



Working with External Providers

Active Black Country
Primary PE and Sport Premium Conference
8th March 2018

key factors when engaging external providers

Identify the area of need: what you want to change; improve; increase.?

Step One: self review

Step Two: identify need:

- *Physical Education: (teaching and learning)*
- *Physical Activity: (before and after school; break & lunchtimes)*
- *Sport: (competition and links to community sports clubs)*

Step Three: identify the expected impact on pupils [plus teachers and other staff]

Step Four: monitor, evaluate & EVIDENCE progress and success against expected impact





whatever we deliver in schools
The **Good** News is: **We make a difference**
The **Bad** News is: **We make a difference**
so it is more important then ever that we get it right

*“Education is the most
powerful weapon which you
can use to change the world.”*



- Planned Spending of **Sports Premium** Grant 2017/18

Item/project	Cost	Objective	Impact of funding
Sports Coaches to deliver before and after school sports clubs for pupils in order to increase participation.	£8360	<ol style="list-style-type: none"> 1. To improve pupil skills in sports and PE activities 2. To promote an active and healthy lifestyle. 3. To raise self esteem in physical education. 	

Working with external providers:

- **School Staff: [TA's; Coaches; Lunchtime supervisors]**
employed by the school
- **Adults Supporting Learning [teachers from other schools, qualified teachers working independently, coaches]:**
deployed through a service level agreement
- **Adults Supporting Learning [Teachers, Coaches, Parents, Governors]:**
working in a voluntary capacity
- **Sports Apprentices: aged 18 and over**
- **Sports Apprentices: aged under 18**

What do you know?

Q1. What are the minimum qualifications and expectations required ?

- *Minimum age (18)*
- *Appropriate qualifications (eg. 1st4 Sport L3 PE and Sport in Schools)*
- *Appropriate insurance cover (ie. public liability for £10 million plus professional indemnity)*
- *Safeguarding children and vulnerable groups legislation*
- *School or local authority Policies and procedure*
- Have a clear DBS check

Coaches supporting lessons must be at least a level 2 in the area of activity they are supporting and they should never replace or displace the teacher

What do you know?


- Q2. Who has responsibility for risk assessment and safe practice before and during the session?
- Q3. Who has responsibility for the planning of lessons and the assessment of pupil progress and achievement?
- Q4. What should you do if an external provider asks pupils to undertake activity which you think is unsafe?
- Q5. Can external coaches lead PE lessons?
- Q6. What monitoring procedures should be in place for each of the groups and who has the responsibility to ensure this is carried out?





Gina Wallis

Independent Consultant: Physical Education and Sport

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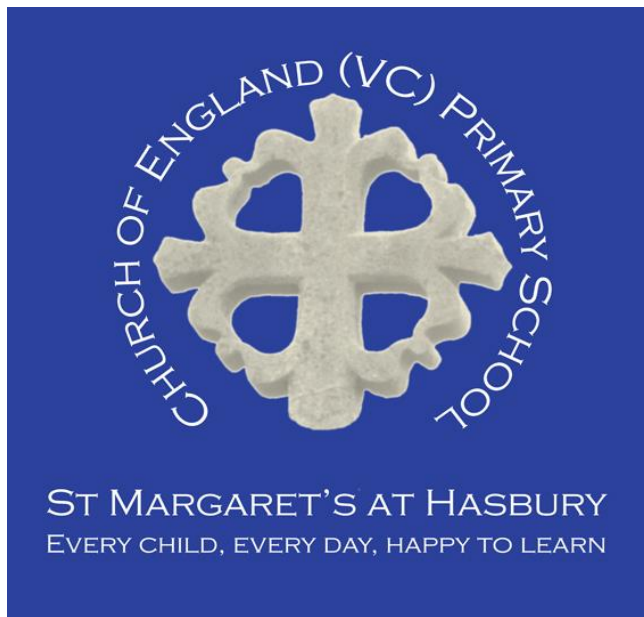
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 Black Country BeActive



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Working with Windsor High School

Staff and children working with Windsor PE teachers

- 4 hours per week of team teaching with our staff
- Shared planning and resources
- Guidance and resources to support the assessment of pupils in PE



Working with Windsor High School

Further benefits

- Playground leader training and resources
- Free entry into additional cluster competitions/ festivals
- School Games Award support
- Assemblies





Working with the Phase Trust

- **Set up by a group of local church and community leaders who were actively involved in supporting young people inside and outside schools.**
- **Provide formal and informal programmes of support that encourage young people to maximise learning opportunities and reach their full potential as citizens.**



Working with the Phase Trust

Winning Mentality

- **A personal development programme that uses sport to raise the aspirations of children and young people to help them reach their potential – on and off the field.**



Working with the Phase Trust

Winning Mentality

- Provide a specific 'transition course' for Year 6 classes, helping them to get ready for the step up to Secondary School.
- The programme can be delivered in small groups or whole classes
- Usually a 6 week course involving a 2 hour session per week (1 hour in the classroom and 1 involving physical activity).
- Cost - £53.00 per child per course.



Working with the Phase Trust

The Programme

Week 1 Winning Mentality: How can I do my best?

Week 2 The Losing Side: What stops me from doing my best?

Week 3 Winning Team: I need to work with other people.

Week 4 Nothing But Graft: What I put in affects what I get out.

Week 5 Attitude and Approach: Your attitude affects what happens.

Week 6 Someone to Follow: Be a good example.



Working with the Phase Trust


Impact


- Improvement of attitude towards competition
- Developed confidence
- Developed interdependence
- Developed perseverance
- Developed ability to set personal targets
- Every year, children have wanted to include this experience and what they have learnt in their Leavers' Service and invite Mr Barks and his team


Helen Cook

St Margaret's at Hasbury Primary School

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