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**Primary PE and Sport Premium: Case study of effective practice**

**Upskilling Teachers to Deliver High Quality PE Lessons**

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| **Context:**  In January 2015 St Joseph’s Catholic Primary School, Luton was formed from separate Infant and Junior Schools. It is a large primary school with a typical mix of teachers and staff that have very different background experience, knowledge and expertise in PE and school sport. Approx 25% of children do not have English as a first language and approx 15% receive FSM.  The school takes part in the School Games (it’s represented in approx half of the sports and events taking place) and provides a good level of extracurricular opportunities supported by its own and external staff. It recognizes the importance of PE and School Sport. |
| **What actions were taken? Who was involved? What did they do? What did it look like?**  The head teacher and PE coordinator recognized that there were staff who were highly motivated and experienced classroom practitioners but that not all of them had the expertise, knowledge or confidence to deliver HQ PE curriculum lessons. The school supports the philosophy of the curriculum being delivered by teachers and so commissioned an intensive programme of support for individual staff during their lessons.  Experienced practitioners were brought in to work 1 on 1 with individual teachers during the course of their lessons over a period of six weeks per teacher. The benefits of this included   * teachers working with their own class so staff can see the progression over time and how things work in practice * teachers were able to increase their ability to deliver HQ lessons by focusing on their own areas for improvement * the topic they would like to work on can be specifically tailored to their own and children’s needs * no further time out of class or after school is required for the teacher (other than feedback and planning for the next lesson) * everybody had support, so even those confident in the delivery of PE could gain different ideas and ways to deliver HQ PE |
| **What was the impact on participants? What have been the positive impacts of this work on the young people?**  Children are taking part in improved quality lessons which has an impact on their attitudes and confidence to take part and achieve. Lessons are more active with more time given to activity and less to teacher talk. Lessons are more competitive and/or personally challenging for children – they are challenged to improve their personal bests. Lessons are better differentiated so that children can achieve success at their own level and with similar ability peers. |
| **What was the impact on the school/cluster of schools?**  The main outcomes reported were the confidence of teachers to teach high quality lessons;   * ‘I have rarely got out large apparatus in 24 years of teaching but am now confident to do so’ * ‘I have learnt so much and really enjoyed the lessons’ * ‘I used to hate teaching gym but am now enjoying it so much’ * ‘I had no confidence but now it has returned’ * ‘I have really seen the progression of the children through the 6 weeks of lessons’ |
| **How are partners supporting the school/cluster of schools to embed and sustain the activity?**  The school is continuing to invest its sports premium in upskilling teachers. The head teacher recognises that the investment in her high quality staff that she is making is the best way to sustain and embed good practice across the school and to deliver against whole school improvement outcomes. |