

Primary PE, School Sport & Physical Activity- Sheffield Case Study

Name of School	Hunter's Bar Junior School
Area of Focus	<ul style="list-style-type: none"> o Subject Leadership: School Vision & Outcomes for PE, Links to whole school development, Raising the profile of PE, Spending of the Primary PE and Sport Premium Funding, Links to wider partners, Pupil voice

Intent: What did you set out to achieve? Why was this needed?

We wanted to give pupils the opportunity to have a say in PESSPA decisions in school that affect them. As well as pupils playing an active role in their education, we looked at how to develop a whole-school commitment to listening to the views, wishes and experiences of all children and young people. We felt that doing this would show how we place value on what pupils tell school staff about their sporting experiences at Hunter's Bar Juniors, helping to develop PE and Sport for all pupils within HBJ.

Implementation: What did you do and how have you done this?

Captaincy and vice captains roles: captains were chosen for teams by interviewing children and getting them to select two people who they respected in the team for their abilities but also someone who they respected for their attitude in the classroom showing the importance of what was done in school feeding into the sports teams.

One of the main things explored with the children was the role of captain being more than just the person wearing the armband but everyone taking responsibility to be a leader and support each other. This then led to training the children to speak in assemblies and write match reports, which were published on our School Games website. As well as this, I took a step back and allowed the captain and vice-captains to choose their own teams holding "trials" and then allowing them to select players that would fit into the formations, style of play etc. that they wanted. The thinking behind this was that if I was not there to take them to matches they could function independently and everyone would know their roles to help the team be successful. This was demonstrated by our Y4 Football team winning a mixed competition hosted by SUFC. The Deputy Head took the team due to the covid-19 situation not allowing myself to be out of school without a major impact in other areas. One of the girls who was playing was shown the trust and given freedom to really influence games. She scored the equaliser in the final (as well as a few other goals) due to the boys building a strong base from the back playing out of position as they were thinking more about the team's goals than their own personal goals. This approach has seen us achieve success in a lot of sports across the board including orienteering, football (Y5 took two teams and spread stronger players out across the teams giving two Year 4 pupils the opportunity to come and play with one team winning the league), badminton, cross country, and bouldering.

Sports Council: In addition to the team of captains and vice captains spread across all the sports we competed in, we also set up a Sports Council. These are 12 pupils chosen (one from each class) to give feedback after lessons (30 seconds) on what they liked/didn't like and if they understood the Lesson Objectives. This quick bit of reflection has been vital in helping staff to reflect on lessons. The further up the school the pupils got the more I encouraged them to speak to their peers during the lesson for other pupils' opinions (which they reported to staff) for a more varied view but also encouraging these pupils to have the confidence to speak to their peers and improve their oracy skills. This role was given primarily to champion these pupils through sport with the majority being Pupil Premium students. All sporting ideas from pupils in their classes were fed back via them (eg. ideas for new lunchtime clubs), they delivered sporting messages and letters for their classes and we look at organising mini events and intra-matches with a view to these pupils using that experience to help organise Sports Day at the end of the year.

Equipment Organisers: help with making sure equipment is marked, in the right place/pumped up, in good condition etc. These pupils also help with auditing and suggesting new equipment that could be purchased for the school.

Play leaders: 20 pupils from across Year 6 who were given training to help them deliver games to pupils on the playground. After the initial two weeks training we meet once a month as a group to review things and see if anything needed changing or if they needed any help we would look at the problem as a group due to pupils working on different days which posed different challenges. These pupils were also given training from Chris Corcoran from the Skipping School (along with some midday supervisors). This helped the Play Leaders develop their skipping skills and having bought a box of ropes from Chris to add to what we already had in school they were able to put this training into practice straight away on the playground.

Lunch Time Clubs: Two of our Lunchtime clubs are run by students under staff supervision. "Jammy Dodgers" and "Just Dance". Jammy Dodgers is a dodgeball club run by four of our Year 6 pupils. We would have monthly chats and I would feedback to them weekly. The pupils give the winning team a Jammy Dodger biscuit each (which they buy themselves) as well as "Top Dodgers" - pupils who had impressed them. The pupils work in pairs to watch the games allowing them to be able to spot things a little easier.

Four of our Year 6 pupils also run just Dance. The club was mainly a dance club where the pupils would facilitate pupil requests of songs from the Just Dance YouTube channel. As time went on, I was able to download many of the songs as a request came from the pupils after a week where the internet was a problem. The pupils started to get more confident and after discussions, they started to deliver their own Dance lessons on a fortnightly basis, giving them chance to plan what they were going to try and teach.

Impact: What were the results and how did you know?

All of the pupils (and their roles) mentioned above have had a significant impact on the PE/Sports provision we deliver at HBJ, whether it's in lessons, competitions and matches against other schools, break and dinner times or generally helping to keep the school tidy and the equipment in a good state reducing any issues or injuries that could occur. They have all been vital in helping to give staff an insight into pupils' thoughts around sport at HBJ and all are valued for the tasks they do and the high standard to which they perform them. When there have been problems in certain areas the pupils have all acted in a professional way, given feedback and helped to show how important their role is and how their maturity and confidence in shaping their own experiences continues to develop within the roles they have placed themselves in.

3 Top Tips for Other Schools to Implement Something Similar?

1. Pupils love leadership opportunities/opportunities to show what they can do so just provide those opportunities (with staff guidance) to lead and develop (also remember to review regularly - set out clear rationale and success criteria for pupils).
2. Provide pupils with equal opportunity to be involved – make sure you take children's age, maturity and understanding into account when deciding how to support them in participating.
3. Look into training opportunities (internal/external) for your pupils to have the opportunity to develop their skills.



Y4 Football team SUCF mixed competition Winners



Y6 Play Leaders/MDSA's external training with Chris Corcoran (Skipping School)