

# Madley Primary School: Supporting Progress

## Background and rationale

After assessing the PE curriculum and using questionnaires from all teaching staff and a selection of pupils in each year group, we recognised the need to identify children who were not making the expected progress in PE. This included children that needed support with their fine and gross motor skills, spatial awareness, balance, core strength and self-esteem.

As a result of the pandemic, it was clear that many year groups had not mixed with others. This resulted in children lacking the social skills and confidence to work and play with others of differing ages. A lack of confidence has also potentially resulted in them having a poor participation record

**'They are great fun and I feel happier after the sessions.'**  
Y4 pupil.

## What did you do and how did you do it

Using a clear skills progression ladder, we introduced intervention groups at break times and lunchtimes led by LSA, qualified coaches and young leaders (Y5/6 pupils). Staff identified the children that needed support and they were invited to attend.

We used small groups in the hope that the pupils would express themselves more freely. All sessions were grouped in years and were no more than 6 pupils and 2/3 young leaders (who would wear labelled t-shirts).

The subject leader alongside the coaches planned the sessions which lasted approximately 15mins including a warm up, main activity teaching skills from the new progression ladders and a cool down. The young leaders would practice and refine these lessons in their own PE sessions alongside class teachers and subject leaders.

The coaches then taught these sessions on a weekly basis at both break times and lunchtimes with the support of the young leaders. The leaders would make sure that they had the correct equipment and make sure it was suitable e.g. balls blown up and suitable size for the year group. Throughout the sessions the leaders were expected to use the language from the PE vocabulary list to embed and clarify the children's learning.

We were aware of not putting too many sessions for the young leaders so they did not miss out on their down time, therefore the groups were led by at least 3 leaders and each group had only 3 sessions a week, allowing them to share responsibility.

During these sessions the children were learning skills but they also took the games and activities and started playing them in their own break times and lunchtimes.

Feedback on sessions was given both verbally and on sheets and monitored by the subject leader. Photos and video evidence was also used in the sessions.

## The Impact

The identified pupils have become more engaged and confident in PE. They look forward to the sessions and are keen to take part in other opportunities offered to them outside of the curriculum. In PE lessons they participate fully and show a greater understanding of the vocabulary and skills involved.

The young leaders are confident and keen to lead the sessions. They portray the values and leadership expected at the school. They take a more active role in extracurricular sessions and are keen to represent the school inter-competitions. They also lead assemblies explaining the importance of the values taught in their sessions.

The activities taught in sessions have been used at playtimes. The pupils have introduced and led some of the activities to peers and this has allowed them to adapt the games so giving them ownership of the games.

Using the skills progression and assessment format, the class teachers can see the progression and impact of the sessions after each half term. These then can be used as a tool for the following half terms grouping and reporting.

## Sustainability

By embedding the skills progression ladder, assessment policy and vocabulary list the staff and pupils will have clear focus and understanding of what is expected in all areas of PE for the future. Alongside this the teachers will identify the pupils needing this support by using the criteria of the skills progression and regular discussions with Subject leader.

They can use the previous learning of the sessions to plan for future groups. The outside qualified coaches (Luctonians Rugby and Netball, Whitecross squash club) will continue the guidance and teaching of the skills in their sessions.

In the summer term, after SATS, the young leaders will lead sessions for the Y5 pupils who wish to become young leaders in the following year. They will explain and demonstrate some of the activities that they felt worked best in their sessions.

**"I look forward to break times and working with the younger children."**

Y6 Young coach.

**"Many of the pupils are more confident in contributing and leading group activities. They enjoy planning organising and leading the sessions with all year groups."**

PE Lead