

Improving engagement in physical activity across KS1 and KS2

Background information

- Nationally, nearly a third of children aged 2-15 are overweight or obese.
- One in five children are overweight or obese before they start school
- 2016-2017 Club uptake was low compared with previous years
- Very few children (18%) reported attending a sports club outside of school
- In pupil perception surveys, 27.6% of children indicated that they didn't consider themselves active during school hours, 38.5% of children said they were 'sometimes active'
- Midday assistant perception surveys reported that MDAs felt behaviour at lunch and break was poor and children were not engaged with adult led activities
- Data demonstrated that very few children in KS1 and KS2 were working at greater depth in PE (16.98%)
- 46.6% of children reported that they did not enjoy sports.
- SDP focus on developing children's confidence and their resilience as learners.

Key project activities

Engagement in regular activity

- Embed the daily morning walk
- F4Action 6 week intervention programme targeted at year groups highlighted as having a large proportion of obesity
- Take part in Active Kids Festivals, targeted at vulnerable children and those not on track
- Arrange active literacy and maths training for staff
- Establish Change 4 Life lunchtime clubs targeted at vulnerable children and those not on track – focus on engagement in a range of physical activities (gardening, playground games, team games, sports)
- Provide 2 clubs each term funded by the school

Raise the profile of sport as a tool for whole school improvement

- Arrange sessions which use physical skills to develop other areas of the curriculum e.g. Bringing Books to Life, the Happy Puzzle Group
- Invite professional sports people to give inspiration talks and run workshops to introduce children to new sports, provide role models and develop skills to support the development of a positive learning attitude: George Foushe, Rachel Mackenzie, Montell Douglas, Ian Rose
- Arrange a coach to run playground activities during the lunchbreak to encourage physical activity and support behaviour management

Increase confidence and knowledge of staff

- Developed staff confidence through team teaching with PE professionals and through staff inset focused on PE skills

Broader experience of a range of sporting activities

- Enable all children to participate in some kind of sporting event.
- Access to a variety of different sporting activities: e.g. Skatability

Impact of closing the gap project

- Data demonstrates a greater number of children as being secure within their age group expectations in years 2-6 (23.3%).

	Beginning in age group expectations		Within age group expectations		Secure in age group expectations	
	Sum 2017	Sum 2018	Sum 2017	Sum 2018	Sum 2017	Sum 2018
1	10%	10%	60%	86.6%	23.3%	3.3%
2	3.3%	6.6%	96.6%	86.6%	0%	10%
3	6.6%	13%	93.3%	73.3%	0%	13%
4	16.6%	3.3%	66.6%	53.3%	16.6%	36.6%
5	16.6%	0%	46.6%	56.6%	23.3%	43.3%
6	3.3%	3.3%	58.06%	56.6%	38.7%	33.3%

- Through perception surveys, MDAs report children are more active at playtime and behaviour has improved
- 0% children indicated that they didn't consider themselves active during school hours while only 15.2% of children said they were 'sometimes active'
- Through pupil perception surveys, children commented that clubs and activities run by coaches at lunch time made them 'more likely to be active'. They also recognised that there had been more opportunities for active learning in lessons, particularly in KS2.
- 54.7% children tried a sport for the first time last year and admitted that they would be more willing to try a new sport in the future.
- 97.1% of children reported that they felt the sports people they met this year encouraged them to be better learners. They considered them to be positive role models.
- All class teachers built upon the work done by sports people during these sessions and agreed it had a positive impact on their students.
- The majority of teachers believed they were more comfortable planning and carrying out active lessons following staff training

Next steps

- Measure the impact of the project on club uptake
- Continue to monitor the level of active learning outside of PE lessons through drops ins and pupil and staff perception surveys

Relevant reading

HM Government (2016) **Childhood obesity – a plan for action**

The Sports England Strategy (2016) **Towards an Active Nation**

Open University, short course **Children and Young people's participation**

Public Health England (2015) **What works in schools and colleges to increase physical activity? A briefing for head teachers, college principals, staff working in education settings, directors of public health and wider partners**

National College for school leadership (XXXX) **Prepared to lead – How schools, federation and chains grow education leaders**