

Ongoing monitoring and evaluation of PE funding outcomes

June 25th 2015

BACKGROUND & PURPOSE

Based on the views of respondents to a PE questionnaire in 2012, a 'case study' was produced (attached below) and used to identify a range of potential expenditure on PE within Uplands school. As a result, over the past few years, the school has spent over £15k in this area. A governor visit was made in January 2014 by Mark O'Connell (Chair of the Resources Committee), to discuss PE with children at the school. This document describes a second visit to update the monitoring of impact and to evaluate the longer-term legacy of the PE spending.

METHOD

Three groups of six children ranging from years 3 to 6 were interviewed in a relaxed, out-of-class setting. They were asked to give opinions and discuss a range of PE related issues. All the children in both groups were given an opportunity to speak to produce a qualitative 'scan' of opinions.

CORE IDENTIFIED NEEDS

1	Improve the quality and time spent on delivery PE to children including after school clubs so that children are better prepared to reach their potential
2	Increase participation so that more enable children to do more sport including competitive sports within school and with other schools locally leading to healthier lifestyles
3	Improve resources to enable us to deliver quality PE free from hazards and dangers
4	Improve the confidence and skills of teaching staff to plan prepare and teach PE lessons
5	As a longer lasting legacy we wanted to improve children's learning behaviours and sporting mind-set so that they are highly ambitious and know strategies to help them achieve their goals

KEY MESSAGES FROM THE INTERVIEWS

- As with the previous evaluation, the children focused immediately on the benefits from utilising an external PE "...expert...". These include:
 - They are better placed to assess and understand the childrens' physical abilities and how to improve fitness levels [**Need 1 & 5**].
 - They are better able to suggest new skills and techniques, and more likely to know modern training methods [**Need 1 & 5**].
 - Greater variety of teaching methods [**Need 1, 2 & 5**] and feel "...safer..." with a PE teacher [**Need 3**].Interestingly, the year 5/6 children were more focused on the specific teaching style i.e. the 'novelty value' wears off in later years (critical thinking?).
- The children very much notice when equipment becomes 'old' or worn out e.g. "rusty netball hoops" and old bibs (now replaced) [**Need 3**]. All groups asked for a new pump for the foot/netballs.
- All the children felt that there was sufficient time allocation to PE during the week and felt that the ongoing delivery of afterschool sports clubs was a real benefit to them and the school [**Need 1**].
- The children really enjoy competitions with other schools and are proud to represent Uplands. In particular, the children felt that this approach
 - Increased and honed their skill sets [**Need 1, 2 & 5**] and provided a greater sporting challenge (and feelings of achievement) than playing with friends in their school [**Need 2 & 5**].

- Felt that playing other schools made them "...push..." themselves more than within normal PE lessons [**Need 2 &5**].
- Felt competitions gave them a better sense of being in a team [**Need 5**].

'Need 5' is quite difficult to extract qualitative information on because the children needed some prompting to make the connection between 'playing' sport and the 'learning' elements involved (i.e. those that are not merely how to play a particular game). The older children understood the 'team' aspects of the learning process, but in relation to PE, were less clear about the idea of knowing "...strategies to help them achieve their goals ...".

Mark O'Connell

June 2015.

Original case study for PE funding....

What were the needs?
<ul style="list-style-type: none"> • Improve the quality and time spent on delivery PE to children, including after school clubs, so that children are better prepared to reach their potential • Increase participation so that more enable children to do more sport, including competitive sports, within school and with other schools locally, leading to healthier lifestyles • Improve resources to enable us to deliver quality PE, free from hazards and dangers • Improve the confidence and skills of teaching staff to plan, prepare and teach PE lessons • As a longer lasting legacy, we wanted to improve children's learning behaviours and sporting mind-set so that they are highly ambitious and know strategies to help them achieve their goals
What did we do? Include costs
<ul style="list-style-type: none"> • Employ an expert PE teacher(s) to deliver 2 x ½ day per week of PE, and after school clubs, to the children, focusing on two PE skills per week. Includes 3 after-school clubs to coincide with local tournaments, often working with teachers to build their skills and confidence - £5500 • Buy new mats to enable PE to take place safely inside - £500 • Engage in more competitive matches/tournaments and run 3x small school events over the year - £1000 to cover teaching supply costs and new netball strips • CPD programme within the SAS, G&E LP and other wider partnerships delivered by expert staff - £500 • BTBYCB project - £2000 – see G&E LP folder
What was the impact by the end of Term 2?
<ul style="list-style-type: none"> • Improved quality and time dedicated to PE by: <ul style="list-style-type: none"> ○ Increased the time spent on PE each week' from 1 ½ hours per week to nearly 3 hours per week per class. Each class has a whole afternoon dedicated to PE, either swimming or two PE sessions. ○ In the summer 2013 the School Council children's survey found for KS2 55% of children didn't think we did enough PE. This number has now risen to 68% for KS2 and 91% for KS1 children. In KS2, 84% of children now feel that they are getting better at PE, with 87% improving in KS1. • Increased the participation of PE, especially competitive games and for the more able, by: <ul style="list-style-type: none"> ○ Take-up of after-school clubs has been much improved <ul style="list-style-type: none"> ▪ In 2012/13 term 1/2, there were 3 sporting clubs and 35% of children attended a club, with 38 spaces filled in sporting clubs across the week ▪ In 2013/14 term 1/2, there were 5 sporting clubs and 50% of children attended a club, with 71 spaces filled in sporting clubs across the week ▪ In summary, the % of children attending after school sporting clubs has risen by 15% with double the number of sessions attended over the week since last year ○ Increase in competitive sports program in term 1/2 from 2012/13. Now involved in netball league and competitions (not at all last year), boys and girls football league and competitions (no girls last year and half as many league matches/competitions), tag-rugby matches to begin from term 3 (none played last year) ○ Parental survey results demonstrate that all parents feel that the school is helping their child have a healthy lifestyle ○ G&T offering increased in competitive matches football, netball, cross country, swimming; extra-curricular

opportunities and clubs such as gymnastics, football, tag-rugby, and links with other schools through SAS

- Improved the quality of resources by:
 - Purchased new mats that are no longer a H&S hazard as identified on an earlier audit
- Improved the CPD opportunities for teachers by:
 - Lesson observations during term 2 by PE lead on PE specialist. Identified actions to improve on inclusion, especially SEND. Judgements at least good. PE lead
 - Staff have been involved in joint sessions and paired teaching
 - Uplands is to host gymnastics CPD event, booked for May 2014. This demonstrates a commitment to highlighting sport on a regional level
 - PE Lead to attend regional conference on best practice. This demonstrates a commitment to embedding excellent practice in our school
- Ensured a longer lasting Olympic legacy:
 - BYBYCB was launched with inspirational speaker.
 - Very positive feedback from parents and children on guest speaker
 - DREAM folders started and being used to begin term 3
 - 'Challenge Zones' to be up in all classes from term 3. Already used in C3 & C4
 - Pitched expectations of Learning Powers to be added to displays from term 3

Examples of work/support

- BIG books from enrichment week in Summer 2014
- Lesson observations summary
- Pupil surveys and conferences
- PE action plan and quadrant
- PE Case Study folder