

School Report

September- November



School Name

Mowmacre Hill Primary School

SCHOOL
ENGAGEMENT
DATA

School	Total number of pupils engaged with	Total number of sessions	Number of pupils engaged with in curriculum P.E. lessons	Number of girls attending girls only lunchtime clubs	Content delivered	Number of teachers receiving CPD
Mowmacre Hill Primary School	100	50	54	16	10 x Girls only football lunch time session 20 x CPD sessions (2 x KS1) 10 x Afterschool Clubs 10 x Premier League Reading Stars/ Football (Practical) Lesson	2

PUPIL ENGAGEMENT DATA

Pupils engaged with	100
Males	49
Females	51
Number of BAME pupils	41
Pupils with a disability	0

PUPIL AND STAFF FEEDBACK

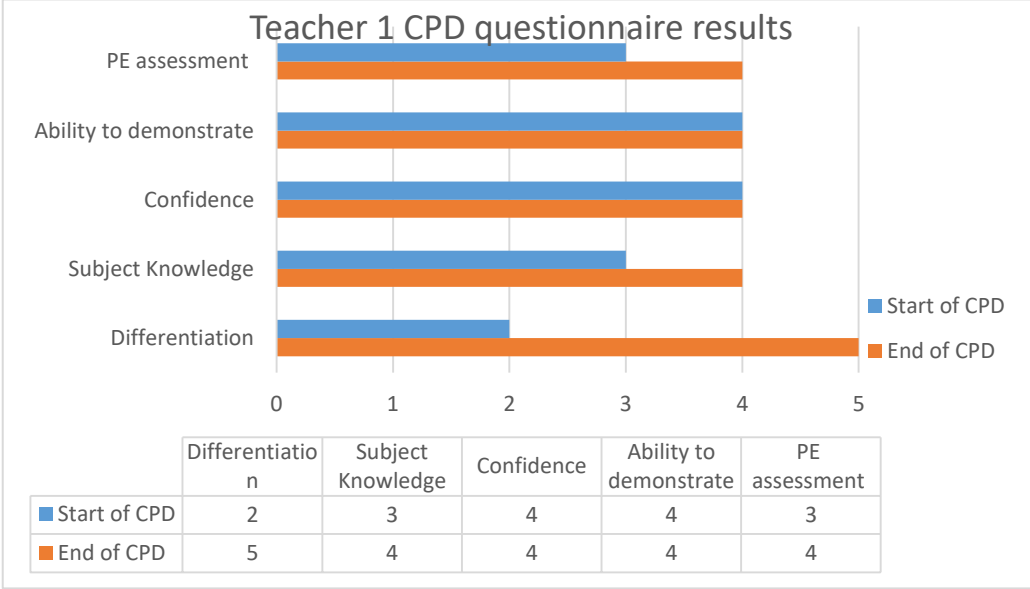
Teacher- *'In terms of in literacy and reading lessons this pupil is much more willing to take part in lessons since starting Premier League Reading Stars. She has picked up on lots of the strategies that she has been taught and will often refer to them when we are in class.'*

Pupil- *'I really like reading stars because it is fun, I get to spend time with my friends and we play football. I enjoyed learning about skimming and scanning and used these skills in the classroom with my teacher, I think I'm getting better at reading and think Glenn is amazing and kind because he is always there to help.'*

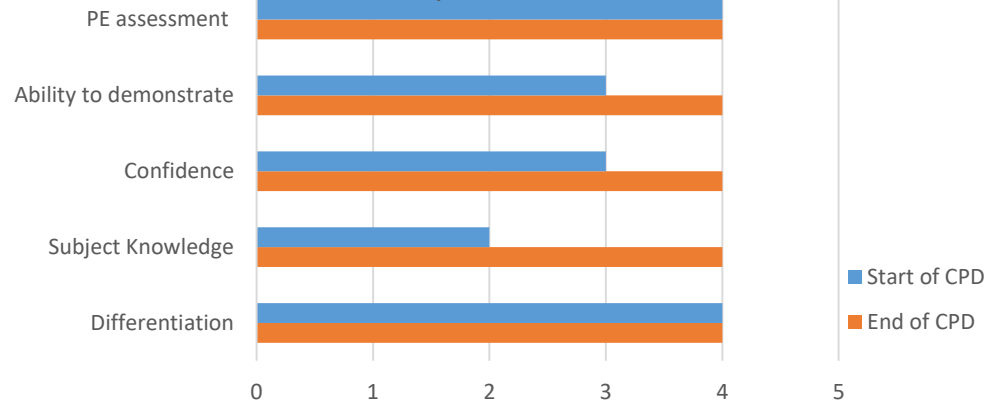
Class Teacher - *'I have continued to implement differentiated activities when planning and feel much more confident in challenging higher ability children in the lessons after working with Glenn'*

Class Teacher - *Glenn has been wonderful to work with and has a wealth of knowledge to show and share'*

Teacher Questionnaire results



Teacher 2 CPD questionnaire results



	Differentiation	Subject Knowledge	Confidence	Ability to demonstrate	PE assessment
■ Start of CPD	4	2	3	3	4
■ End of CPD	4	4	4	4	4

ADDITIONAL COMMENTS

- We have put together a case study (Success Story) about a pupil regarding how she has improved her literacy skills since starting Premier League Reading Stars.
- Children have come on a tour of the King Power Stadium and presented their work.

AfPE Key indicator	Actions	Evidence and impact
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	All planned Curriculum and extra curriculum lessons have been delivered in which lasts for a minimum of 40 minutes each lesson.	<ul style="list-style-type: none"> • 10 Girls only football lunch time session • 10 Breakfast clubs • 20 KS1 Lessons • 10 Afterschool Clubs • 10 Premier League Reading Stars/ Football (Practical) Lesson
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	<ul style="list-style-type: none"> • Delivering an assembly on ‘Play the right way’. • Pass on leaflets to all KS2 children 	<ul style="list-style-type: none"> • Assembly on Playing the right way on the playground and introducing myself to the whole of the school as a Physical educator. • Give children the opportunity to partake in extra- curricular activities by signposting them on to a skills centre the community trust host at a variety of different venues.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> • Shared continuous lesson plans with the teachers • Given teachers specific roles within the PE lessons. • Given teachers the opportunity to lead on a activity with a particular group. 	<ul style="list-style-type: none"> • Teachers have all participated in the PE lessons. Both teachers are incredibly hands on and lead on as many aspects of the lesson as they could. • classes are very lovely class and have been really helpful when it comes to making sure all the children are involved in the lesson. Challenges in which we came across include maintaining the engagement of challenging children in the lesson as they can quite easily be distracted, however splitting the group in two with separate activities seemed to help because with a smaller group you can maintain/contain their attention for longer. • The children have been engaged and Class teacher has worked with me to develop a variety of different ideas. We attempted to do PE outside and it went very successfully considering they have had very little experience of this.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	We provided opportunities for a variety of different children to participate in football but also focussed on certain target audiences that may not usually take part in sport. We also used football as a tool to help children who may be struggling with a particular subject such as Literacy. To make PE lessons more appealing to young people we took a multi skills approach where the national curriculum objectives may be met by more participants.	<ul style="list-style-type: none"> • 10 Girls only Lunch time sessions • Girls took part in FA Girls Football week • 11 Premier League Reading Stars Lessons for children needing help in Literacy.

Key indicator 5: Increased participation in competitive sport	<ul style="list-style-type: none">• Two teams have been competing in the school's league.• The trust invited the school to bring a team to Stoke for Fixture within a Fixture.	<ul style="list-style-type: none">• Both boys and girl's teams have taken part in the Schools league in which takes place at Judgemeadow Community College• Fixture within a Fixture
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