports Academy, to improve a number of the following outcomes associated with the funding.

The funding should be used to:

- develop or add to the PE and sport activities that the school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport



The following document looks at how the collaborative approach with Paignton Community & Sports Academy has contributed to improvements across the 5 indicators.

1. The engagement of all pupils in regular physical activity:

Curriculum Support:

A key part of the support that PCSA provides to its primary schools is providing a member of the PCSA PE department to work with the school for the whole academic year.



This year, Adam Smith has been working with the school, supporting staff and modelling high quality PE lessons.

The lessons have been active and engaging, underpinning the importance of regular physical activity. The children have responded well to the specialist input and have fully engaged in all of the lessons.

The focus of this support has included some activities that the children may not be able to access as easily, due to the facilities available at the school. These have included: tennis, basketball and badminton. Adam has also delivered lessons looking at multi skills, which equip the children to be able to fully participate in a wide range of other activities.

Adam has reported that the children he has worked with have all made good progress this year. The children are therefore better prepared to be able to take part in regular physical activity. The children have enjoyed the lessons and are motivated to be more active outside of lessons as well.



Play Leader Training:

The school is able to access play leader training for children within the school. The training is led by John Julyan, who also leads on work across the County for Leadership, Coaching & Volunteering, in association with the Youth Sport Trust. The training includes:

- Understanding the role and responsibilities of a young leader
- Exploring the skills, qualities and knowledge needed to fulfil the role of a young leader
- Learning new games and creating their own games that can be organised and run by a young leader
- Consideration of their own strengths as a young leader and the things to practise
- Describing the key roles they would like Young Leaders in their school to have

The training prepares the children to lead games and activities. This can work particularly well at lunch or break times, where the children support each other to take part in physical activities.

Festivals:

Hayes Primary School has attended ALL of the festivals that have been made available to them this academic year through the PCSA Cluster.

The festivals have enabled the younger children in Key Stage 1 to develop the fundamental skills required to participate regularly in sport and physical activity, through fun events, including: handball, sports hall athletics, multi skills, tag rugby, tennis skills, football and dance.



The festivals also help the younger and older children learn the concepts of competing against others, playing within rules, sportsmanship and fair play. All of these are important skills to learn, to assist them in leading active lifestyles.

There are more festivals scheduled during the summer term and Hayes Primary School is planning to attend these.

A table listing the festivals the school has attended this academic year is included in the Appendix at the back of this document.



2. The profile of PE and sport is raised across the school as a tool for whole-school improvement:

Curriculum Support:

The curriculum support from Adam Smith, although focused on PE, has also included pedagogy ideas that can be used across the curriculum. Most of the support given this year has been with the Year 3 and 5 classes. With these year groups, active learning is something that can be embedded in to other lessons fairly easily. This means that the ideas and teaching approaches used by Adam, can be taken on by all of the staff at the school and utilised in other curriculum areas.

There is a growing bank of evidence that demonstrates the correlation between physical activity and better concentration levels. Many studies cite that active young people are more likely to learn better and achieve better results than more sedentary peers.

This type of evidence, coupled with the modelling of high quality PE lessons has been a great way of raising the profile of PE and sport as a tool for whole school improvement.

Festivals:

This year, Hayes has attended more festivals than in previous years. The children have loved walking up to Paignton Community & Sports Academy to take part in a wide range of activities, linked to the PE curriculum and also focus sports.



All of the festivals have had three themes running through them: fun/enjoyment, maximising participation and improvement.

The school acknowledges the role that PE and Sport can play in improving attitudes, attendance, emotional wellbeing, behaviour, attainment, relationships with parents and transition. The festivals have played a key role with impacting upon some of these areas.

All of the festivals are led by Key Stage 3 sports leaders from Paignton Community & Sports Academy. PE & sport is more than just about taking part as a player or performer and the festivals demonstrate how it can help to develop leadership skills. The sports leaders, coach, officiate, score and support the children to take part in the various activities. Not only does this help the sports leaders to develop their



confidence, empathy, communication and organisation skills, it also acts as a way to model positive behaviours and teamwork, that primary schools can reinforce with their children.

Performance success has also led to another layer of competition for some of the festivals, where the top two schools are invited to take part in Level 2 School Games competitions against other schools in Torbay and potentially across the County at Level 3 School Games events. These events serve as an effective way for schools to celebrate success and also raise the profile of their involvement in sporting competitions.

Successes of past students:

Paignton Community & Sports Academy celebrates the success of its students via the Academy website. The feeder primary schools receive personalised email alerts to keep them informed of any successes of their past students. This year, Hayes was told about several students, including Harry and Ella Britton, who received a silver medal, finishing runners up in the Devon U15 water polo competition; Alex



Candlish-Haffner, who took part in the English Silvers Tumbling Championships in Telford, coming in a staggering 4th place. At the age of 12, he is competing in the 13+ age range so was the youngest in the group.

Also Megan Kirby, who, was a finalist for Junior Sportsperson of the Year and went on to win the annual coveted Sports Awards title and trophy.



Sharing success in this way helps the school to maintain the profile of PE and Sport, even through students who are no longer at the school. As with the festivals, it also serves as a tool to aid transition and to help students on the verge of moving to secondary school feel less apprehensive about the transition.



3. Increased confidence, knowledge and skills of all staff in teaching PE and sport:

Curriculum Support:

All of the curriculum support provided by PCSA is delivered with the staff at the school.

The rationale of sending a specialist PE member of staff in to the primary schools is all about staff development. Providing this type of support enables the school to consider its priorities and request a package of bespoke curriculum support to address the needs of its staff.



The school has paired Adam up with the classes where he is able to support the staff most effectively. This year, Adam has worked with Year 3 and Year 5 classes. The idea is to develop the capacity of existing staff members to ensure that the investment has a long-lasting impact.

The structure of this time can be flexible. Often, Adam will model lessons, but there is also scope for team teaching, observation of primary staff, followed by evaluation and feedback. Planning is shared and strategies of assessing children effectively to support future planning and learning can be discussed.

Professional Development:

Two separate twilights have run this year. Staff were able to go to a number of different practical training sessions run by specialists, to provide ideas and support to primary teachers. The sessions included:



- Multi skills
- Tag Rugby
- Dance
- Cricket
- Volleyball
- Netball

The opportunities were made available to all of the schools in the PCSA cluster focusing on elements of the PE curriculum that staff have requested support with.

Festivals:

There will have been 20 festivals this year for the school to take part in. The festivals provide an excellent way for staff to pick up new ideas and also to see their children in a different environment, participating in small sided games, individual and team challenges as well as applying skills and knowledge in more traditional sports. Key Stage 1 festivals have included: Handball, Sports Hall Athletics, Multi Skills, Tag Rugby, Tennis Skills, Football, plus schools were able to include the younger children in the Dance Festival if they wanted to.



Most of the Key Stage 1 festivals had around 8 different activities for the children to take part in. These activities were conceived to provide appropriate challenge and variety, so that staff could take the ideas and employ them within their own lessons back at school. The activities have included a wide range of aspects associated with the focus sport or curriculum area of the festival, such as: throwing, catching, shooting, dynamic balance, teamwork positioning and coordination at the handball festival.

The Key Stage 2 festivals have covered a range of curriculum areas and sports, including Outdoor Education, invasion games, athletics, net / wall and striking and fielding. The festivals have allowed the teachers to observe their children, take on ideas about group organisation and subject knowledge.



4. Broader experience of a range of sports and activities offered to all pupils:

Curriculum Support:

Paignton Community & Sports Academy has some of the best facilities in this part of the country. Through the curriculum support that is provided to Hayes, the school has the option of using the facilities from time-to-time, so that children are able to take part in additional sports and activities that cannot be facilitated at the school.

The school can also benefit from equipment that the Academy has. Adam is able to take some of the Academy's equipment to the school and open up additional opportunities for the children he works with.

The other way that Adam can expose children to a broader range of sports and activities, is to deliver lessons covering areas of the curriculum that staff at the school are less confident teaching. Staff may shy away from activities and sports that they don't know so well, whereas having a specialist teacher come to the school, the children are able to have a much wider diet of activities and sports.

Festivals:

12 different sports have been included this year within the 20 festivals, organised and run by PCSA.

Some of the festivals have focused on sports that the school have not previously been able to offer, or activities that have inspired staff and children to want to do more of back within school.

Many of the festivals provide ideas of how schools can teach through different sports. They also demonstrate different ways of organising groups and activities, providing a positive introduction to each new sport or activity. Some of the festivals that were selected this year by the primary schools, were chosen because they represented areas of the PE that they would like more support with.



5. Increased participation in competitive sport:

Curriculum Support:

Some of the curriculum support provided this year by Adam, has been to prepare the children to take part in the festivals. These have included: hockey, multi skills and striking and fielding.

Children tend to enjoy the festivals more if they have had the opportunity to practise beforehand. This ensures that they have some understanding of the rules, techniques and strategies that they will need to take part.

Festivals:

This year PCSA will have hosted 20 primary festivals. Several of these festivals link to the School Games Competition Pathway, which allows the best performing schools to take part in additional competitions against schools from across Torbay.

The majority of the festivals focus on sports and areas of the PE curriculum requested by the primary schools in the cluster.

The festivals have allowed all children to experience competitive sport and develop early sportsmanship and competition skills. Participation in competitive activities is a requirement of the PE curriculum and the festivals have provided the opportunity for schools to expand the offer they are able to provide themselves.



Each of the festivals is open to a class of 30 children, which means that all of the children in the school are able to access these competitive activities at some point throughout the year.

This year, the festivals have been designed to maximise participation of all students, whatever their abilities or disabilities.

The festivals aimed at Key Stage 1 were pitched in such a way that each individual competed with their own personal bests, as well as in small teams, competing against other teams made up of children from their class. This approach makes sure that the children are able to experience appropriate competition and are not put in a position where they might become turned-off from taking part.

The Key Stage 2 festivals provided many more opportunities to compete against other schools as well as giving the children opportunities to rehearse and develop their teamwork.



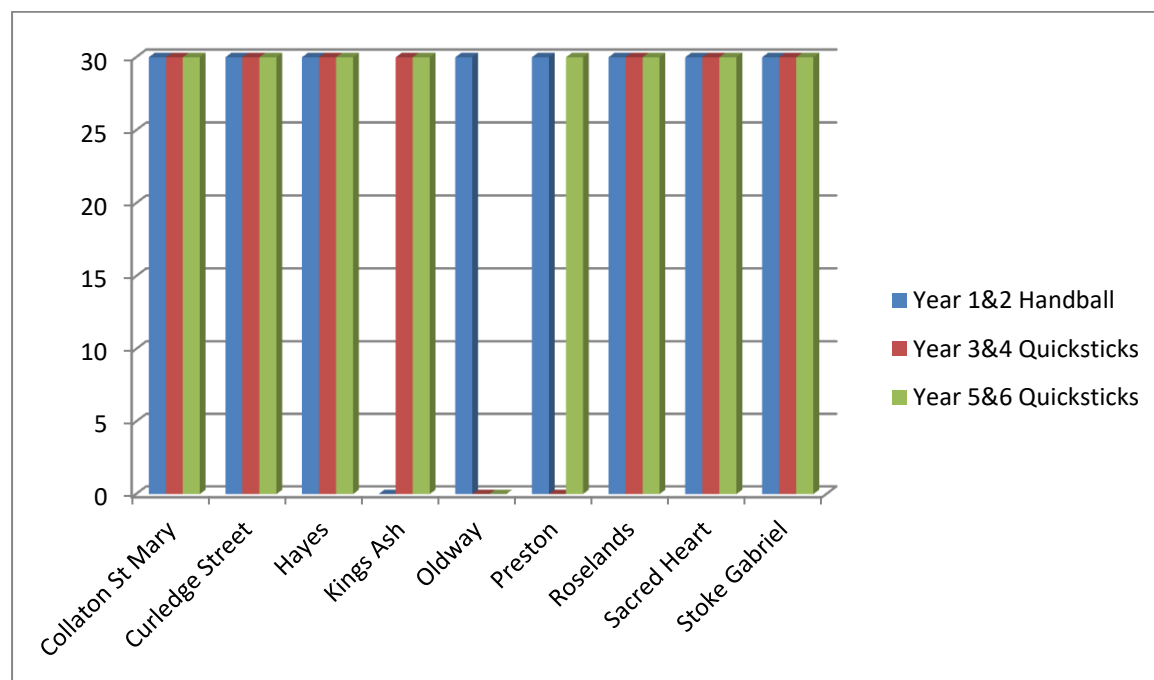
Appendix:

Festival	Date	Attended	Number of children
Quicksticks Y3&4	21 September	Yes	30
Quicksticks Y5&6	28 September	Yes	30
Handball Y1&2	5 October	Yes	30
Sphall Athletics Y1&2	9 November	Yes	30
Sphall Athletics Y3&4	16 November	Yes	30
Sphall Athletics Y5&6	21 November	Yes	30
Multi Skills Y1&2	18 January	Yes	30
Outdoor Education Y3&4	25 January	Yes	30
Dance Festival	31 January	No	0
Outdoor Education Y5&6	1 February	Yes	30
Tag Rugby Y3&4	8 March	Yes	30
Tag Rugby Y5&6	15 March	Yes	30
Tag Rugby Y1&2	19 April	No	0
Tennis Skills Y1&2	3 May	Yes	30
Tennis Y3&4	10 May	Yes	30
Rounders Y5&6	17 May	Yes	30
Cricket Y5&6	7 June	Yes	30
Football Y1&2	14 June	Yes	30
Cricket Y3&4	21 June		
Sports Day Y5&6	12 July		

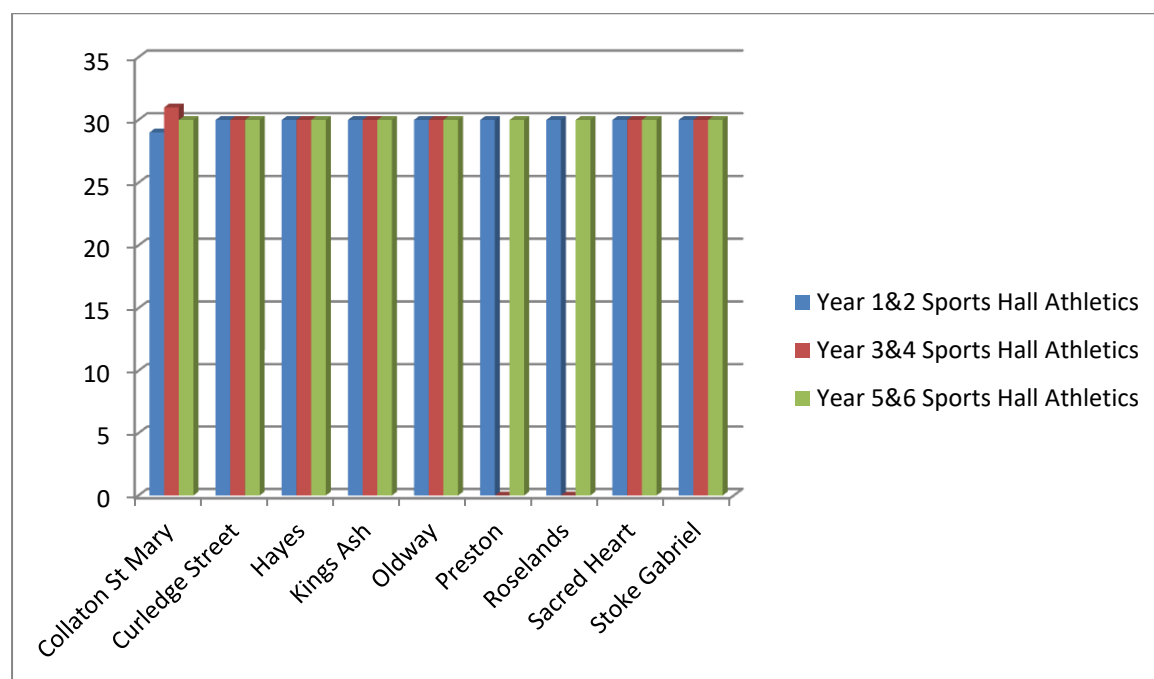


The following charts look at the attendance of all of the schools in the PCSA Cluster. Attendance is represented by the number of children at each festival - typically a class of 30.

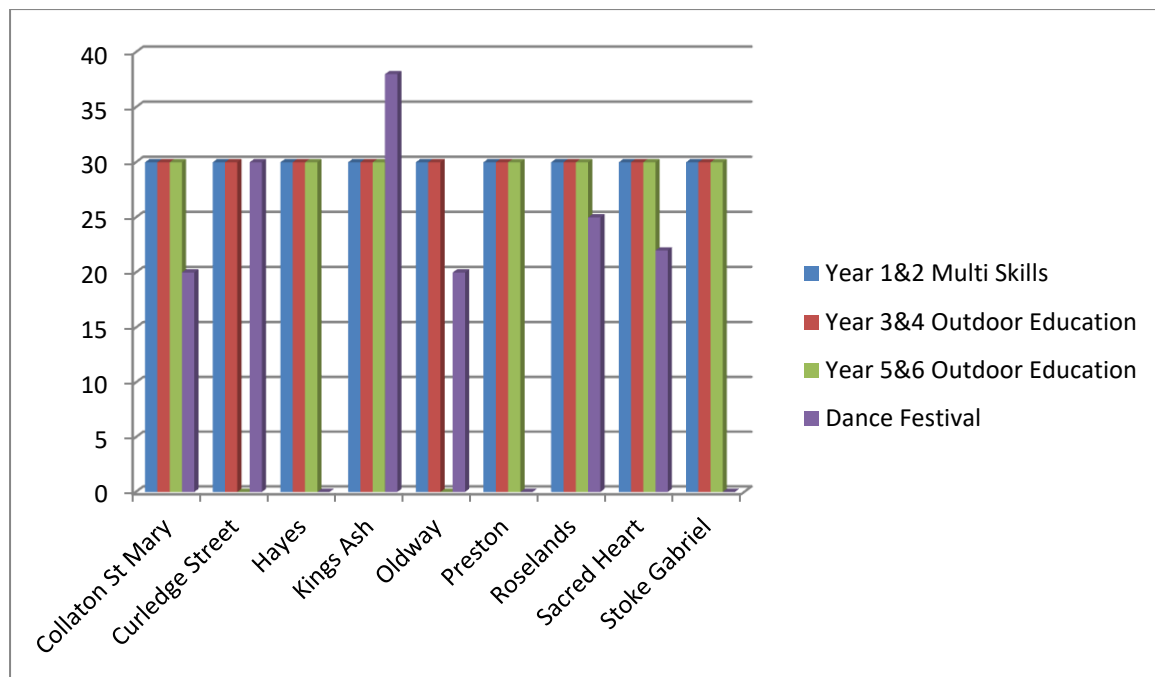
Autumn 1



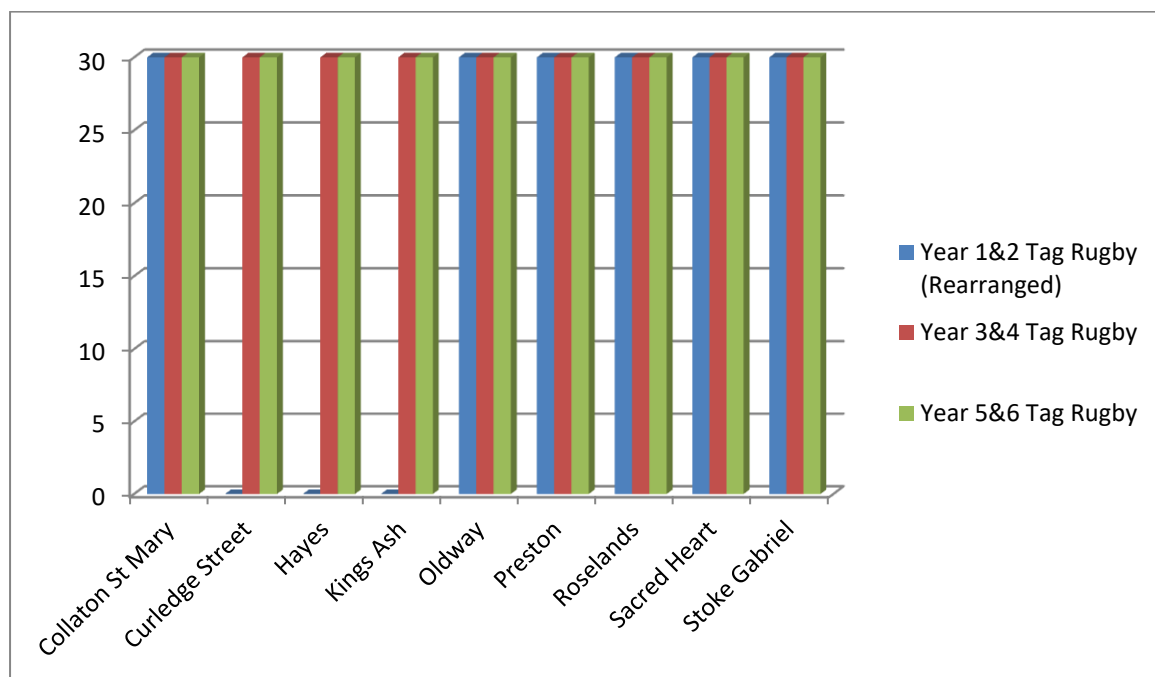
Autumn 2



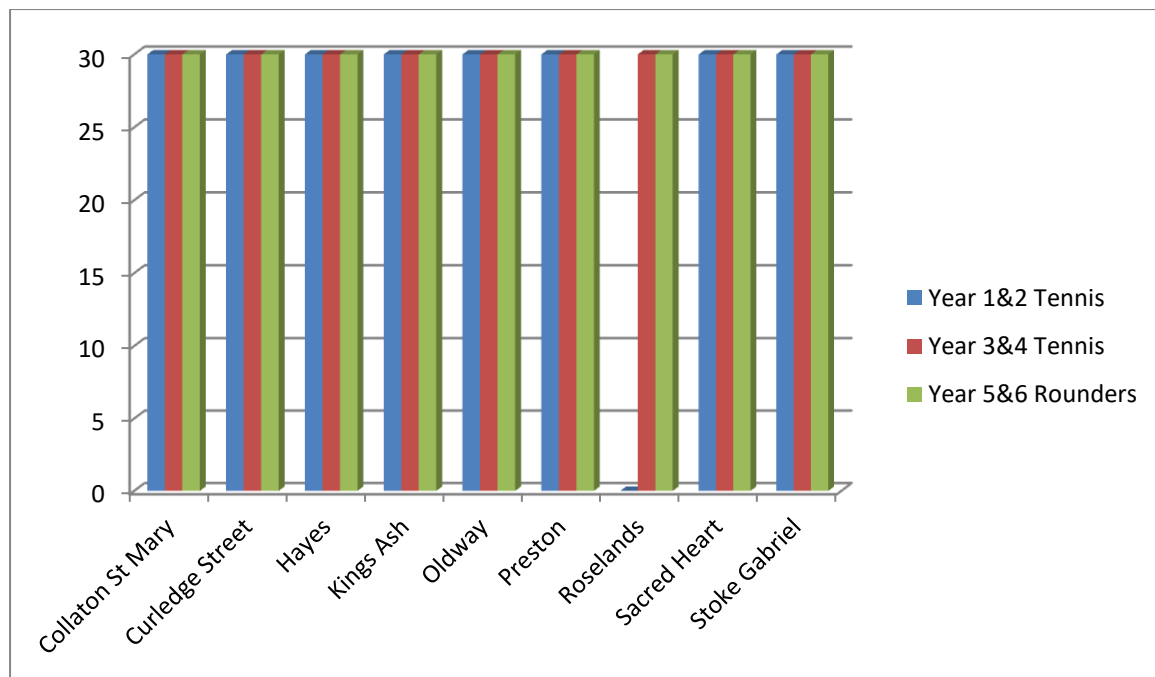
Spring 1



Spring 2



Summer 1



Summer 2

