



Redhill Primary School

## **PE Curriculum Review (2015-2016)**

### **Introduction**

This report is a review of the PE curriculum delivered by Vision Sports Academy CIC (VSA) during the 2015-16 academic year, including summary and pupil level data which should be treated in the strictest confidence.

VSA have been working with Redhill Primary School since early 2014, with the objective of improving Physical Education and Sports Provision for all of the pupils as well as supporting the professional development of staff.

VSA implemented a structured skills programme to achieve these major objectives and broke it down into the following elements:

- Offer all children a wider range of opportunities to participate in a variety of sporting activities.
- Encourage Key Stage 1 to engage with each other and focus on developing basic skills i.e. throwing, catching, co-ordination.
- Facilitate Key Stage 2 in not only maintaining their current skill set but taking that on to the next level as well as developing their understanding of the importance of Physical Education.
- Allow pupils to perform new skills (teamwork, movement), develop fundamental skills (throwing, catching, co-ordination) and have a clear understanding of warm-ups & cool-downs.

- Create a competitive environment whereby pupils' skills are challenged in varying situations, increasing their ability to perform under pressure.

This has involved VSA coaches working with the pupils at Redhill for a total of 9 hours per week in order to assist and support their progression. These 9 hours were broken down as follows; 7 hours PE Curriculum, 1 hour Lunchtime Club & 1 hour After-School Club.

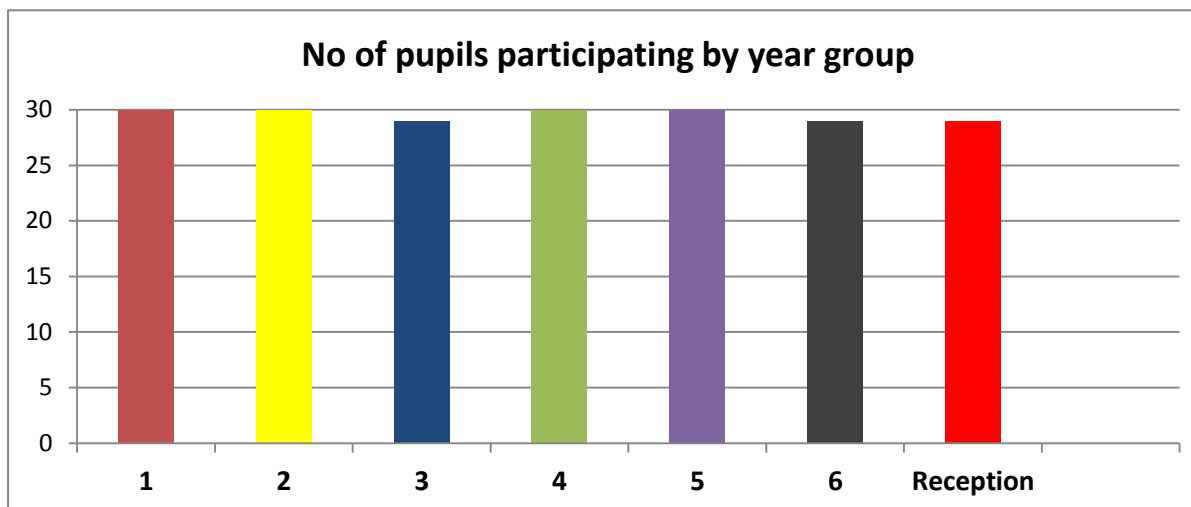
The PE lessons were structured so that each pupil has the opportunity to participate in Multi Skills, Rounders, Cricket, Hockey, Basketball, Racket Sports, Athletics and Games. Each sporting activity was completed for 1 term each throughout the academic year. Multi Skills was performed for the Reception class only; these initial classes were set up to improve the fundamental skills of all and to allow the VSA coach to accurately evaluate the level that each student was working at.

From the coach's initial assessment, he was able to tailor not only his sessions in general but also his individual instructions to pupils to nurture their personal progression.

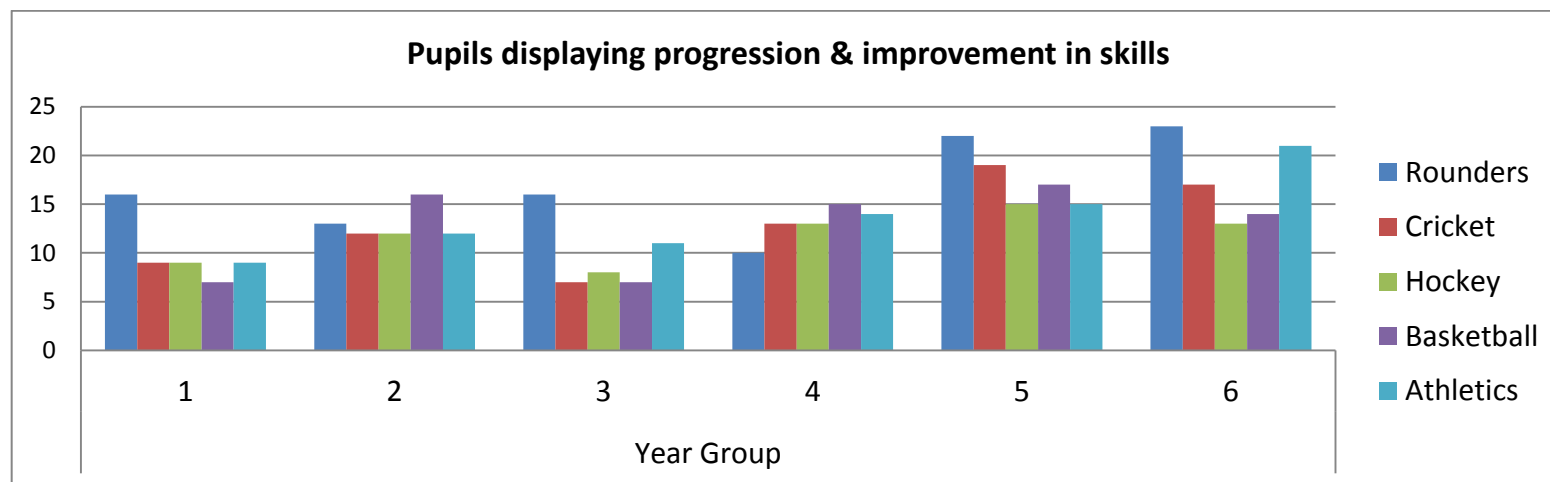
### Participation

The number of pupils involved can be seen in the table and graph below, split by numbers per year group.

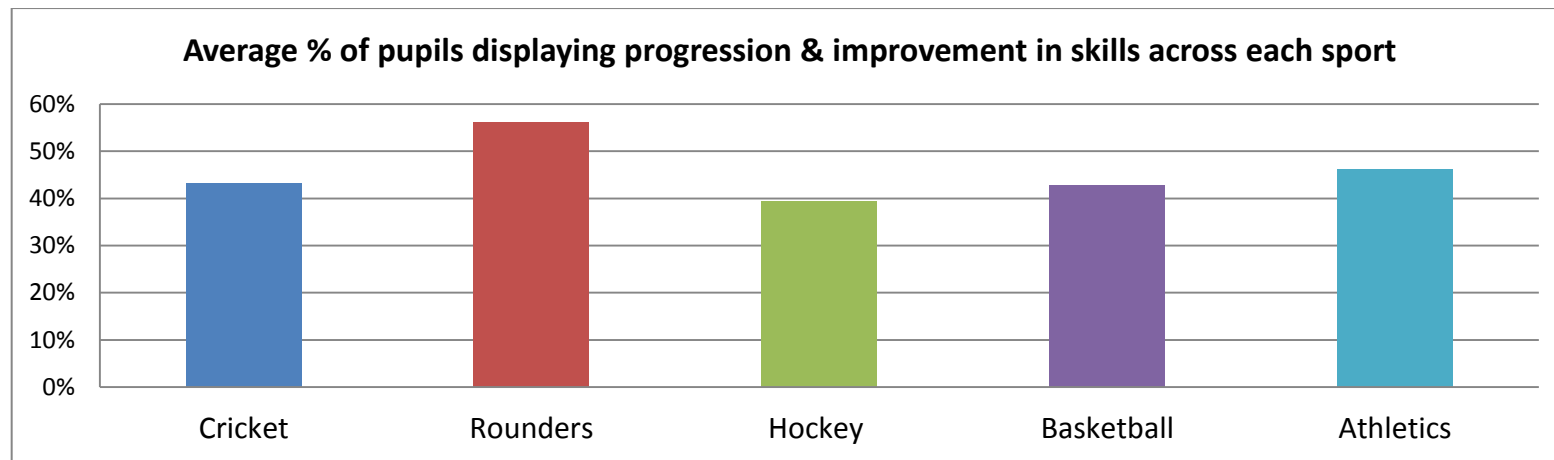
Year Group	No of pupils
1	30
2	30
3	29
4	30
5	30
6	29
Reception	29
<b>Total</b>	<b>207</b>



All pupils have developed new skills and demonstrated fantastic ability across all sporting activities. Their own self belief has improved immensely and has had a clear positive effect on performances. This increased confidence has also lead to better social interaction amongst pupil-to-pupil and pupil-to-coach relationships. These findings have been reinforced by numerous comments and statements made by pupils & teachers alike. An attributing factor highlighted has been the increased focus on competition between year groups. The vast majority of pupils have enjoyed the PE lessons and most have made significant progress. This is demonstrated in the table below.



*Pupils displaying significant progression and improvement in skills amongst all years in Invasion Games & Multi Skills*



*Average % of pupils displaying significant progression and improvement in skills across all sporting activities performed*

### **Evaluation**

Overall, significant progressions and improvements were made in all sporting activities covered throughout the year. On average, the most significant progression & improvement in skills was demonstrated in Rounders with 56% of pupils achieving. The lowest average value portrayed by pupils was 39% in Hockey. Although this 39% increase is extremely positive in itself, pupils may have found it difficult to familiarise themselves with this new addition to the PE curriculum for this academic year.

Across the multitude of activities undertaken, the most significant improvements were displayed in both Year 5 & 6 with a total of 88 pupils achieving in each year group. On the other hand, the year group showing the lowest number of pupils achieving this significant progression was Year 3 with a total of 49. This may be explained by a lack of concentration or self confidence amongst the pupils in question. The greatest increase in progression was recorded in Rounders for the Year 6 group who had 23 pupils show improvement. In contrast, the lowest amount of pupils to progress was 7, which was recorded in both Year 1 & 3 in Basketball (also Year 3 in Cricket).

In conclusion, the Sports Premium has been an extremely useful asset for Primary Schools as a whole and this is supported by the results displayed at Redhill this academic year. The implementation of VSA's PE Curriculum strategy has had an extremely positive effect and this is underlined by the fact that on average ***46% of Redhill Primary School pupils displayed a significant progression & improvement in skills across all sporting activities performed during the academic year.***