

Primary PE and Sport Premium

Health and wellbeing examples of practice

Schools often take on a central role in improving and maintaining the health and wellbeing of all their pupils as they recognise that good health supports successful learning. Children that are physically healthy, with a strong mental and emotional wellbeing are more likely to achieve in all areas of school life. The examples of practice below demonstrate that schools vary their approach to ensuring that all their pupils are becoming more physically active in order to impact on their health and wellbeing

Featherstone Primary School, Birmingham

What does success look like?

- The PE Coordinator attended some Change4Life Sports Club training
- Set up a Change4Life sports club which they called ACTIV8. This was based on the acronym – **A**ctivities, **C**hoices, **T**eamwork, **I**nspiring, **V**alues. This was important as most of the children would not be attracted by a 'sports' club
- Identified 16 targeted children from years 3, 4, and 6 to improve participation in physical activity and engagement in PE lessons, fine motor skills, raise self esteem and confidence, and improve parental engagement
- Parents were invited to a meeting about the Change4Life Club
- Kingsbury School Sport Partnership set up a Change4Life festival which the group attended. They also represented school at the KSSP Tri Golf competition as a team
- The children were rewarded and recognised with individual achievements with personalised certificates and prizes at a special presentation.

What has changed for children?

- ✓ The children have all made huge progress since joining the club, they have greater concentration and have now got the confidence to put their hands up in class
- ✓ The pupils identified as having fine motor concerns have all improved their handwriting as a result of developing gross motor control through physical activity in the club
- ✓ One of the parents has reported that their child has now started to write stories at home as he now has the confidence to put pen to paper as a result of his improved motor skills
- ✓ All of the children are now significantly more confident and engage much more with additional physical activity outside of the club - play times and lunchtimes etc.
- ✓ Some of the children have improved their confidence so much that they have put themselves forward to take on school councillor roles

What has changed for the school?

- ✓ Parents now coming into school to help with PE and sport
- ✓ This targeted work has raised the achievement of these pupils with improved quantity and quality of work. This is also due to improved resilience as there is less emotional turmoil when they get things wrong and they are more prepared to persevere and try again.
- ✓ School won the Youth Sport Trust national award for Outstanding Change4Life Sports Club Delivery

Top tips

1. Changing the name from 'sports club' to a personal brand (Activ8) so they are not put off from the outset about joining
2. Gain full support from the Headteacher, class teachers and the Pastoral Manager
3. The collaborative experience and passion from the Head, PE lead and Change4Life lead for wanting to make a difference!
4. The PE Coordinator and Change4Life lead worked together to identify target groups. The majority of the children were from the class in which the Change4Life lead was the Teaching Assistant, so they were comfortable with a familiar person.

"What I really like about Change4Life is not only have they progressed and their confidence has risen in sport but also, academically, they've been able to use those skills back in the classroom" **Edris Gaibee, Headteacher**

Arden Grove Infant and Nursery School, Norfolk

What does success look like?

- During health week the timetable is collapsed so that we can focus on areas that will encourage our children and their parents/carers to maintain a healthy lifestyle.
- This is carried out through lessons about the body, food groups and extra PE activities.
- We ran workshops and inspirational assemblies for all year groups as we are able fund a coach to do this.
- We ran Zumba and toddler dance workshops for all year groups to be involved, including the Early Years Foundation Stage, something that had been difficult for us to do prior to the funding. These activities were run by parents with sporting qualifications.

What has changed for children?

- ✓ The children enjoyed the richness and variety of the activities, but also liked the connection that two coaches were indeed parents.
- ✓ Children have more opportunities. As a result of a very successful health week we are now running a regular Zumba class which is open for both children and their parents and run by a specialist Zumba teacher who is also one of our parents. We feel this is the next step for us in continuing PE provision both at school but also at home.
- ✓ Children enjoy being physically active as participation in clubs stay consistently high - boys, girls, Special Educational Needs/Disability - all accessible.

What has changed for the school?

- ✓ As a result of successful new Zumba workshops run by one of our trained parents in school during our annual health week, we were able to offer a free Zumba club to both parents and their children.
- ✓ As a result of health week, noticing how much the children enjoyed quite diverse sporting activities, we purchased yoga mats for our new yoga club being run by one of our teaching assistants who we paid for to attend a yoga course (two days) in order to start a yoga after school club.

Top tips

1. Consistently strong support and vision from the Headteacher and remainder of senior leadership team
2. Maintaining two enthusiastic and dedicated PE coordinators who are passionate about the impact PE and sport have on children and young people

3. Engagement with parents through dialogue and questionnaires to secure support and offer opportunity to contribute to shaping of the provision
4. Holding annual collapsed curriculum 'health week' enabled us to discover that we have parents who were trained in sporting activities which then allowed us to provide workshops and then, in turn, clubs
5. Regularly discuss and evidence the impact the sport premium is having to monitor its effect on both the children and school

“We feel good fitness for children requires good provision both at school and at home. Somehow that partnership has to be extended to not just focus on reading, writing and maths but also sport and fitness.” **Daniel Thrower, Headteacher**

Harpur Hill Primary School, Derbyshire

What does success look like?

- Consultation took place with the senior leadership team, staff, lunchtime supervisors, school sport council (local organising committee) and children
- Used Change4Life as the tool to transform the lunchtime.
- Identified young leaders from Year 5 to attend Change4Life Champions Training.
- Developed a lunchtime supervisors training course – this was delivered by the Partnership Development Manager and Change4Life Champions.
- Lead staff member and lunchtime supervisors worked together to ensure all children could access opportunities – this included actively zoning the playing area.
- The programme runs at lunchtime, along with the multi-activity programme, different sports clubs every day which are very well structured.

What has changed for children?

- ✓ More children are now involved in sport & physical activity.
- ✓ Leaders are actively identifying talent from younger ages.
- ✓ The skill levels of children have increased with progression clearly being made
- ✓ Attitudes of children, staff and lunchtime supervisors positive.
- ✓ More children are enjoying and attending after school clubs.
- ✓ More children are attending sports clubs.
- ✓ More varied children are attending competitions at local, partnership and county level.

What has changed for the school?

- ✓ The Change4Life programme was the real impetus for us to change our lunchtimes. The interaction between the leaders and lunchtime supervisors has been truly amazing and there's a real sense of mutual respect and understanding of a shared vision.
- ✓ The programme has helped to improve relationships between the infants and juniors and has proved an excellent introduction to sport, physical activity and teamwork.
- ✓ Children are taking more responsibility about their behaviour, there is less bullying and arguing as children are learning to play together. They are learning mutual respect and the values around teamwork.
- ✓ Lunchtimes are fully inclusive with all children taking part in an activity.

Top tips

1. Don't be too ambitious too soon!
2. Ensure there is teaching staff involvement – responsibility of an individual/team who have overarching responsibility to ensure everything runs smoothly.
3. Ensure constant dialogue with lunchtime supervisors – to promote 'buy-in'

Further information

There are more resources on the member's website that will provide further support in terms of using physical activity to improve pupils' health, wellbeing and educational outcomes or developing a Change4Life Sports Club

Make sure you are signed into the website and then [click here](#) to download the Health and Wellbeing resource and [click here](#) for the Change4Life Sports Club resource 'Changing learners lives: a five step plan for success'.