**Demonstrating Impact of the Primary PE and Sport Premium**

**Case study template of effective practice**

**VISION**

The vision is for all pupils to leave primary school physically literate and with the knowledge, skill and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

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| **Name of school: Livingstone Primary, Bedford.**  **Contact and role: Karen Goodwin. Assistant Head, PE lead, Yr 4 Class Teacher.**  **Date: Academic Year 2019/2020** |
| **Context –**  We are a multi - cultural school based in Bedford town centre. We have just under 400 pupil from preschool to year 6. We have approximately 38 different languages spoken with an overall percentage of 61%.  Our FSM is 23%, pupil premium 34%.  SEND – 19%.  Our mobility is just under 18%, it is predicted to be around 30% by July 2020.  Many of our children live in flats with little or no garden access. |
| **Please tick the indicator/s that your case study addresses**  1.Engagement of all pupils in regular physical activity  2. Profile of PESSPA being raised across the school as a tool for self - improvement.  4. Broader experience of a range of sports offered to all pupils.  5. Increased participation in competitive sport. |
| **What actions were taken? Who was involved? What did they do? What did it look like?**  We took the decision to try sports mentoring with children that were either reluctant to participate in sport or those who were excelling at sports but behaviour was poor either in the classroom or on the playground.  Currently we have one afternoon a week where mentoring takes place. The children participate in an 8 week structured program which includes a getting to know you session, goal setting at the beginning and a review at the end. The sessions start with conversation followed by or alongside a sporting activity of the child’s choice. Some have chosen to improve basketball or football, some of the more reluctant sports people have asked to develop an area so that they feel more confident in the PE sessions. Often the mentoring happens as they shoot baskets. Physical activity is a part of every session and conversation encouraged throughout. This has been particularly useful in encouraging boys to communicate.  Our mentors report back to myself or the Head Teacher, any safeguarding issues are immediately flagged up and acted upon.  The children review themselves at the end of the program. In some cases the decision to continue has been taken, for others the program has been a success in itself. All staff are given the opportunity to suggest students for this program. Nominations are then discussed with the Headteacher, SLT and sports mentors. |
| **What was the impact on the school, the staff and the pupils?**  After the first two sets of sports mentoring, we had firstly 10 then 8 pupils complete a 6-7 week course.  They met for around 20 minutes, engaged in sport and put together action plans on entry and surveys at the end.  Behavioural indicators showed a positive influence in the first two cohorts. The first cohort were mentioned once in SLT in the first half term (meaning they’d reached minus step 3 on the behaviour ladder) then zero times in the second half term. Therefore they reduced behaviour ladder incidents by one. The second group went from 3 in the first half term (before they did mentoring) to 2 in the second half term, therefore also reducing by one.  The children also self-assessed their involvement and they gave the process 4.88 out of a possible 5, which is pleasing.  Both Mentors (Sports coaches) have seen value in the process and particularly with pupils who may either be lacking confidence or ones that are harder to make strong connections with in lessons. It’s made their relationships with them stronger and both believe that it’s improved self-esteem of pupils, particularly Y5/6 girls to take part in extracurricular activity. Two of these girls have participated in the Inclusive teams for festivals, joined and regularly play for the netball team and are now helping with the coaching for the younger students.  Lunchtime behaviour has improved. The mentors are usually involved with clubs on the playground at lunchtimes. This gives the student a friendly face and the chance for them to intervene if necessary. |
| **How is this sustainable?**  The training has come from within the school and we will continue to train new mentors as required. All staff has seen positive improvements in most of the selected students. |
| **Staff / pupil quotes**  *“The children really look forward to going out and doing their sessions. Our Mentors are two very inspiring and aspiration members of staff who the children really look up to and respect. They will often be able to tease out worries and concerns that they would not bring to a class teacher because they see these Mentors in a different way.”*  Year 6 Class Teacher.  *“I didn’t used to like PE or be good at it but I like it now. I have won two medals, one for Boccia and one for Zone hockey.” Yr 6 girl*  *“I really enjoy playing basketball, I am one of the best players now” YR 6 boy.*  *“I really enjoy going to sports mentoring, it is my favourite. Sometimes we talk, sometimes we play football. I really like Mr S, he is great at football and really kind. He has shown me how to improve my kicking.” Yr 5 Boy*  *“I like Mr K and PE now, I didn’t use to. Mr K is really encouraging. I like it when he shouts out in PE lessons that I have done something good. It makes me feel proud. I never forget my kit for PE now.” Yr 5 girl.* |