



Sports Premium Impact Report





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Holy Trinity Primary School

BACKGROUND Holy Trinity is a larger than average sized primary school based in Darwen Lancashire. This is a larger than average-sized primary school. The proportion of pupils known to be eligible for the pupil premium is above average. The proportion of pupils supported through school action is above average. The percentage of pupils supported by school action plus or with a statement of special educational needs is above average.

On a global level, it has been proposed that increased attention needs to be paid towards designing quality continuing professional development (CPD) opportunities for practising physical education teachers (Bechtel & O'Sullivan, 2006).

PURPOSE: This paper investigates the impact of FUNDA's PE & Teacher CPD support programme on the teaching staff at Holy Trinity Primary School to determinate its effect.

RESULTS: Competency of teaching PE in general has increased according to the teachers' questionnaire, which indicates the positive impact FUNDA has made within the school. More specifically, teaching of Gymnastics and Dance, has also improved. The results show that in these PE subtopics before the CPD, teachers had less confidence and knowledge, but after the CPD, more green questions were answered, presenting an increased ability in these areas.

CONCLUSION: It is obvious from the results in this study and other studies researched in light of this one, that CPD is making a massive impact in the teaching of PE at a Primary School level. The process of teacher, educator, head teacher and pupil working together to increase the opportunity for PE has led to far more positive results across the country. This view supports the need for CPD opportunities which integrate and pay close attention to the experiences and needs of practitioners; as such, we recommend that PE CPD must be loosely-structured and de-centralised, in order to foster a collaborative and reflective professional learning environment. In summary, FUNDA has made a huge impact on the teaching of PE at Holy Trinity Primary School.

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INTRODUCTION

The UK government is providing Sports Premium funding to primary schools and is specifically targeted at improving the provision of physical education and sport. Many Primary Schools are using this funding in different ways. Holy Trinity Primary School has made provisions to use this money to help staff with continuing professional development (CPD).

FUNDA is an award winning and Ofsted Registered PE, School Sport & Children’s Activity Provider who has delivered in over 154+ primary schools across the North West of England who have all signed up to their innovative P.E teacher CPD support programme. They have provided professional development for their 19 full time quality assured, afPE level two coaches who teach P.E sessions and provide opportunities for teacher CPD. As part of the package, Holy Trinity Primary School signed up to FUNDA who offered a wide range of benefits supporting teachers and not substituting teachers:



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**The FUNDA WORKS Programme –
Tailored to meet every individual school needs ..**

Programme Overview:

1. **PE, School Sport & Fun Teacher CPD Support**
2. **Lunchtime Leaders and Welfare CPD Support or Activity Club**
3. **After School Competition Club**

The Benefits:

- **38 academic weeks** sustainable & consistent
- Supporting your children and teachers **achievement**
- **Fun teacher CPD** support in PE, including resources
- **PE/ pupil assessment tracking & reporting**
- **Lesson planning, scheme of work (SOW)** delivery
- Meeting **Ofsted accountability measures**
- **Healthy, active** children & teachers
- Continued help & support (Especially during each schools **Ofsted inspection**)
- Use PE & School Sport to **inspiring your teachers & children**
- Providing your school with **community & professional sports club links**
- Online **teacher CPD support portal** with 24hr access
- **Iphone or Android APP** (Access PE Ideas & Resources On The Go)
- **Innovative support resources** for **EYFS, KS1 and KS2**

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THE STUDY

This paper reports upon the implementation and impact of a professional learning programme that was designed to support the curricular and resource development efforts of the teaching staff at Holy Trinity *Primary School*. The study of this programme involved; investigating the link between professional development and change in physical education, through examining the impact of the FUNDA professional development programme on teachers, working in primary physical education. A particular emphasis was made on the teachers' perceptions of the professional learning programme, relative to their knowledge and professional practice as well as the impact of change within their schools. The study used a form of data collection including a questionnaire for background information and semi-structured interviews. The criteria for selection was that all participants had received CPD training and support from the FUNDA coach.

INTRODUCING FUNDA

Since its inception in 2014, and in tandem with its curriculum and pedagogy developments, FUNDA has been engaged in an increasingly intricate professional development project, involving a diverse range of individuals (e.g. teachers, head teachers, and volunteer tutors). During this period, the project has passed through two phases. The first phase primarily involved the development of primary teaching resources through CPD.

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APPLICATION OF THE FUNDA PROGRAMME:

Class Teachers, FUNDA Coaches & Teaching Assistants.

FUNDA begin to implement the programme with teachers by firstly, delivering the PE lessons whilst the teacher watches and takes notes on how the coach takes the lesson. Then the coach gets the teacher more involved into taking warm ups and cool downs, all the time giving feedback on how they might do it so the teacher has a variety of ideas for each topic. By the third week of the topic the teacher, if feeling confident will be taking parts of the main session and working together alongside the coach to help the professional development. By the end of the topic the teacher will of gained valuable experience and a wealth of knowledge from their coach on different ways to approach each objective.

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The aims of the teacher support section are as follows:

- Provide a simple and quick tool to support teachers and measure impact of support**
- Help and support needed for teacher support, relating to PE and school sport**
- Help teachers to relieve time pressures, planning and assessment for everyone involved**
- So teachers and coaches can have fun during PE time building rapport**
- Provide extra support resources online including an Iphone or Android App**
- Provide a neutral approach so that teachers can develop confidence delivering PE**

As part of the teacher/coach contract various outcome were also stated:

- Coach and teacher together select fun areas and topics to challenge each other**
- To identify strengths and weaknesses of teachers and coaches involved in the programme using a simple skills audit**
- To monitor and measure the impact of the delivered teacher support programme for the school**
- To identify talent and provide community club links and increase competition in and out of school forming links with local school games organisers (SGO's)**



RESULTS

Each of the teachers involved were asked to complete a competency audit relating to the PE sub topic the FUNDA coach was working with them for CPD and an audit relating to PE in general. The teacher would answer 24 questions and give an answer as a tick in a **RED**, **AMBER** and, **GREEN**, RAG rating system.



RED = I have little knowledge or experience in this area (I don't feel competent).



AMBER = I have some basic knowledge of this area, but I could do with updating (I'm reasonably able in this area, but could do better).



GREEN = I have good knowledge or experience in this area (I feel very competent).

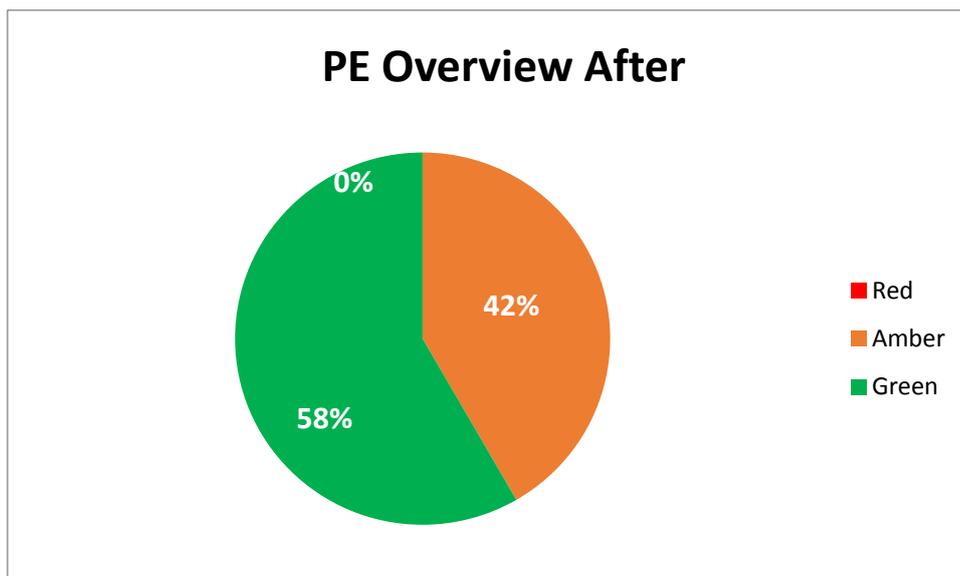
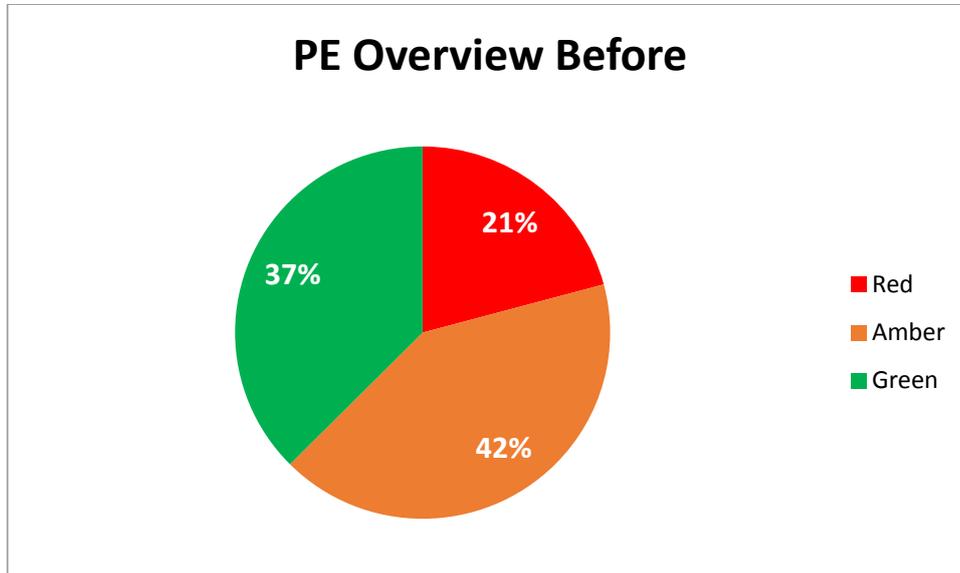
Once the teacher had completed the audit, they would undertake the CPD in that area. They would then complete the same questions form when they had finished. For example, a year 2 teacher filled out her audit on dance. She then taught dance to her class with the coach. Once the topic had finished she had to fill out the audit once more.

The results were then collected from each of the teachers who had taken part in the CPD.

For each teacher, four sets of results will be shown in the form of a pie chart, displaying their results from the questionnaire **before and after** the CPD.



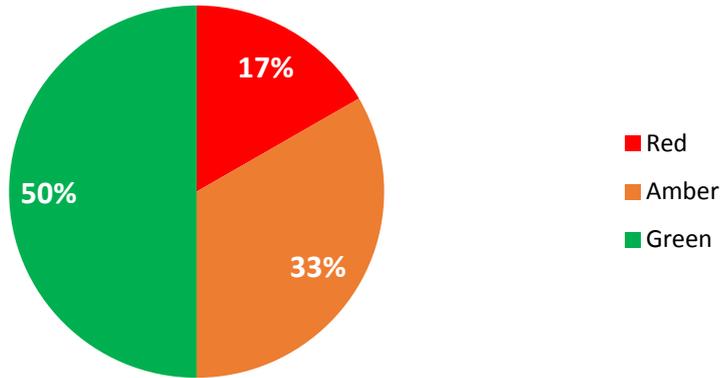
TEACHER 1



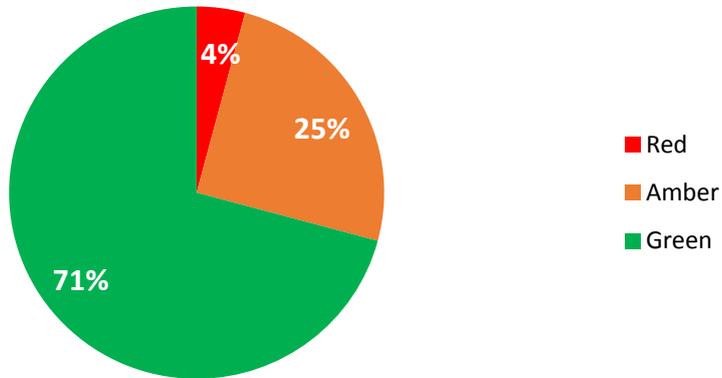
As you can see from the graph, teacher 1 has answered more green questions correctly. This shows they have 'more knowledge and experience in this area.'



Dance Results Before



Dance Results After

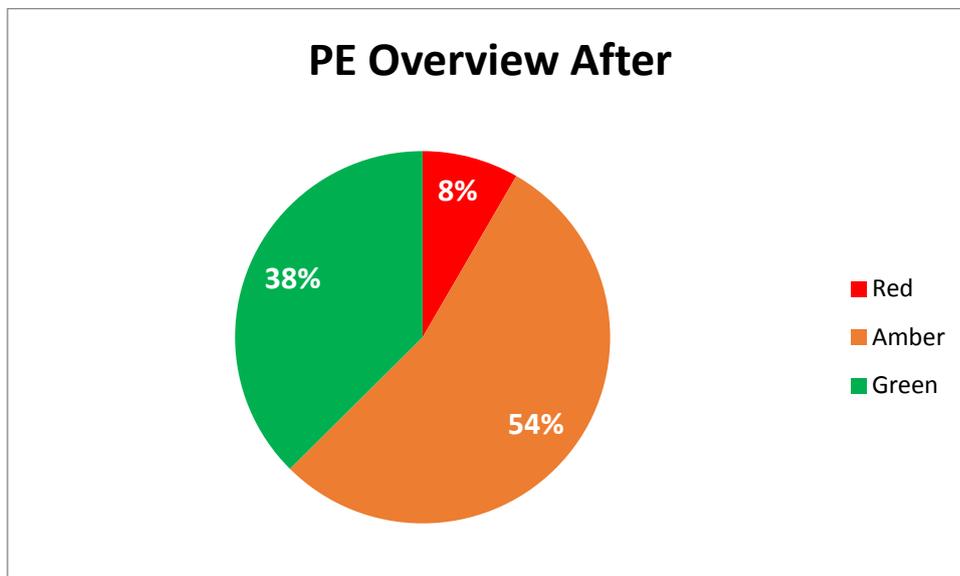
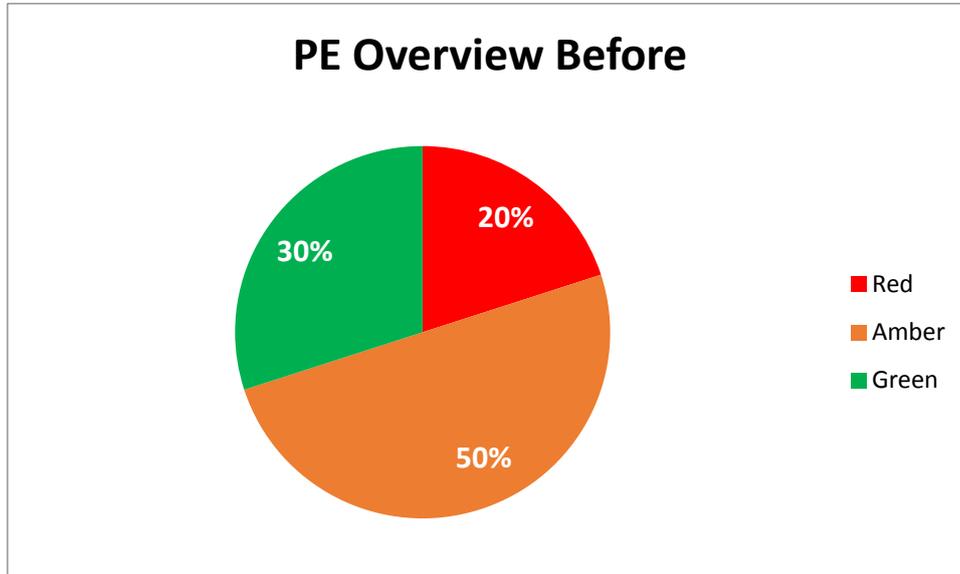


The results show that teacher 1 answered more questions green, which shows an increased competency in dance, from the teacher, after the CPD.





TEACHER 2

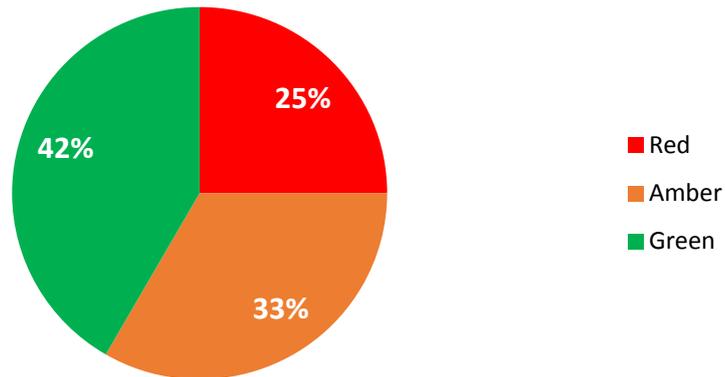


Teacher 2 shows quite a proficient understanding of PE in general before the CPD. However, there is still a large percentage of improvement after the CPD has taken place.

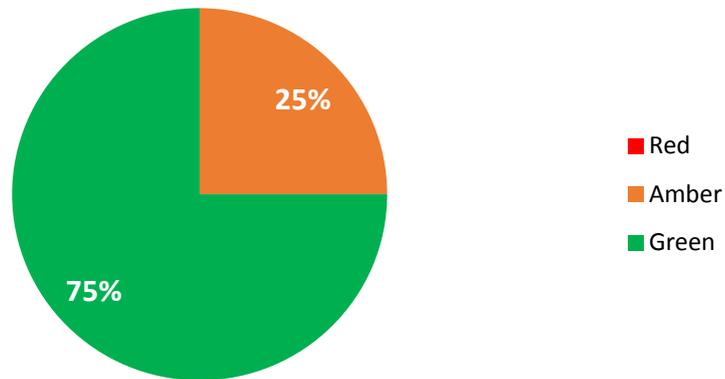




Gymnastics Results Before



Gymnastics Results After

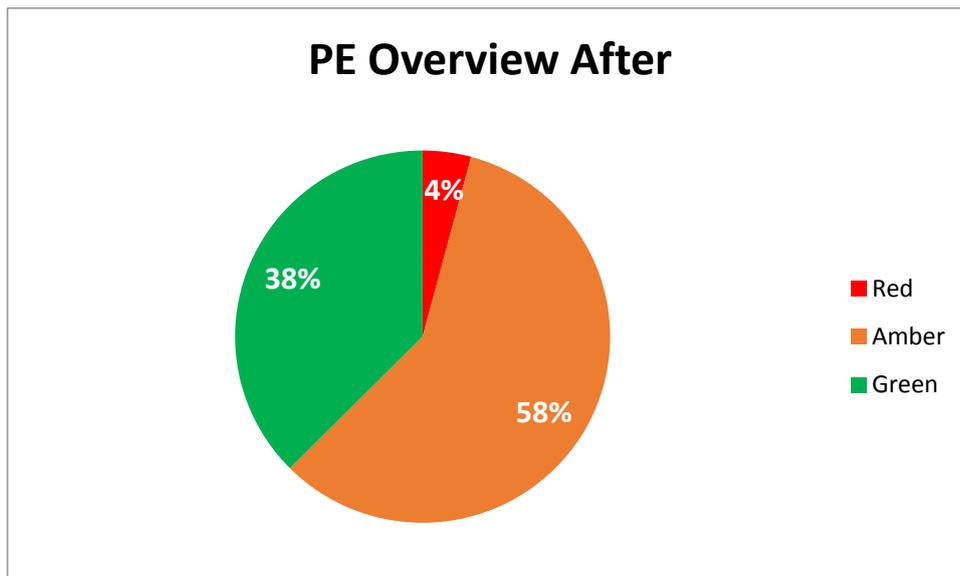
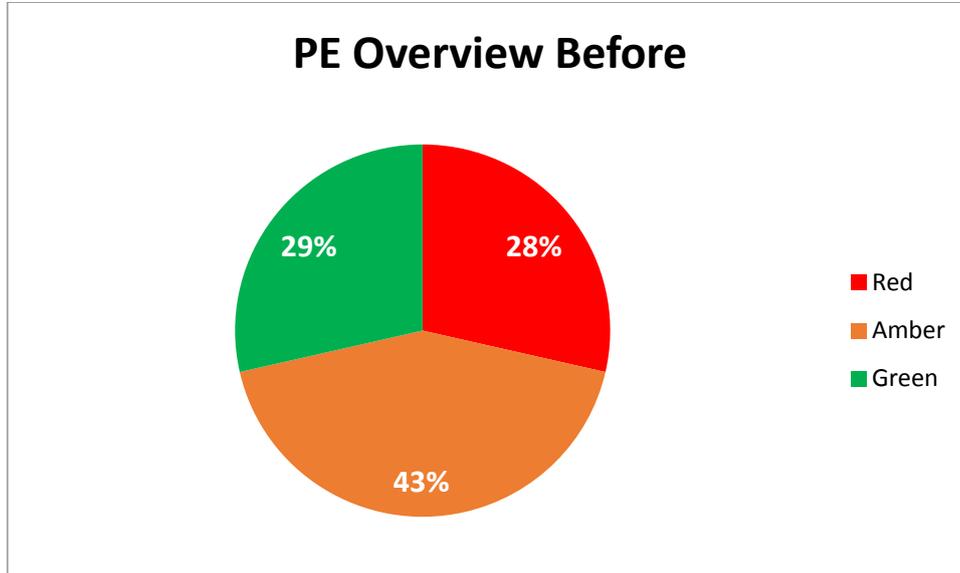


As you can see from the pie chart, this teacher has answered more of the green questions after the CPD in gymnastics whilst eliminating all red showing an increasing knowledge and experience in that area.



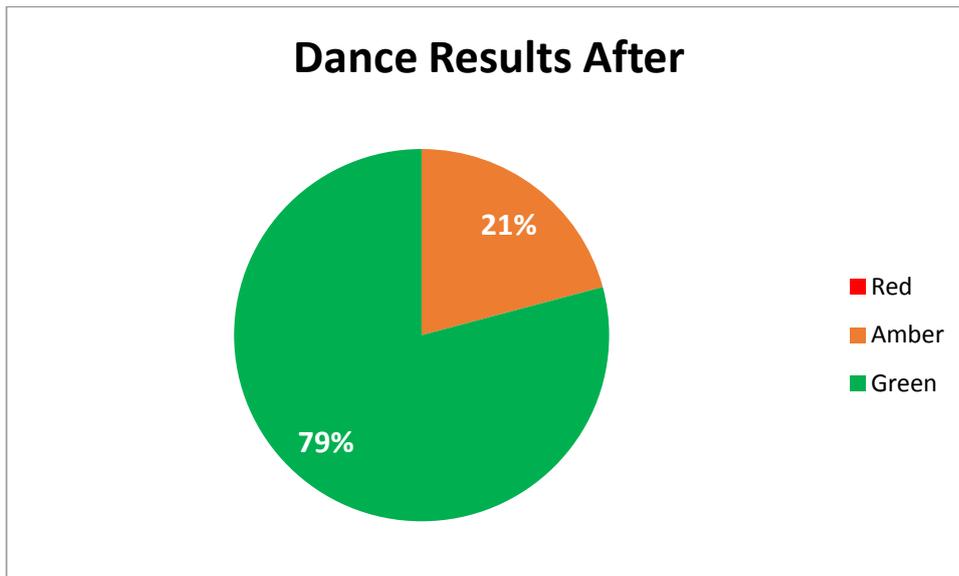
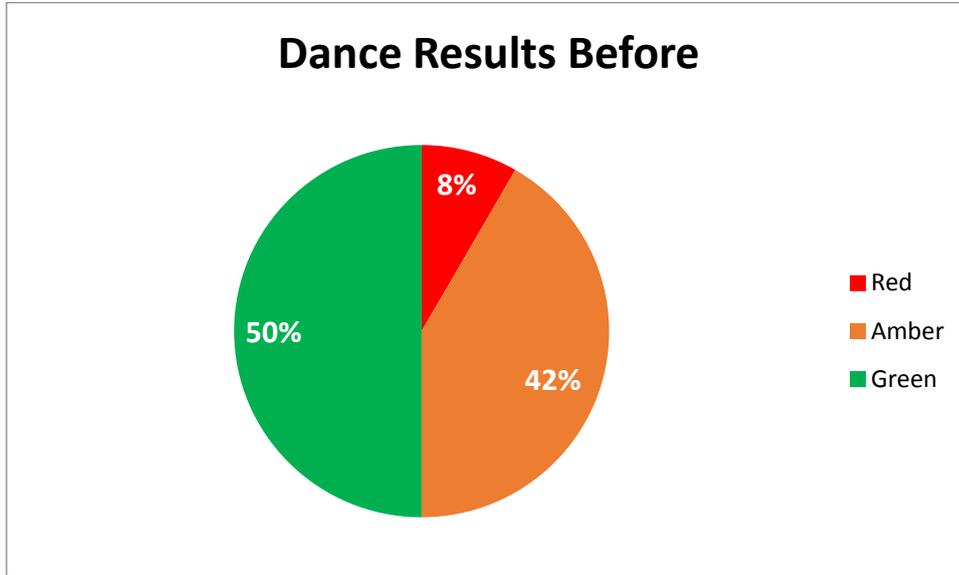


TEACHER 3



For teacher 3, the results show that they have had an increased confidence in PE in general after CPD with their class.



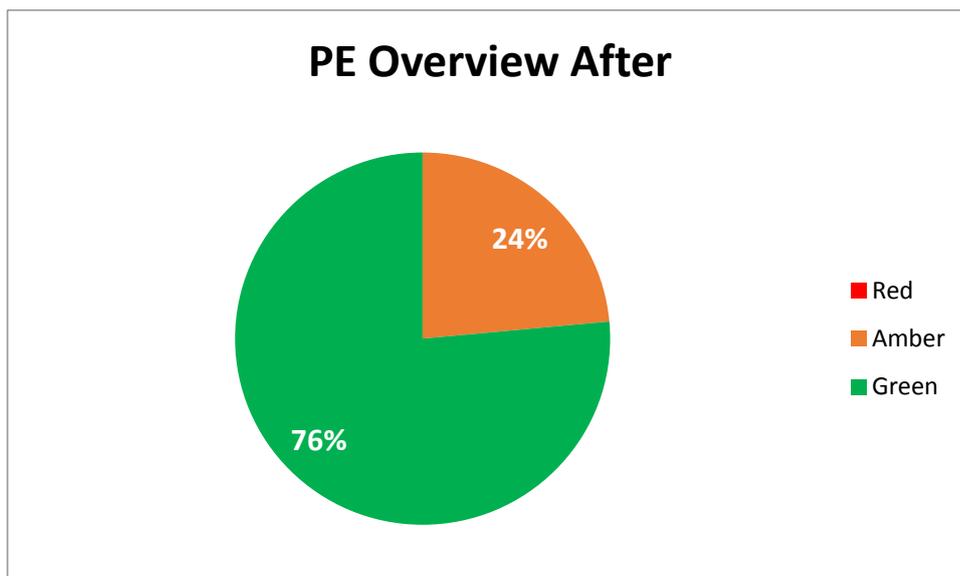
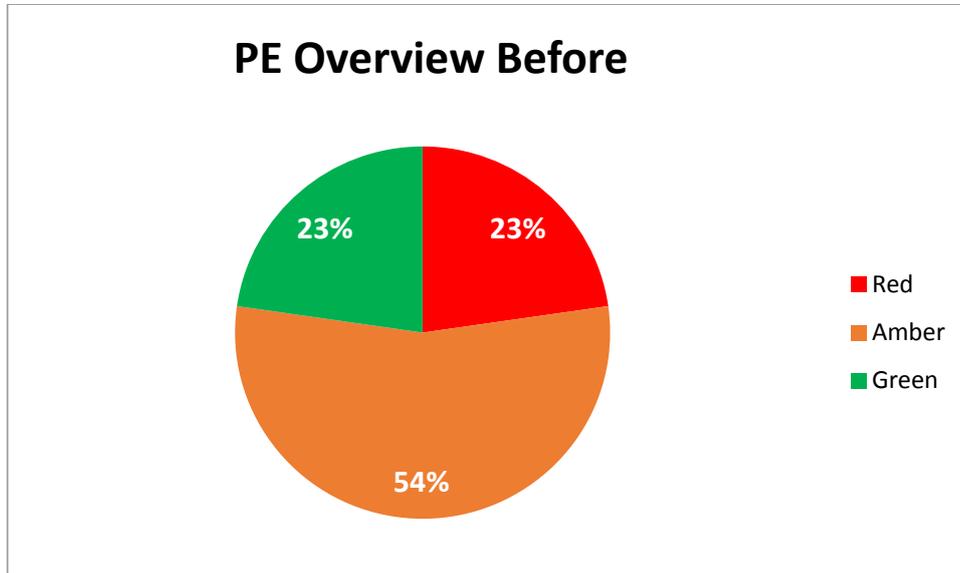


The dance result post CPD show a slight improvement for teacher 3. The reds have gone which shows improvement whilst gaining more greens.





TEACHER 4

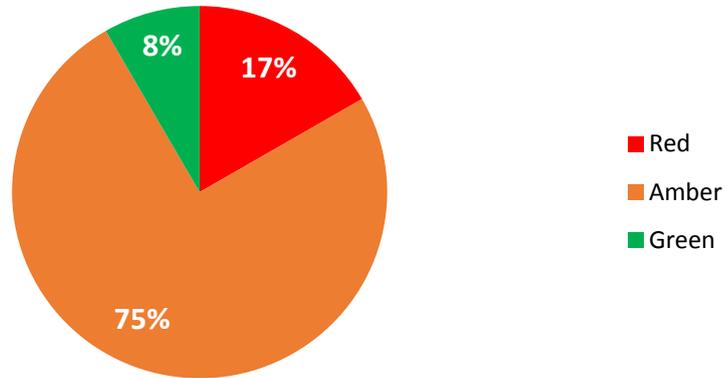


Teacher 4 displays a large increase in green questions answered and a reduction in red questions. Once again proving the increased attainment in PE overall.

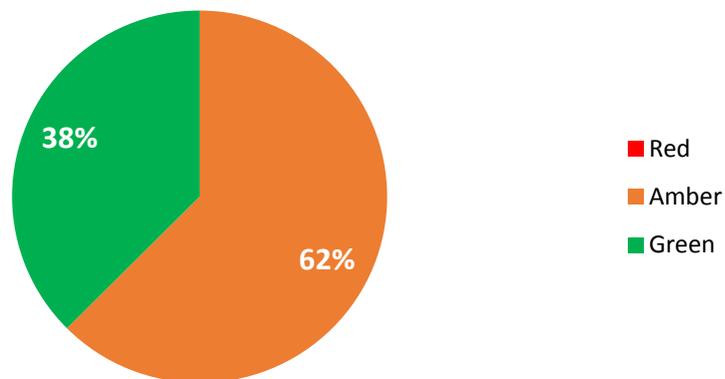




Gymnastics Results Before



Gymnastic Results After

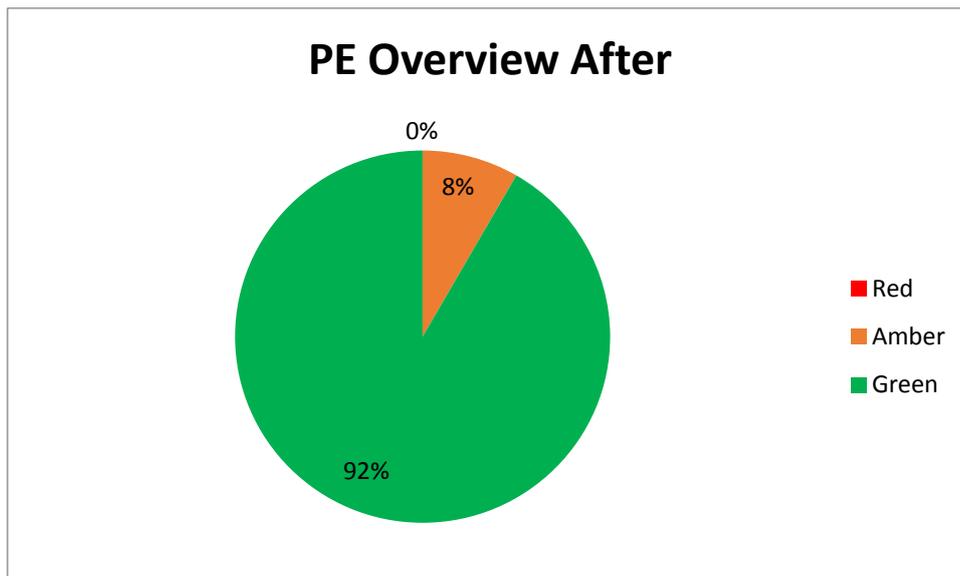
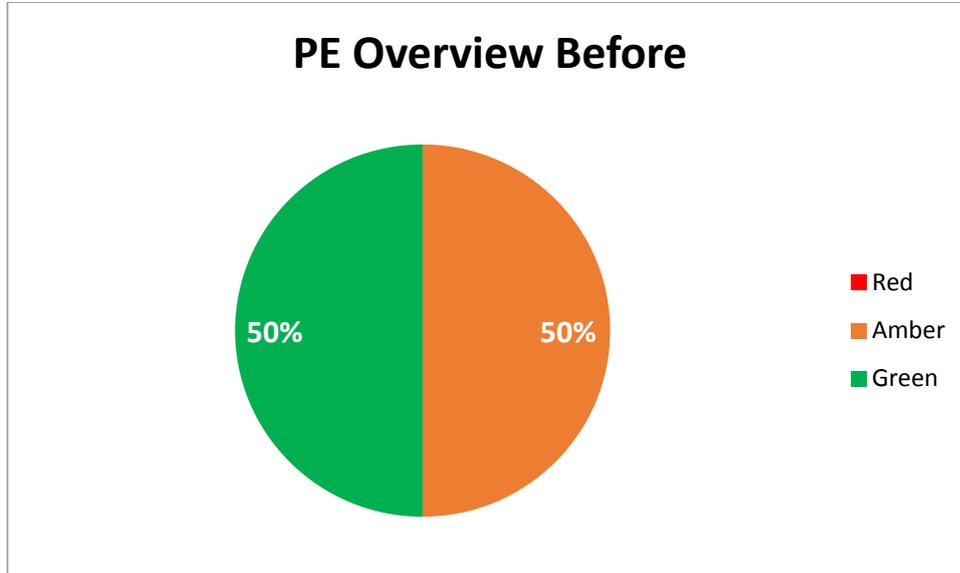


An elimination of many red questions proves that teacher 4 has increased confidence in teaching gymnastics.





TEACHER 5

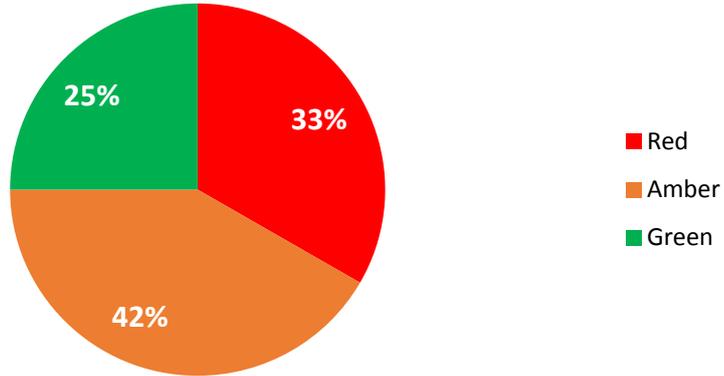


Despite having a good knowledge of PE beforehand, teacher 5 still has made improvement after the CPD within teaching PE.

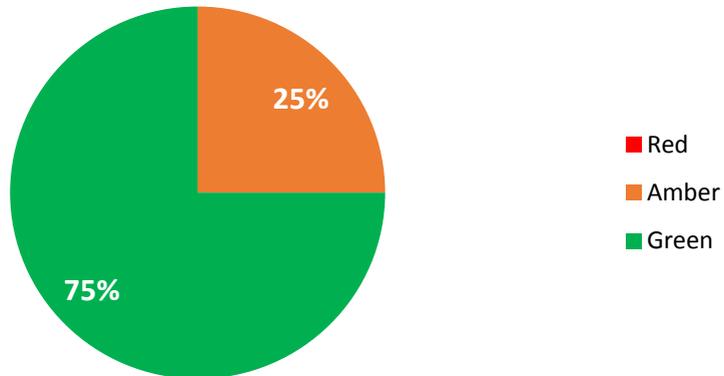




Gymnastics Results Before



Gymnastics Results After



Teacher 5 has made a massive improvement, after the CPD, in teaching gymnastics.

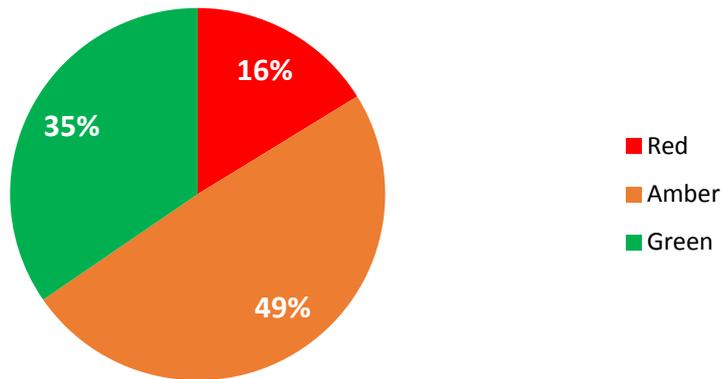




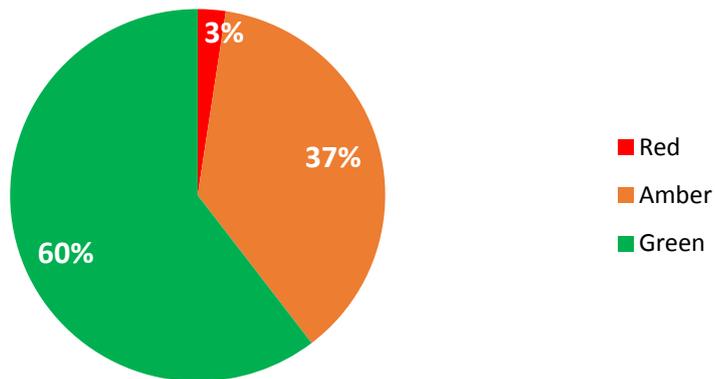
COMBINED RESULTS

The results below will show the combined results of all 5 teachers, to give a clearer view of the impact of the CPD by FUNDA.

PE Overview Combined Before



PE Overview Combined After



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EVALUATION

Looking at the charts for the results, it is clear to see the impact that FUNDA has made in Holy Trinity Primary School, within PE. Competency of teaching PE in general has increased according to the teachers' questionnaire, which indicates the positive impact FUNDA has made within the school. More specifically, teaching of Gymnastics and Dance, has also improved. The results show that in these PE subtopics before the CPD, teachers had less confidence and knowledge, but after the CPD, more green questions were answered, presenting an increased ability in these areas.

Analyzing the data furthermore, long term and short term goals were also prescribed to the teachers. These goals can be reviewed and scrutinized during the 2015–2016 school term, where teachers can assess whether they have/are achieving them. FUNDA has made a positive impact throughout Holy Trinity Primary School, not only in the field of PE (where it has made the most impact), but on the teaching styles of teachers, children's attitudes towards learning, lunch time efficiency and opportunity and all round school ethos.

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CONCLUSIONS

PE, along with Primary Education is a forever changing climate. As a school Holy Trinity Primary school tries to adopt a philosophy to coincide with the needs of children. Wright (2004) proposes that knowledge's and practices associated with the body, physical activity, and movement are not fixed; arguably, physical education must become more relevant and attuned to the needs of young people whose multi-faceted lives are now marked by "profound social and cultural changes" (Wright, p.3).

FUNDA implements a programme well suited to these climate changes. These recent calls for changing physical education suggest that physical educators come to view themselves as members of transformative learning communities which "could emerge, grow, and sustain themselves as a result of the interactions of constituents" (Horn, 2008, p.131). In these learning communities, we propose that physical educators need to destabilise existing practices, knowledge's, and structures, which tend to be "imbued with order and fixed certainty" (Rayner, 2008, p.42). We take up Phelps and Hase's (2002) proposal that the learning and teaching in the contemporary social world is a complex endeavor, with a variety of shifting factors and knowledge's "at play" (p.514), and as such, the professional development of physical education teachers needs to accommodate for these conditions accordingly.



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