

**Staff perspectives on the strengths and weaknesses of the
primary physical education and sport premium: The case of
three Suffolk schools.**

By

Mrs Andrea Hall

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University of East Anglia,
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‘if you believe it, you can achieve it’

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Abstract

Despite the introduction of the primary physical education and sport premium (PPESP) in 2013 there remains a mounting concern regarding the value placed on primary physical education and a lack of confidence and knowledge from teachers delivering this subject. This research seeks to understand the impact of this funding from the viewpoints of headteachers, physical education co-ordinators and generalist classroom teachers within a case study of three schools in Suffolk.

Data was collected over an eighteen month period from twenty participants using semi-structured interviews and the PPESP plans published by each school in 2017-2018. Braun and Clarke's six-phase thematic analysis method enabled coding of the data in a systematic manner. Four themes emerged (influence, capabilities, connectivity and value) and were subsequently presented outlining the perceived opportunities and obstacles of the funding through the lens of Lawson's occupational socialisation theory (OST).

The study's results suggested that the PPESP has had a significant impact on the schools, staff and children studied. This can be attributed to the positive culture for school improvement created by the headteachers and the involvement of the generalist classroom teachers in the teaching of physical education. These have contributed to the subject's value and the increased confidence of teachers. The outcomes are particularly pertinent given that the funding stream has been secured until 2023. Three recommendations for policy and practice were suggested, specifically: i) all headteachers and physical education co-ordinators to participate in training that strengthens their strategic planning and policy knowledge; ii) a detailed audit is completed of the generalist classroom teacher and physical education coordinators qualifications, skills, knowledge and confidence to teach PE (including childhood and initial teacher education experiences) and; iii) schools continue prioritising the development of local links to enhance the quality of opportunities (e.g., tournaments or fixtures) available to children and the shared continued professional development amongst staff.

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Glossary of Terms

afPE	Association for Physical Education
AOTT	Adults Other Than Teachers
APPG	All-Party Parliamentary Group
BBC	British Broadcasting Corporation
CPD	Continuing Professional Development
DA	Discourse Analysis
DCFS	Department for Children, Family and Schools
DCMS	Department for Culture, Media and Sport
DfE	Department for Education
DfES	Department for Education and Skills
DH	Department for Health
DHSC	Department of Health and Social Care
DHT	Deputy Headteacher
EYFS	Early Years Foundation Stage
GT	Grounded Theory
HMI	Her Majesty's Inspectorate
HLTA	Higher Level Teaching Assistant
HQPE	High Quality Physical Education
HT	Headteacher
IPA	Interpretative Phenomenological Analysis
ITE	Initial Teacher Education
ITT	Initial Teacher Training
LA	Local Authority

NATCen	National Centre for Social Research
NC	National Curriculum
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education
OST	Occupational Socialisation Theory
PA	Physical Activity
PC	Physical Education Co-ordinator
PE	Physical Education
PESS	Physical Education and School Sport
PESSCL	Physical Education, School Sport and Club Links
PESSYP	Physical Education, School Sport and Young People
PETE	Physical Education Teacher Education
PGCE	Post Graduate Certificate of Education
PPA	Planning, Preparation and Assessment
PPESP	Primary Physical Education and Sport Premium
PSTs	Pre-Service Teachers
QTS	Qualified Teacher Status
SCITT	School Centred Initial Teacher Training
SEND	Special Educational Needs and Disabilities
SSCO	School Sports Co-ordinator
SSI	Semi-Structured Interviews
SSP	School Sports Partnership
TA	Thematic Analysis
TE	Teacher

TES Times Educational Supplement

YST Youth Sports Trust

CHAPTER 1

Introduction

Background and Observations

As a child I enjoyed and appreciated school, especially the happiness I found in PE and School Sport (PESS). Captaining many school teams, reaching county standard in netball and inspired by my secondary school physical education (PE) teacher, I knew that this was an area in which I wanted to work and study. These positive early PE experiences have played a significant part in my career and, although, I do not directly teach PE now, I have always ensured that PESS is a leading subject in the various primary and middle schools that I have worked in and led. Nonetheless, through my involvement in multiple schools and varied job roles (PE teacher, School Sports Co-ordinator [SSCO] and Headteacher [HT]), and through my previous academic research completed for my Master of Arts (MA) degree, I am aware that many fellow teachers (TE) and HTs do not hold the same perspective, high expectations or enthusiasm for PE that is required to ensure current policies are implemented and that children are inspired for lifelong participation in physical activity (PA). Consequently, this study seeks to understand more about the viewpoints held by school staff towards PESS and their influences, involvement and understanding of current initiatives (Primary Physical Education and Sport Premium [PPESP]) which will be discussed in greater detail throughout this chapter.

Changes to policy and practice in primary PESS within the last 23 years of my teaching career alone have been plentiful and hard to keep pace with, although, it was my initial understanding that PE was generally in good shape (Office for Standards in Education Children's Services

and Skills [Ofsted], 2013). However, this interpretation was contested by Griggs (2016) who claimed that:

‘The state of Primary PE has clearly been a long-term concern. A steady reduction in the time spent on PE in primary teacher training, low levels of teacher confidence in teaching the subject and a move to outsourcing provision set amidst moving policy agendas and funding streams makes for a complex picture’ (p.553).

Similarly, I was also finding that early career teachers joining the primary and middle schools that I have worked in describing a lack of knowledge, confidence or limited opportunities to teach PE, prompting my interest to delve further. In addition, since the introduction of the PPESP in 2013, I have also been contacted by numerous sports companies outlining the support they can offer my school through sports coaches covering PE lessons. As an incentive to work with them they have stressed the lower rate of pay to that of a qualified teacher, as noted by research undertaken by Jones and Green (2017) who highlighted the continued changing workforce in primary education. The use of coaches within curriculum time did not exist during the early stages of my career, as the generalist classroom teacher was the central adult delivering PE, a viewpoint that is still advocated by many researchers (Carney and Howells, 2008; Blair and Capel, 2008a; Kirk, 2012; Harris, 2018; Randall, 2019) and one that I fully support; ensuring teacher development is integral to my work within schools. From attending locality meetings, however, many HT colleagues confirmed the use of coaches and external providers was common place, pinpointing that they were freely choosing to contract out PE lessons to adults other than teachers (AOTTs). Principally, this was due to budgetary factors but it was also acknowledged that this was one less curriculum subject for schools to worry about in what could be considered as a congested primary curriculum (Rainer et al., 2011; Griggs, 2016). This position held by colleagues suggested that the value placed on PE was

much lower than I had anticipated and the benefits of this subject not truly recognised by the decision makers and schools in general which warranted further exploration (Griggs, 2016; Green, 2016; Lawless et al., 2019). Therefore, these central areas of interest identified (staff knowledge and confidence levels to deliver PE, coaches occupying curriculum time and the value placed on PE by leaders) provided the catalyst for this research and the necessity to discover the perspectives held in the literature concerning this chosen phenomenon and to ascertain where further research was needed in this field.

Research Context

PE is arguably one of the most important subjects in the curriculum due to the unique, multifaceted role it plays (Pickup, 2012; Randall and Clark, 2019) and, as such, has attracted considerable debate and research worldwide (Green, 2008; Griggs, 2012). In a time when it is believed children are less active (Green, 2008; Pickup, 2012) and obesity levels have risen (Department for Education [DfE], Department for Culture, Media and Sport [DCMS] and Department of Health and Social Care [DHSC], 2019), it is more vital than ever that all schools recognise the benefits of this valuable subject and the role it plays within the primary curriculum: Harris (2018) confirms this vantage point, highlighting that PE:

‘...addresses the physical development aim of the curriculum and it also makes a significant contribution to the spiritual, moral, social and cultural development of children. In addition, it develops an interest in and patterns of physical activity which are essential for healthy development and lay the foundations for active lifestyles’ (p.1).

Moreover, since the introduction of the PPESP in 2013, it has been reported that this initiative has augmented the profile of PE within UK primary schools (Hayes, 2017). Despite its

importance and together with numerous requests to enhance its position (Harris, 2018; Randall and Clark, 2019), PE is still classified within the National Curriculum (NC) as a foundation subject (eight areas) and does not hold equal curriculum status with the three core subjects of English, mathematics and science. However, despite this injection of funding and calls for parity with the core subjects, it is repeatedly: ‘... given a low value within many schools and is positioned as an add on extra (All-Party Parliamentary Group [APPG], 2019, p.49). Interestingly, this is not dissimilar to Carney and Winkler’s (2008) viewpoint shared over 12 years ago, that PE was not prioritised and allocated suitable time, suggesting little has changed for this subject. Nevertheless, it is the only foundation subject which is statutory at all four key stages, highlighting the crucial role it plays and the required expectations from the government (DfE, 2013) furthering the mixed messages portrayed.

Additionally, there has been much debate concerning what PE should look like in schools. Pickup (2012) emphasises that: ‘universal, real world understanding of the nature, aims and outcomes of the subject is lacking, confused and often conflated with perceptions and memories of sport’ (p.13). Therefore, for the purposes of this study, the definition of High-Quality Physical Education (HQPE) will be taken directly from the National Curriculum Programme of Study (2013) which précises the characteristics and purpose of PE (Green, 2008) emphasising the key focus areas for schools to follow:

‘A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in

sport and other activities build character and help to embed values such as fairness and respect' (DfE, 2013, p.260).

Some researchers may contest this narrow viewpoint held about competitive sport, as it could be argued that HQPE can still be achieved without this element if schools focus their efforts on a robust movement foundation (Pickup, 2012). However, this study does not seek to revisit the philosophical debate but to work within the DfE guidance provided.

The troubling PE landscape detected from my own school experiences was not unique, with researchers stating that the delivery of PE worldwide (Hardman and Marshall, 2001) and within UK primary schools was in decline (Green, 2008; Green, 2016; Lawless et al., 2019), as well as, being ineffective (Caldecott et al., 2006; Morgan and Hansen, 2008; Griggs, 2012; APPG, 2019). Furthermore, over the last two decades, scholars have suggested several key factors as causes for the current state of primary PE, these included: the quality and quantity of Initial Teacher Education (ITE) (Caldecott et al., 2006; Talbot, 2007; Carney and Winkler, 2008; Blair and Capel, 2008a; Kirk, 2012; Randall and Griggs, 2019), the confidence levels of the generalist class teacher (Morgan and Burke, 2008; Tsangaridou, 2014; Callanan et al., 2015; Griggs, 2016; APPG, 2019), outsourcing of PE (Kirk, 2010; Griggs, 2010; Keay and Spence, 2012; Jones and Green, 2017; Griggs, 2016; Randall and Griggs, 2020), deteriorating subject knowledge (Armour and Duncombe, 2004; Jones and Green, 2017;) and the value placed on PE (Griggs, 2016; Lawless et al, 2019; Meir and Fletcher, 2019). All of which will be explored within the next subsection but also extended and deliberated in more detail within the literature review (chapter three).

Within each area outlined, explanations are suggested to support the viewpoints held. Disquiet regarding the quality and quantity of ITE highlighted a lack of teaching time devoted to PE as the central problem, with an increased emphasis placed on trainees to deliver the core subjects of English, mathematics and science as the key tenet (Talbot, 2007; Kirk, 2012; APPG, 2019, Randall, 2019). In addition, researchers have suggested that as a result of these limited training experiences, the confidence levels of teachers has been negatively affected and many teachers actively avoid teaching the subject altogether (Morgan and Burke, 2008; Griggs 2012; Jones and Green, 2017). Additionally, as a result of the introduction of the PESSCL strategy in 2002 (Department for Education and Skills [DfES] and DCMS, 2003) and planning, preparation and assessment (PPA) time for teachers in 2005 (Griggs, 2012) the school workforce changed considerably and more coaches and AOTTs were visible within curriculum time (Lavin et al., 2008). This trend has continued following the introduction of the PPESP in 2013 (Jones and Green, 2017) resulting in some classroom teachers not delivering PE at all and trainees having limited opportunity to teach on school placements, despite their willingness to do so (Adams, 2015). This movement towards more sports coaches in curriculum time has also been experienced further afield in Australia (Whipp et al., 2011), highlighting the worldwide developments in PESS. Moreover, all these factors discussed have potentially contributed to a decline in subject knowledge of the classroom teacher as opportunities have dissipated with classroom teachers repeatedly requesting more training possibilities (TES, 2015) and schools have conveyed a lack of available opportunities for continuing professional development [CPD], (Griggs and Randall, 2019). Concomitantly, with the changing nature of the primary workforce, it could be argued that: ‘when an outside provider comes into school, there is little guidance to suggest how this might support a teacher’s professional development’ (Huddleston and Randall, 2019, p.20). Therefore, encasing all these areas outlined was the value staff in primary schools placed on PE with evidence suggesting that it was repeatedly considered as a

marginal subject, as previously discussed (Griggs and Ward, 2013; APPG, 2019; Lawless et al., 2019). This has seemingly been attributed to the increased pressures placed on schools to raise standards in the core subjects (Rainer et al., 2011), resulting in HTs selecting potentially less sustainable solutions for the delivery of PE (Griggs, 2010) in order to support their colleagues workload (Rainer et al., 2011). Likewise, the lower value placed on PE was further supported by children who unanimously stated that reading, writing and mathematics were more important subjects in the curriculum (Hayes, 2017). Consequently, this field is laden with competing demands (Carse et al., 2020a), priorities and difficulties making it much more difficult for schools to navigate (Griggs and Randall, 2019).

What is more, since the introduction of the PPESP in 2013, the expectations appear to have intensified for primary school leaders as they have had to contend with an initiative unlike any previous funding (as they are accountable to Ofsted for this funding). However, they may not have possessed the necessary skills needed to ensure that this funding was spent correctly, given that staff confidence within the profession is low (Griggs, 2012) and that they were ill-equipped (Ofsted, 2014; Lawless et al., 2019). This vantage point was reinforced by Randall (2019) who questioned the implementation of the funding when teachers entering the profession have limited experience teaching PE and their colleagues were unable to monitor and evaluate the funding effectively. Thus, this significant area identified within the literature required further investigation. Research has started to grow into the impact of the PPESP over the last eight years but our full understanding of the phenomenon is unclear, unlike the well documented factors influencing the quality of primary PE, discussed in the previous section. This is supported by APPG (2019) who have insisted that: ‘to date there has been little critical appraisal of the PESS premium funding’ (p.5).

Aims of the Research

As discussed, the PPESP is unlike previous initiatives and the full aims and development of this policy are examined in chapter two. However, in essence the funding was intended to improve the quality and breadth of PESS (Ofsted, 2014), placing greater accountability on primary HTs to ensure that it was spent correctly following criteria provided by the DfE (DfE, 2014). Initial evidence suggested there was some discrepancy regarding the regulation of this funding (APPG, 2019) and a failure to report how the money had been spent by many schools (Griggs, 2016; Huddleston, 2019), despite this being a stipulation within the funding (DfE, 2014). Lawless et al. (2019) argue that the infrequency of Ofsted inspections may affect the effectiveness of the spend as schools are not checked regularly enough through this process, so problems may go unnoticed. In addition, from my own experiences, I was becoming increasingly aware of the varied approaches emerging in local schools and the less sustainable decisions taken for this funding. Consequently, I was intrigued to learn more about some of the choices made by primary schools regarding the spending and the impact this was having on the children's opportunities in PE from a staff perspective. This approach would widen my awareness of best practice, improve the provision in my school and add to the growing body of knowledge in this area.

As primary HTs have been focussing their efforts on successfully trying to implement the PPESP for eight years (alongside continuing to raise standards within the core subjects), there was lots to learn from them about this initiative and their viewpoints. However, early research into the success of the PPESP suggested that HTs were not equipped to make decisions concerning the funding as they required further guidance (Ofsted, 2014). While, Callanan et al. (2015) reported many triumphs to the funding such as increased confidence and skills of

teachers to deliver PE, this success has been disputed by Randall (2017) who implied that the PPESP and the introduction of specialist PE staff into the curriculum has had the opposite effect: 'Rather than addressing confidence and competency for all primary educators, these two initiatives seem to be encouraging a greater polarisation within the teaching workforce' (p.59). This suggests there is some inconsistency surrounding the true success of this initiative and the varied viewpoints into the impact of the PPESP that are held. Undertaking research in this chosen area will attract various opinions, be of public interest and be influenced by a political context (Armour and McDonald, 2012). So, for that reason, this study has the potential to be of interest to scholars and school staff alike. Therefore, a central focus of this study was to understand and learn more about how schools are choosing to implement the PPESP, what impact the staff believe it has had on them and the children within their schools and to ascertain any complexities that existed concerning the influencing factors highlighted at the beginning of this chapter. It would be beyond the scope of this study to examine every concern aforementioned, but it was beneficial to take note of the points raised and how they contributed to the successful implementation of the PPESP and the overall findings of this study. As discussed in chapter three, the key lines of enquiry focussed specifically on the staff perspectives regarding the strengths and shortcomings of the PPESP, the confidence levels of staff to deliver PE and the value held in this subject, through the lens of Occupational Socialisation Theory (OST).

Within this case study, staff perspectives were central to finding out the multiple truths (Sparkes, 1992) that exist within the schools. Since it was introduced in 2013, the PPESP has attracted a lot of interest but previous studies undertaken have not explored the role of the HT in the process. A pertinent study undertaken by Lawless et al. (2019) considered the viewpoints of staff personnel and governors but did not capture the views of HTs, despite concluding that

there was a lack of knowledge from staff about making sustainable changes which is the responsibility of the HT. Therefore, it was imperative that the HTs formed part of this research as there was a paucity of research into their role with regards to the PPESP, given that they have been identified as key decision makers in the implementation process (Callanan et al., 2015). Other participants of interest were the generalist classroom teacher and the PE Coordinators (PCs), as including these members of staff determined their involvement and knowledge of the programme. Griggs and Randall (2019) implied that the leadership of PE may sit outside of a school, so it was enlightening to gauge how PE was organised in each school and whether this had any bearing on the success of the initiative. As highlighted, research into the impact of the PPESP has been accumulating but there has not been any detailed research identified for this specific group of participants or where responses have been cross-referenced within a school which added to the wide-ranging nature of the findings and the trustworthiness (Kember, 2004). Griggs (2016) suggested that it was difficult to check the impact of the funding based on the PPESP plans alone, so the methodology employed for this study illuminated the impact as interviews and PPESP plans were compared for authenticity. So, it was the intention of this study to specifically enhance the evidence base into the impact of the PPESP (Huddleston and Randall, 2018) and add to the growing body of knowledge in this area to provide fresh insight into the successes and failures highlighted by the designated participants' experiences for schools and researchers alike. As a consequence of my own primary school experiences shared, and a detailed review of the literature and PPESP policy completed, the principal questions that guided this study were:

- i) What have been the overall successes and failures to the implementation of the PPESP?
- ii) Has the introduction of the PPESP contributed to the confidence levels of all staff?

iii) What factors are offered or inferred as influencing the value placed on primary PE?

It was my original intention to conclude the findings of this study five years after the PPESP was first introduced, however, due to a period of illness and increased work commitments the interviews were delayed by a year. Nevertheless, this delay has not impeded this study but potentially enhanced the findings of the research as the PPESP has had more time to be embedded and lessons learnt by all stakeholders (Schools, TEs, HTs and policy makers). In addition, there were greater opportunities to compare and contrast findings with other scholars who have also been keen to discover new information in this area. Their key findings will be included within this research making it a richer study than first envisaged.

Structure and Content of the Thesis

The overall structure of this study takes the form of seven chapters, comprising an introduction, historical background to the funding of the PPESP, literature review, methodology, findings, discussion and conclusion. The rationale and aims of this thesis are shared in the first section. Chapter two focuses specifically on the changes that led to the PPESP but also captures the multiple changes that have occurred since its launch in 2013, underlining the difficulties school leaders have faced navigating the demands of the policy. The literature review forms the next chapter which is presented through the five key indicators pertaining to the PPESP's aims and outlines the theoretical framework that underpins this study. Successes and failures highlighted in the literature are noted and deliberated throughout. The fourth chapter is concerned with the research methodology, methods used and ethical considerations. A brief synopsis of schools, respondents involved and recruitment approach are also included. Chapter five shares the results of the interviews and analysis of PPESP plans. This chapter was presented under the

four themes generated using Thematic Analysis (TA). This configuration is then replicated within chapter six which discusses the main research findings predominantly focussing on the strengths and weaknesses shared and the key research questions posed. Drawing it to a close, chapter seven discusses the contribution to knowledge and makes recommendations for the future, reflecting specifically on the limitations and scope of the study.

Synthesis of Chapter

This chapter has endeavoured to outline the author's identity, delineate the research context, share the rationale and aims of this study and define the structure of the thesis. The next chapter will summarise the government policies that led to the introduction of the PPESP and the conditions associated with this funding.

CHAPTER 2

Historical Background to Physical Education Funding in England

Introduction

This chapter aims to outline the key government policy changes that led to the introduction of the PPESP first implemented in 2013. In addition, it will highlight the funding requirements and some of the external demands that exist within primary PESS as a result of policy changes and frequent government updates.

Policy Development

As a consequence of Great Britain's relative failure during the Summer Olympics in Atlanta in 1996 (36th place), a key policy document was written entitled 'Game Plan' (DCMS, 2002), which set out a clear strategy for the provision and delivery of sport and physical activity for the country. It was recommended that the government should implement a 'twin track' approach to increase lifelong participation in PA and sport for all so that the health of the nation was improved and to ensure that improvements and successes in international competitions were enhanced (DCMS, 2002). In line with the aims of the aforementioned policy document, the Physical Education, School Sport and Club Links [PESSCL] Strategy was created and an investment of £1.5 billion was injected into school sport from October 2002 to 2008 (DCMS, 2003; DfES, 2003). Multiple networks of both primary and secondary schools known as School Sport Partnerships (SSPs) were created with the overall goal to enhance sporting opportunities for all children aged 5-16 (Griggs and Ward, 2013). National targets were established to ensure that all children received a minimum of two hours each week of HQPE, within and beyond the curriculum: 75% in 2006 and 85% by 2008 (DCMS/DfES, 2003; DfES, 2003). These targets

were set as a result of poor participation rates in PA for children prior to 2002. However, only a quarter of schools provided this offer at Key Stage 1 and two-fifths at Key Stage 2 (DCMS, 2003). In addition, increasing the opportunities available to the children and encouraging them to be more physically active at an early age complemented the aims of the 'Game Plan' strategy. The viewpoint held by DCMS (2002) at this time, suggested that: 'providing the best possible introduction to sport and physical activity when young is vital if people are to be active throughout their lives' (p.8). Therefore, this highlighted a greater synthesis between government policies and practice with clearer steps to ensure that the vision for sport and PA in 2020 were realised; thus, promoting a culture of mass participation (DCMS, 2003).

Following the successful bid in 2005 to host the Olympics in 2012 and building on the success of the PESSCL strategy (Ofsted, 2013) through improved participation rates for children in PA from 25% in 2002 to 86% in 2007 (Department for Children Schools and Families, [DCSF], 2009) the government then 'topped up' the Physical Education and Sport funding in 2008 with a further £755 million through the Physical Education and School Sport Strategy for Young People (PESSYP), which included the SSP Programme. The overall objectives of this strategy was to increase the high-quality provision for PESS from two hours each week to the '5-hour offer' for all 5-16-year olds (DCSF, 2009) and deliver a successful Olympic games legacy with more children involved in sport and create a world class system for PE (Sport England, 2009). This strategy involved a greater focus on coaching opportunities before and after school and community clubs developing effective links with and across schools. In addition, it could be argued this approach saw the introduction of more coaches delivering PE lessons in curriculum time (Griggs, 2016). Alongside this, there was also a slight shift in stance from the government from mass sports participation towards a greater involvement for all in competitive situations

(DCMS, 2008). It could be contended that this change was a direct influence of winning the bid for the 2012 Olympics.

The strategy document entitled 'Playing to Win: a new era for sport' (DCMS, 2008) demonstrated a further change in direction from the government. Table 2.1 depicts the increased investment and the growth in participation rates of PA by 5-16-year olds, as a result of the enhanced sports funding, however, it also revealed the increased focus on competitive sport as a driver for overall sporting success. It materialised that there was less focus on the 'twin track' approach discussed, which inferred an underlying focus on the health benefits of regular PA for all; it appeared that the health of the nation and the long-term gains were lessened within the implementation of some of the new strategies and would imply that there was some confusion surrounding the overall aims. This viewpoint was reinforced by Griggs and Ward (2013) who suggested that: 'Teachers tasked with navigating this policy space are increasingly insufficiently prepared to meet these conflicting demands' (p.2).

In 2010, there was a change in government and an announcement that the PESSCL strategy would be discontinued which caused some controversy (Foster, 2015). This was especially the case in relation to Ofsted (2013) who praised the impact of the SSPs and identified that it was clearly evident, in the vast majority of schools visited, that they had maximised participation and increased opportunities for competition, as per the vision. Nonetheless, the government re-considered its strategy and agreed to invest £65 million into school sport until 2013 and £7 million into a new national strategy introduced in September 2011, referred to as the 'School Games' (Guardian, 2012).

Table 2.1: The Sporting Landscape for Schools (DCMS, 2008, p.4).

	1997	2007	2017
PE and School Sport	<p>No centrally co-ordinated school sport system.</p> <p>Poor school club links</p> <p>In 2002 an estimated 25% of 5-16s were doing 2 hours of PE and Sport each week</p> <p>Negligible targeted intervention</p>	<p>86% of 5-16s doing 2 hours of PE and Sport each week</p> <p>3000 Community Sports Coaches</p> <p>450 School Sports Partnerships</p> <p>90 Competition Managers</p> <p>Over 3200 Secondary Co-ordinators and over 1800 Primary Link Teachers</p> <p>Over £1.5 billion investment over the last 5 years</p>	<p>A world leading system for PESS</p> <p>All 5-16-year olds offered 5 hours of PE and Sport each week</p> <p>All 16-19-year olds offered three hours of competitive sport each week</p> <p>Competition and Coaching at the heart of the school system</p>

The focus of the games was to build upon the legacy of the 2012 Olympics; ensuring that every child had the opportunity to participate in competitive sport (Sport England, 2012). At the time of writing, the School Games programme is made up of four levels of activity; level 1 competition in schools (intra-school sport), level 2 competition between schools (inter school sport), level 3 competitions at county level and a level 4 national finals event (Youth Sport Trust [YST], 2013). It is evident that assumptions have been made that: ‘Shoehorning Physical Education into a ‘one size that fits all’ approach of competitive sport and sustained physical activity assumes that the outcomes of competition and mechanised approaches to health are good and appropriate for all’ (Griggs and Ward, 2013, p.2). Consequently, this strategy highlighted the continued change in the landscape of sport within schools and the problems faced by school leaders and teachers in understanding their role. Green (2008) concurs that: ‘the balance of power in school sport in England and Wales has been tilting away from PE

teachers and towards local agencies' (p.28). In addition, it is evident that the philosophy of mass participation continues to be diminished over time (Mackintosh, 2014). Mackintosh (2014) also acknowledged that the removal of the SSP funding, which enabled primary schools to seek support and guidance from specialists in PE, may impact on the support available to primary teachers in the future.

The Primary Physical Education and Sport Premium

As a result of financial constraints and austerity measures across the country the PESSCL and PESSYP funding was finally dismantled (Mackintosh, 2014). Therefore, school sport funding changed direction in September 2013 with the focus being placed on assisting primary schools in improving and refining the quality of their PE provision (APPG, 2019). New, cross-government money from the DfES, the Department of Health (DH) and the DCMS (Lloyd et al., 2014) ring-fenced over £150 million per annum solely for primary schools, in order to improve the quality and breadth of their PESS (Ofsted, 2014). Michael Gove, Secretary of State for Education at the time of the announcement, stated: 'We must harness the sporting spirit of 2012 for all our young people. We have listened to teachers, and to Ofsted, who have said that sport provision in our primary schools is far too often just not up to scratch' (British Broadcasting Corporation [BBC] Sport, 2013, p1). Therefore, the new funding was introduced in 2013 and is referred to as the Primary Physical Education and Sport Premium (PPESP). Interestingly, shortly after its introduction there were further changes to the PPSEP funding in 2017 when the amount of funding was then doubled as a result of a sugar levy imposed on the soft drinks industry to tackle childhood obesity (HM Treasury, 2018). This cross-government funding (Lloyd et al., 2014) has been committed to primary schools until 2021 at £320 million

per year (Association for Physical Education [afPE], 2021) demonstrating a sustained pledge from the government to continue improving primary PESS.

The joint vision for the PPESP is to ensure that all pupils: ‘leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and life-long participation in physical activity and sport’ (afPE, 2016a, para. 4). At the start of this funding journey the vision was divided into four key objectives for schools to work towards:

- ‘1. To improve the quality of existing PE through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports.
2. To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence.
3. To increase the quality of initial teacher training in PE and sport, and to promote Physical Education specialisation in the primary level workforce.
4. Schools understand and value the benefits of high-quality PE and sport, including its use as a tool for whole school improvement’ (afPE, 2016a, para. 1).

Interestingly, a key focus within the original PPESP outlined was for schools to increase the quality of ITE experiences. This focus area could be attributed to a key policy change in 2002 when primary subject specialisms ceased following the publication of ‘Qualifying to Teach’ (DfES, 2002). This policy change resulted in a reduction of direct teaching time with many Universities offering one-year postgraduate courses in generalist primary training (Keay and

Spence, 2012); triggering minimum provision in the foundation subjects (Griggs and Randall, 2018). Therefore, as a result of this policy and also the impact of the PESSCL strategy influencing a change in the primary PE workforce discussed, it may be more difficult for schools to fully understand the important role of the PPESP and the wider implications. For example, when it was recognised that schools were not monitoring the impact of the funding consistently and that they may benefit from further guidance (Ofsted, 2014; Callanan, 2015) the DfE requested afPE and The Youth Sport Trust create a new tool that could support schools in reporting the funding usage based on the new, refined five key indicators (Lawless et al., 2019). The five key indicators being used by schools now to secure improvements in PE are: i) Engagement of all pupils in regular physical activity; ii) Profile of PE and Sport is raised across the school as a tool for whole school improvement; iii) Increase confidence, knowledge and skills of all staff in teaching PE and Sport; iv) Broader experience of a range of sports and activities offered to all pupils; and v) Increased participation in competitive sports (DfE, 2020). It is important to note that there are subtle differences between the original objectives and the key indicators that schools are currently working to. The most noticeable differences are the removal of specific references to Initial Teacher Education (ITE), the promotion of PE specialisation and the inclusion of confidence levels of teachers, which can be argued has historically been a concern in the profession (Morgan and Burke, 2008; Tsangaridou, 2014; Callanan, 2015; Griggs, 2016). Additionally, within the revised DfE guidance it is advised that measures taken by a school must add value, sustaining improvements now and in the future (DfE, 2020).

Clear guidelines have been provided to primary school HTs on how they can spend this funding so that all the key indicators can be achieved. HTs have the autonomy to focus the PPESP spend on the needs of the PE provision within their individual schools. Therefore, schools will

have very different priorities depending on their context, Ofsted judgements, staffing arrangements and their knowledge of PESS. Furthermore, guidelines clearly state money can be spent on the use of coaches to support lessons, upskilling teachers through additional training opportunities and arranging and delivering sports competitions (DfE, 2014). In addition to this, it was clearly stated that the additional funding was not to be used to employ coaches for covering teachers' lessons, planning, preparation and assessment (PPA) or to teach the existing PE curriculum; this should come out of the core funding allocated to schools. Additionally, all primary schools must publish how they spend their PPESP; this should include the impact of any work undertaken that improves PA, participation and attainment (DfE, 2014). Guidance shared in 2017 also included that schools should report on the percentage of pupils meeting National Curriculum (NC) requirements in swimming (DfE, 2020). In 2013, primary schools received a block payment of £8000, plus an additional £5 per pupil in Years 1 to 6 but, as explained this figure was doubled in 2017, so primary schools now receive a block payment of £16000, plus an additional £10 per pupil (funding varies slightly for schools with less than 17 children). Griggs (2016) suggested that this is an important issue as it is very different to any previous PE strategy; schools are now being held to account for their spending and will be judged accordingly by Ofsted. Therefore, this adds greater responsibility to the role of the HT in balancing the requirements of an already demanding curriculum. Rainer et al. (2011) concur that the role of the HT is paramount: '...in ensuring specific policy is developed for PE that considers the wider targets of government PE initiatives and that encourages the development of effective, high quality PE cannot be underestimated' (p. 444). Therefore, although accountability for primary schools is considered higher regarding the spending of the PPESP, how rigorously this is evaluated varies across schools in relation to this. Lawless et al. (2019) claim that: '...even though there is clear guidance and clarity of the consequences there is limited information if the consequences have been implemented' (p.2). Moreover, this could

be as a result of the Ofsted cycle with many schools going unchecked for over four years. Anecdotal evidence from primary teachers within ‘the system’ reinforced this viewpoint:

‘Sports premium represents another half-baked Government strategy that obviously hasn’t been properly monitored since it was first rolled out 5 years ago...my last employer deliberately used the grant to part fund a new ICT suite, with completely made up reports on line’ (Activematters, 2018, para 6).

Consequently, it is essential that schools are held responsible for this spend; APPG (2019) emphasised this message and suggested that: ‘Headteachers to be properly held to account by the DfE to ensure that all funding streams are spent in accordance with published guidelines with the potential for recall if funding is misspent’ (p. 55). However, research suggests that HTs may not possess the knowledge to ensure that the funding is being appropriately spent or that PE is a valued curriculum subject (Lawless et al., 2019).

Before reviewing the literature pertaining to the five key indicators shared, it is important to reiterate the frequent changes that have occurred with the PPESP funding since it first began in 2013. A timeline highlighting the complexity of change that primary schools and school leaders have had to navigate in order to create efficient sustainable plans to improve the provision of PESS within their schools is presented in Table 2.2 (p.23). Moreover, it could be argued that these continual updates to policy make it much more difficult for schools to plan strategically as they cannot be sure that this money will remain in place and for how long. This was highlighted as a risk factor by Callanan et al. (2015) within their survey into the impact of the first year’s spending, emphasising this as a potential barrier to its success. APPG (2016) recommended: ‘What must be essential is that in whatever way in which this funding stream

evolves, it is secured and developed rather than being continually subject to limited time spans' (p.45). Presently, the funding has only been secured to 2022.

Interestingly, there are a plethora of competing pressures faced by primary school leaders from a variety of organisations with different agendas, making the PESS landscape more challenging to navigate (Griggs and Randall, 2018). The actual control around PE in primary schools has been significantly reduced over the years despite more HTs seemingly having greater autonomy as highlighted in the previous section. Carse et al. (2020b) argued that, primary school educators are contributing less to the subject area as more and more people get involved within the arena and as PE is repeatedly outsourced. Table 2.3 reveals the many pressures schools face in the field of PESS, ranging from obesity to the outsourcing of PE (p.24). In a similar vein, Griggs and Randall (2019) agreed that: 'Competing discourses about the subjects aims and purposes has created a dichotomy for the subject and those who lead it' (p.671). In addition, from the outset of the PPSEP strategy, sporting professionals have highlighted that: '...politicians need to stop using sport as a political football and put something in place that could work over time and provide stability' (Education Committee, 2013, p. 15). Carse et al. (2020b) agree that in order to stop this decline in primary PE that has been intimated, professionals need to work collaboratively to positively enhance children's lives, with primary schools being the drivers of change.

Table 2.2: Summary of Funding Changes in the PPSEP from 2013-2020 (HM Treasury, 2018; YST, 2020)

March	October	February	July	March	September	July	October	April	October	April	July
2013	2013	2014	2015	2016	2016	2017	2017	2018	2018	2019	2020
Gov. announce PESPP funding. Purpose: to improve the provision of PE	Gov. announce PPESP funding to remain until 2016	Gov. announce funding to remain until 2020	DfE announce funding levels to be the same	Sugar Levy to tackle childhood obesity announced	DfE publish grant conditions for 2016/2017	DfE confirm PPSEP to be doubled	DfE publish new guidance	Sugar levy comes into effect	DfE update guidance to include sustainability and change in reporting including swimming	DfE confirms funding to continue to 2019/2020	DfE confirms funding to continue to 2020/2021

Table 2.3: Different and/or competing agendas for primary physical education (Carse et al., 2020b, p.22):

Health Agenda	<ul style="list-style-type: none"> • Obesity • Physical inactivity • Daily Mile
Sport Agenda	<ul style="list-style-type: none"> • Sport participation • Extra-curricular activity • Talent identification
Recreation Agenda	<ul style="list-style-type: none"> • Informal community-based physical activity • Active transport
Education Agenda	<ul style="list-style-type: none"> • Outsourcing • Greater input from health and sport sectors
Physical Education Agenda	<ul style="list-style-type: none"> • Focus on secondary school years • Primary physical education is broken

Synthesis of Chapter

This chapter has endeavoured to capture some of the key policy changes and the competing demands placed on primary educators in PESS. The next chapter will seek to explore the literature pertaining to the PPESP, focussing on the five key indicators discussed individually.

CHAPTER 3

Literature Review

Current Research into the Primary PE and Sport Premium

Introduction

This chapter sets out to share the key research identified into the impact of the PPESP since it was first implemented in 2013. The structure adopted will use the five key indicators as a guide, sharing any strengths or obstacles acknowledged in the literature pertaining to each specific area. In addition, OST is examined as this forms the theoretical framework that underpins this study and sets out the influences that impact on a teachers' practice. Our present understanding of the chosen phenomenon concludes this chapter, alongside the research questions formulated as a result of the findings.

Key Research Identified

Since the beginning of the millennium, there has been a plethora of research in the field of PESS including much criticism worldwide for the quality of primary PE (Morgan and Hansen, 2008). This continues to be the case with the widely held view that this subject is in decline and is often marginalised (Green, 2008; Kirk, 2012; Griggs and Ward, 2013; Lawless et al. 2019). Many generalist primary teachers report that they: '...feel uncomfortable teaching PE due to the nature of the subject – and simply do not want to and do not see the importance of PE' (Kirk, 2012, p.15). Concomitantly, it has been reported that: '...more than a quarter of primary teachers do not feel qualified to teach PE' (Times Educational Supplement, 2015, para 3). ITE providers have also been heavily criticised for not preparing trainee teachers properly:

‘In fact, there is little evidence to support any claim that current primary initial teacher training adequately prepares trainee primary school teachers to teach PE’ (Kirk, 2012, p.3). In the same vein, Randall (2019) inferred that: ‘...this level of professional development requires a career long commitment, starting at the ITE phase’ (p.142), suggesting there are ongoing concerns with standards in the teaching of PE. In addition, this viewpoint held by Randall (2019) implied that little has changed for trainee teachers, despite this being a specific key indicator during the first few years of the PPESP strategy’s aims. As a result of these continued concerns in ITE, it was thought that this lack of thorough training has contributed to a reduction in teacher confidence within this subject. Consequently, it could be suggested that the PPESP was a much-needed lifeline for many primary schools across the country in order to enhance the quality of PE for the children and to support staff development. However, it is thought that this policy alone may not be able to undo or fix the accumulating concerns raised in this field and the shifting landscape (Griggs, 2016). In support of this perspective held, Green (2016) confirmed that the situation in primary schools is very complex, due to the multiple conflicting elements that are present within this subject area that appear unlikely to alter quickly:

‘in primary schools, the particular cocktail of PE trained and sports oriented subject leaders, government policy discourse emphasising games and competitive sport, a *PE and Sport Premium* designed to facilitate more sport and more sports coaches in primary schools, as well as head teachers with one eye on the marketing value of sport, it is extremely unlikely that the content let alone the delivery of PE will be transformed any time soon’ (p.20).

Therefore, some of the key concerns initially identified in the literature relevant to this study include: confidence in teaching PESS, it is considered an undervalued subject, limited teacher training opportunities, policy demands and changes, combined with a changing workforce within the primary sector. All of which will be discussed in more detail throughout this chapter.

Since the introduction of the PPESP in September 2013, detailed guidance has been provided by afPE and YST on how schools can effectively use the PPESP to aid generalist class teachers, PCs and HTs to fulfil the intended aims of this policy. Enabling the funding to be tracked and the impact measured by leaders and governors, the advice provided included a helpful template for planning and recording the spending under each specific key indicator. This generic template makes it much easier for schools to navigate the key components of the strategy's aims. Key research from policy makers has also been completed so schools have a greater understanding on how to effectively target the funding. For example, Ofsted (2014) shared good practice documentation based on 22 schools noting that developing the skills and expertise of staff in PE was the most sustainable use of the funding. In addition, a survey was commissioned by the DfE, conducted by the National Centre for Social Research (NatCen), which aimed to find out how primary schools in England were spending the first years' PPESP funding; how spending choices were made, and the perceived impact of the new premium on schools (Lloyd et al., 2014). This provided new evidence on the initial impact of the funding based on 586 schools in the first instance. Furthermore, the DfE then published an additional report following an online survey involving 15% of primary schools nationwide investigating the impact of the PPESP as a result of the funding increase in 2017. This provided a plethora of information regarding the impact of the PPESP on the key objectives but it also had a number of limitations in that the continual updates to policy and practice discussed makes it more difficult for researchers to generate direct comparisons (DfE, 2019). All of which will be referred to throughout this thesis as key sources of information.

Further pertinent research into the impact of the PPESP has also been identified, highlighting key areas for exploration and discussion. Griggs (2016) raised serious concerns regarding a lack of compliance from schools in publishing the PPESP funding on their websites, despite

this being a requirement of the government guidance. Additional qualitative research by Jones and Green (2017) investigated the changing face of PE, from the viewpoint of subject leaders. This made specific reference to the introduction of the PPESP and how coaches are becoming more prevalent within primary schools, as a result of this strategy. The study inferred that only one in ten generalist teachers deliver PE and that: ‘The traditional pattern of PE being taught by a generalist classroom teacher may well become a thing of the past in primary schools in England’ (Jones and Green, 2017, p. 11). However, as discussed, the PPESP should not be spent on funding coaches to cover PPA which appears to be happening in some primary schools, as a result of financial constraints (Lawless, et al. 2019). Jones and Green’s (2017) study did not confirm in particular whether this was the case but highlighted the cost benefit of using coaches within curriculum time, according to the 36 PE subject leaders involved. In addition, Lawless et al. (2019) interviewed key personnel within schools in the South East to understand how decisions were made regarding the PPESP and identified that knowledge and the value placed on PE were key factors in ensuring its successful implementation. Meir and Fletcher (2020) concurred with these findings from their qualitative study into the PPESP involving 46 schools in Lancashire, reporting that: ‘...investment in PE and school sport is unjust and too heavily dependent on the value placed upon it by individual schools’ (p.237). Furthermore, APPG (2019) have also created a useful summary of recommendations from their evidence-based discussion into the role of the PPESP that seeks to influence government policy. A significant point made was that, although, schools are accountable for this funding it is not fully regulated: ‘only limited evaluation of spend is required; it is therefore difficult to assess whether the PESS Premium has been successful; against what criteria and whether it is being delivered in the way originally intended by the government’ (APPG, 2019, p. 31). Therefore, this first section of the literature review has attempted to provide a brief summary of the key literature referred to throughout this thesis and has highlighted the pertinent points

raised within them that are applicable to this study. In the following pages, this study will proceed with outlining the strengths and obstacles of the PPESP funding acknowledged in the research, through the five key indicators currently being followed by schools.

Key Indicator 1: Engagement of all pupils in regular physical activity

The current emphasis for key indicator 1 of the PPESP strategy is to encourage regular participation in PA for all children, supporting the overall vision of the approach that fosters lifelong involvement in PA and sport (afPE, 2016). Children partake in sport and PA for a variety of reasons, sometimes because they are encouraged to, through compulsory programmes in school or for a variety of intrinsic and extrinsic factors (Griffiths and Armour, 2013). However, for some children, school is the only place where they have access to regular PA (APPG, 2019) and it is believed that this opportunity itself is varied and a postcode lottery (Griffiths and Armour, 2013; Meir and Fletcher, 2020).

Claims from policy makers have been made that positive involvement in sport and PA at an early age can encourage a lifetime habit of participation (DfE; DCMS; Department of Health and Social Care [DHSC], 2019), however, this viewpoint can be contested. By way of illustration, MacNamara et al. (2011) inferred that poor quality experiences in PE affects children maintaining a lifelong involvement in sport and PA. In addition, Green (2014) suggested that there is little evidence available regarding the impact that school PE can have on levels of PA in the short-term or even the long-term participation rates, which integrates health outcomes. This suggested that the claims made by policy makers are open to interpretation. In addition, there is some inconsistency with this overall argument, as Harris (2018) maintains that: ‘Curriculum physical education is the most effective and inclusive

means of providing all children with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity' (p.2). It would appear, therefore, that the existing accounts fail to resolve the contradictions that exist regarding PA and its overall impact on participation rates.

There are various factors identified within the research that may prevent regular PA from taking place in primary schools, despite the PPESP being ring-fenced for the development of this subject. These include: staff knowledge, lack of space, lack of facilities, low priority subject, time, policy development, outsourcing, finance, staff training and fitness levels of children, which will be discussed in greater detail throughout this chapter. Green (2008) suggested that: 'Young people's sports participation has risen over the past 30 years but in general terms their lifestyles are more inactive and their fitness levels may be declining' (p.104). Moreover, Ofsted (2013) reported concerns about the fitness levels of children and advised that schools: 'improve pupils' fitness by keeping them physically active throughout all lessons and engaging them in regular, high-intensity vigorous activity for sustained periods of time' (p.9). Also, in the following year after the introduction of the PPESP, Ofsted (2014) concluded that the application of the funding to promote the health and well-being of all pupils was a relative weakness. Overall, they specified that health and well-being: 'was not done well enough' by the schools involved in the survey (Ofsted, 2014, p.3). They also reiterated that very few schools used their PPESP funding to specifically tackle obesity and find ways to engage with local agencies. Griggs (2016) also reported that out of the 1794 schools surveyed only 11% of the schools used the PPESP funding for health purposes. He suggested that this may be an area that schools will need to develop further. On a similar note, Lawless et al. (2019) explored staff perceptions of the PPSEP funding; they too reiterated the importance of health and highlighted concerns that some schools may not have fully recognised the 'psychological and

physiological' benefits that a HQPE curriculum brings as it is widely believed that PA: '...is positively associated with cognition, academic achievement and behaviour' (Lees and Hopkins, 2013, p.1).

Furthermore, following the release of the School Sport and Activity Action Plan, children's health remains a major concern for the DfE, DCMS and DHSC (2019), who stated that: 'One third of children are obese by the time they leave primary school' (p.4); thus, failing to meet the aims of the Game Plan strategy discussed and despite the fact that the PPESP has been in place for eight years. Additionally, the DfE, DCMS and DHSC (2019) reported that: '32.9 % of children and young people currently do less than 30 minutes activity per day' (p.5) whilst they endorse an average of at least 60 minutes a day across the week. Thus, it could be argued that the expectations for the PPSEP funding (from the various bodies) may be placing huge burdens on primary schools as highlighted previously in Table 2.3, suggesting the problem is much wider and more demanding for schools to address solely through this funding stream. Basch (2011) confirmed that: 'it is neither reasonable or realistic to expect that on their own, schools can close the gaps in education or eliminate health disparities among the nation's youth (p.594). Huddleston and Randall (2019) also reiterated that: '...the funding alone will not be the single magic bullet to improve outcomes for pupils' (p.22). Therefore, it could be argued, that there needs to be clearer guidance regarding the expectations for school PE and its role in supporting PA. Green (2016) asserted that: 'If PE is to have any marked effect on sports participation *then* there needs to be transformation rather than mere change in the content and delivery of the subject' (Green, 2016, p.19), signifying that the problems in PE detected are worrying and widespread. Therefore, it could also be suggested that there needs to be more joint working by all stakeholders to ensure that PA is embedded in school life, that children's

health is prioritised and that consideration is given to the most successful countries who prioritise PA and teacher training (APPG, 2019).

Contrary to the information discussed, Callanan et al. (2015) found within their large-scale survey that 84% of schools reported an increase in pupil engagement in PE following the introduction of the PPESP. In addition, 99% of schools claimed that the PPESP had improved physical fitness and healthy lifestyles. The follow up survey by the DfE (2019) shared that the most successful ways to engage the least active children was through: providing new activities, increasing activity across the school day and using specialist staff. However, more or longer PE lessons was the least likely way to engage children (DfE, 2019). Conversely, despite improvements made with engaging more children in PA, over half the schools involved in the study felt that this was an area that still needed to be addressed, aligning with the findings of Ofsted (2014), Griggs (2016) and Lawless et al. (2019), discussed. Therefore, there seems to be some contradictions regarding the impact that the PPESP funding has had on health and PA. It appears that schools may not have appreciated the key benefits that prioritising PE alongside other core subjects could bring to whole school improvements. Harris (2018) pointed out that: ‘...making physical education a core subject in the National Curriculum would stimulate significant health and educational attainment benefits, lead to improved physical, mental and personal well-being of children, develop essential life skills and contribute to whole school improvements’ (p.1). Further to this, Sprake and Palmer (2019) agreed that: ‘Physical education is often marginalised to make way for more ‘valuable’ or ‘academic’ subjects. It seems the intellectual and academic value of physical education is itself largely overlooked’ (p,21). Therefore, this will be explored further in the next section through key indicator 2 of the PPESP strategy which seeks to understand more about the profile of PE in schools to support whole school improvement.

Key Indicator 2: Profile of PE and Sport is raised across the school as a tool for whole school improvement

The second aim of the PPESP is to ensure that the profile of PE and Sport is raised across the whole school. However, schools are under increasing pressure to ensure that they cover the 13 subjects within the primary NC and to raise standards in English, mathematics and science, where most pressure has seemingly been placed (Lawless et al., 2019). It is plausible to suggest that PESS can sometimes be avoided within the school day by TEs to make way for other subjects they perceive to be more important. This situation described is in line with the findings of Morgan and Hansen's (2008) research completed 11 years prior to this, who identified that teachers openly acknowledged: '...they could not fit in the required hours across all subjects and most admitted PE was the first to suffer' (p. 511). Therefore, it could be suggested that school leaders are contributing to the decline in value of this subject by enabling the staff within their schools to avoid teaching PE through the prioritisation of the core subjects.

In the case of HTs, Rainer et al. (2011) identified the comparable conflicts faced by 14 HTs within his research into the challenges of providing HQPE in primary schools. Largely, the HTs shared the viewpoint that PE was not as important as the core subjects such as mathematics and English and were not given precedence in the curriculum. However, Rainer et al. (2011) continued to acknowledge that HTs seemingly want the best PE provision for children but were often restricted by their environment, policy development, finance and staff training. In addition, Lynch and Soukup's (2017) research into 73 school leaders' perceptions of PE in Australia, supported this perspective that the subject is indeed valued and that HTs clearly recognised its place in the curriculum, although, emphasising from their findings that it must be delivered by qualified teachers:

‘They believed that PE was an integral part of the curriculum which needs to be taught by well prepared and professional educators who can form relationships with pupils. That is, qualified teachers who have subject knowledge and understand how to best provide developmentally appropriate and progressive PE experiences. (p.27)

This standpoint was further supported by APPG (2019) who asserted: ‘PE is a key curriculum subject and as such must be designed and delivered by well-qualified teachers’ (p.18). Some scholars agree that the primary class teacher should be central to the delivery of the PE curriculum and not become detached from teaching PESS, as this does not provide a complete view of primary education (Carney and Howells, 2008a; Blair and Capel, 2008b; Kirk, 2012; Harris, 2018; Randall, 2019). However, what is evident is that it will be the HT’s decision, the value they place on PE and potentially their PE experiences that will influence what happens in schools; leading to inconsistencies with teaching arrangements and expectations across schools. This disparity is questioned further within the research undertaken by Meir and Fletcher (2020) who suggested that children do not receive equal opportunities in their PE provision at primary school level and emphasised that a lack of subject knowledge and experience enhanced this. In addition, Callanan et al. (2015) found that 96% of HTs played the biggest role in decision making regarding the PPSEP funding after the first year. This subsequently reduced to 78% within the follow up survey but still identified them as the key decision-maker (DfE, 2019). However, as a result of decisions made, this has led to some quick fixes to the current teaching of PE that are considered unsustainable and lacking in strategic vision. Lawless et al. (2019) stated: ‘...many schools are reliant on off the shelf solutions being sold to them by experts as they do not have the understanding of potential strategies and where to attain them’ (p.7). Thus, it could be argued that a HTs inexperience or lack of knowledge

of PE could mean that they have unwittingly signed up to a privatised model of PE delivery (Smith, 2015) and have, therefore, missed its impact as a tool for whole school improvement which supported the findings of Meir and Fletcher (2020) aforementioned. As well as this, Griggs and Randall (2019) indicated that it is highly probable that the leadership of PE is now positioned outside the four walls of some primary schools. Therefore, these decisions made to outsource PE may only serve to magnify the problems outlined and have a significant impact on how PE is viewed and developed within schools, making it much more difficult for it to be a whole school priority understood by everyone within the school environment.

Ofsted inspections clearly shape the decisions made by HTs as was evident in the following statement by Rainer et al (2011): ‘We received a poor inspection last year and have focussed more on key subjects. Therefore, PE has become less of a priority for a while until the school can achieve the satisfactory standards across the board’ (p.435). Therefore, it is fair to suggest that in some schools the curriculum focus can become too narrow with HTs offering plausible reasons why PE was not always seen as a whole school priority. Her Majesty’s Chief Inspector [HMI], Spielman (2017) confirmed the apparent narrowing of the curriculum in some of the 40 schools involved within their research into curriculum development emphasised that: ‘Some headteachers thought that too much of what trainee teachers currently learn is focused on teaching to the English and mathematics tests’ and ‘that the primary curriculum is narrowing in some schools as a consequence of too great a focus on preparing for key stage 2 tests’ (para 2). Thus, returning to the point, that some schools are continuing to move away from covering all foundation subjects and PE is potentially suffering as a result. Supporting the earlier argument made, that PE is often the first subject to be avoided (Morgan and Hansen, 2008).

A further reason for PE not always being valued, could be as a result of a school's limited understanding of the impact that PE can have on whole school improvement and the connectivity between subjects (Lynch and Soukup, 2017). Lynch and Soukup (2017) argued that: 'PE is a significant subject within primary schools and offers powerful connections for other curriculum areas' (p. 5). Lawless et al. (2019) agreed that PE plays a vital part in increasing: '...academic behaviour; attainment and cognitive skills' (p.7), supporting Lees and Hopkins' (2013) viewpoint shared previously. Furthermore, Richardson (2017) stated that: 'There is also a need to more fully recognise the social impact of PE as a tool for improving health and happiness (p.17). Concomitantly, APPG (2019) felt that schools needed additional advice about: 'The potential of the PESS to tackle social, economic and health inequalities and cultural and ethnic diversity' (p.8). Thus, it could be argued that more needs to be done to ensure HTs are fully aware of the many benefits of PE, otherwise it will not meet the needs of the children or the requirements of the PPESP funding; something reinforced by Lawless et al. (2019) in the following statement:

'For effective decisions to be made in primary schools, good knowledge and high value of PE and physical activity must be present. Failure of one or both can result in an ineffective approach for sustainable change' (p. 7).

Moving on to consider the survey completed by the DfE (2019) into the impact of the PPESP, they reported following the doubling of the funding that: 'Almost 9 in 10 respondents thought that the profile of PE/Sport in supporting whole school improvement had increased - with half of all respondents reporting it had improved 'a lot' (p. 7). Whereas, Lawless et al. (2019) argued that schools had underestimated its value in tackling whole school improvements. Therefore, it will be important to ascertain the value a school places on PE within this study, due to the significant funding that has been invested and due to the inconsistencies detected. Additionally,

in order to ensure the subject is prioritised, some researchers suggest consideration should be given to propel PE to core subject status (Harris, 2018, Lawless et al., 2019 and APPG, 2019). Blair and Capel (2008b) concur that: ‘We need to continue to argue for higher prioritisation of the subject’ (vii). However, as aforementioned the decision will, on the whole, be with the HT and the value they place on PE within their schools. Lawless et al. (2019) found, from their small-scale study into the PPSEP funding that overall there is: ‘...a general lack of knowledge towards the PPESP funding and its requirements’ (p. 5), which suggested this subject was not always prioritised or valued. In a similar vein, Ofsted (2014) stated that HTs did not: ‘...feel confident or well prepared to use it effectively’ (p.4). Therefore, it will be important to ascertain the knowledge that the participants within this study hold about the PPESP and its aims.

Further to this, Griggs and Randall (2019) reported in their study investigating the changing role of the PE subject leader, the problems that subject leaders have also faced through continual changes to policy and lack of guidance over the last twenty years. They confirmed that: ‘...increased demands placed upon them (PE subject leaders) have not been aided by less training and less available and consistent advice’ (Griggs and Randall, 2019, p. 673). Griggs and Randall (2019) suggested that moving forwards, subject leaders could be key drivers of change and put forward two options for leading the subject which included one suggestion of ensuring compliance with policy and taking heed of good practice options that do not require any expert knowledge. Moreover, this may actually be a school’s only option as it is also evident that many subject leaders may not possess the skills or have the time to effectively lead PE: ‘Despite a perceived increase in subject profile, the subject leader continues to meet daily challenges of competing curriculum time, subject value and teacher competency’ (Griggs and Randall, 2019, p.671). As well as this, they are often only leaders of a subject by default as Rainer et al. (2011) specified within their study: ‘One headteacher indicated that – the PE Co-

ordinator in my school was selected based on the fact she played sport most of her life and was therefore deemed more equipped than other staff members' (p. 437). This returns to the earlier point raised suggesting that there is a general lack of knowledge surrounding this subject and that it is undervalued. Griggs and Randall (2019) also recommended a second option which required a PE subject leader to: '...forge a bespoke path, based on local needs and underpinning subject values' (p. 671). This involved greater emphasis on a school's values, irrespective of competing demands or prevalent trends and that their vision for the PPESP funding fully supports its local community (Griggs and Randall, 2019). However, they also acknowledged that this is potentially difficult to achieve if PE is continually outsourced and if it is not prioritised within a school. In addition, Jones and Green (2017) confirmed: 'While Headteachers – in all types of primary schools – appear content to employ sports coaches, subject leaders will remain relatively powerless' (p.11). So, it will be fundamental to this study to understand the organisation and prioritisation of PE within each school as this appears paramount in fulfilling the aims of the PPESP.

In summary, the evidence presented for key indicator 2 suggests that some schools may not have fully realised the potential or benefits of delivering a HQPE provision for the children they serve, as a tool for whole school improvement. This could be as a result of management decisions taken by the HT including who they decide is responsible for teaching or leading PE and the confidence levels of staff delivering this subject which will be discussed in the next section through key indicator 3.

Key Indicator 3: Increase confidence, knowledge and skills of all staff in teaching PE and Sport

The focus for key indicator 3 is to increase the confidence, knowledge and skills of the staff teaching PESS (under the preliminary objectives this included a focus on ITE, which will also be discussed in this section as this remains a cause for concern in the field). Before the implementation of the PPESP in 2013, it was considered that: ‘PE is generally in a good state’ (Ofsted, 2013, p. 8). Contrary to this statement Ofsted (2013) also inferred that a major weakness within the primary sector was that teachers lacked the specialist knowledge and understanding required to teach PESS. This is not a surprise given the adjustments and the rapid changes to the training requirements made in 2002 (Griggs and Randall, 2019). Furthermore, it could be suggested that this is not a new concern but an issue that is prevalent worldwide; Morgan and Bourke (2008) concur that the implementation of the Daily PE Program introduced in Australia was unsuccessful due to: ‘...a lack of knowledge and confidence of classroom teachers’ (p.2). It could be argued that a teacher’s lack of subject knowledge may be largely due to the responsibility placed on the generalist teacher to deliver a full range of subjects (Rainer et al., 2011) or it could also be suggested that, primary teachers starting their careers have an array of subjectivities around physical activity that have been shaped during years of involvement in PESS (Garrett and Wrench, 2007). Morgan and Bourke (2008) agree that: ‘The influence of personal school PE experiences may play an important role in the development of attitudes and perceived competencies regarding PE teaching, as the major, or in some cases, the only source of information teachers have about PE’ (p.4). Therefore, it is reasonable to suggest that there could be several factors that may influence a teacher’s ability to teach PESS, not just their understanding of the subject per se. Morgan and Hansen (2008, p. 508) have identified 15 potential factors that influence the delivery of a PE programme within schools; these can be seen in Figure 3.1 on the following page. Therefore,

it could be argued that the successful implementation of the PPESP could be influenced by many factors inside and outside of the control of the generalist classroom teacher which requires further exploration.

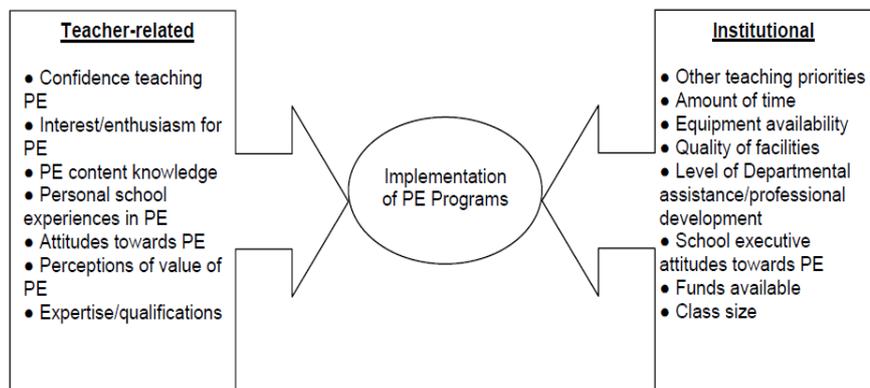


Figure 3.1: Barriers to the delivery of Physical Education (Morgan and Hansen, 2008, p.508).

A year on from the previous Ofsted report into the effective use of the PPESP, it appeared that schools had started to use the PPESP to improve the quality of PE by providing staff with professional development (Ofsted, 2014). The professional development of staff is seen as good practice (Ofsted, 2014) and corresponded with the results of a survey by Callanan et al. (2015). It emerged that the first notable success from the PPESP funding showed that out of the 586 schools surveyed in 2013/14, 86% of schools reported to use the money for up-skilling staff and 81% in 2014/15 (Callanan et al., 2015). This would seemingly support core objective 1 of the original PPESP aims and key indicator 3 of the second aims issued. Likewise, Griggs (2016) confirmed from his research into the first year's spending of the PPESP: '...that schools are also keen to support the teaching within their schools, with renewed resourcing evident in 70% of the 1794 schools surveyed' (p. 552). On the surface, this appeared to be a very positive picture for the use of the PPESP, however, neither of these studies verified whether what was being reported about the spending was actually happening in practice and the impact that this

was having on the individual teachers involved which this study will aim to do. In addition, Lawless et al. (2019) and Huddleston (2019) raised questions about the authenticity and dependability of monitoring within schools. In line with this, Griggs (2016) implied that it was very difficult to check the impact of the spend: ‘Out of the 1794 eligible schools surveyed within the West Midlands 1152 primary schools (64.21%) had not complied with DfE requirements to publish details of their spending’ (p. 549). Therefore, it could be suggested that PE continues to be seen as a low priority subject within an overcrowded primary curriculum (Griggs, 2016; Rainer et al., 2011) and that the marginalisation of PE within the school curriculum is in fact deeply rooted (Griggs and Ward, 2013).

Despite this significant investment in PESS and the positive claims suggested by Callanan et al. (2015) contained within the first DfE survey into the PPESP, there still appears to be a deficiency in subject knowledge in PE. The DfE survey undertaken with 3116 schools indicated that: ‘Overall, over 80% of respondents thought ‘a little’ or ‘a lot’ of progress had been made on most of the measures, including: increased confidence/knowledge/skills of all staff in teaching’ (DfE, 2019, p.22), however, further research identified continued to imply that generalist classroom teachers are struggling to deliver the PE curriculum because they lack subject knowledge, as a result of limited CPD. For example, Jones and Green (2017) interviewed 36 PE subject leaders who reinforced these reservations: ‘...most expressed doubts about classroom teachers’ subject knowledge and associated confidence in PE. In this vein, a common theme to emerge was that the majority (of classroom teachers) here aren’t that confident in teaching PE or that knowledgeable’ (p.4). In addition, it appeared that teachers were continuing to request more training, so that they could teach PE proficiently and confidently (Times Educational Supplement [TES], 2015, para 1). This raised concerns considering the pressure primary school leaders have been under to ensure that the PPESP is

used to monitor the impact of professional development in ensuring a lasting legacy of consistently good teaching in PE (Ofsted, 2014). Concurrently, HTs also endorsed that developing the skills and expertise in PE of their staff as the most sustainable way of using the PPESP (Ofsted, 2014). Therefore, it could also be argued that there are several contradictory factors in establishing a true picture of PE teachers' confidence in delivering HQPE.

Furthermore, over fifteen years ago, research conducted by Armour and Duncombe (2004) demonstrated that the experiences of practising primary school teachers illustrated that: '...a fresh approach to PE-CPD is indeed needed' (p.1). It could be suggested that little has changed within these years despite the introduction of several PE and sport strategies outlined in the previous chapter. Concomitantly, concerns have been raised about the PPESP funding and it has been suggested that it would have been advisable to have continued with the work under the PESSCL strategy. The committee highlighted: 'We received evidence from several quarters that the ending of funding to the School Sports Partnership was a mistake' (Education Select Committee, 2014, p.9). Therefore, further consideration will be given to the impact of the PESSCL strategy and the PPESP, as some respondents may have been involved in both initiatives and may refer to this within their responses.

Jones and Green (2017) identified three different staffing models commonly used within primary schools as a result of the PESSYP strategy and since the introduction of the PPESP funding: generalist classroom teachers, specialist primary PE teachers, and adults other than teachers (AOTTS, i.e. parents, volunteers, instructors, coaches). Within their qualitative research they argued that there has been a significant shift in the way in which PE is now taught in primary schools which could be contrary to achieving key indicator 3's foci on improving

subject knowledge, if used incorrectly. Jones and Green (2017) suggested that the PPESP has: ‘...added momentum to a change of direction regarding staffing the subject – towards sports coaches and away from the generalist classroom teachers’ (p.1). Callanan et al. (2015) confirmed this shift from the first year of funding to the second year by outlining that out of the 586 schools surveyed, 70% of them had reported making changes to who delivered PE lessons. Alongside this, the use of sports coaches had increased from 37% to 82% (Callanan et al., 2015). Griggs (2016) also verified this change by reporting a high use of sports coaches (78%) within the 1794 primary schools he surveyed. This is further supported by the results of the DfE survey (2019) which stated that: ‘There has been an increase in the use of all types of staff to deliver both PE and extra-curricular sports in 17/18’ (p.16). Nevertheless, this change remains contrary to the advice offered to primary schools by afPE (2016) who advised that coaches should not be used to displace teachers throughout curriculum time. They would advocate the use of coaches in a supportive capacity: ‘Coaches can perform a valuable role in supporting and upskilling teachers to improve the delivery of PE’ (afPE, 2016, para 3). Huddleston (2019) highlighted that they may have a part to play but also raised concerns about the disparity between the high PPSEP spend on coaches in comparison to CPD opportunities for generalist teachers within his review of 25 schools in Birmingham.

There are reported benefits to using coaches within school, such as: ‘...expertise, willingness, flexibility and cost’ (Jones and Green, 2017, p.5); however, there are also documented concerns, including: ‘...relationships between coaches and pupils, the coaches’ level of qualification and experience and the coaches’ influence on learning’ (Jones and Green, 2017, p.5). Huddleston (2019) also queried the monitoring procedures for sports coaches, which he was unable to glean from his review of the PPSEP plans within his study. According to Lawless et al. (2019) multiple schools have been discovered to be using their funding for PPA cover,

which is contrary to the requirements. However, this may be attributed to the increasing demands on school budgets or lack of knowledge regarding the aims of the PPSEP strategy. Griggs (2016) agreed that economics plays a major factor in the decision-making process for HTs about who delivers PE within their schools. Alongside this, Rainer et al. (2011) found that: ‘regarding the use of external providers, many headteachers would rather use this resource than place additional burden on their own staff’ (p.438). Therefore, it will be fundamental to understand why and how decisions are made regarding the PPESP spend as this could help to understand why some schools are more successful (Ofsted, 2014).

As previously highlighted, the use of coaches is advocated by the DfE to support teachers and has been encouraged, but the preferred model by afPE and Sport England is that generalist class teachers are up-skilled. Nevertheless, many scholars concur that this model of upskilling may not have been actually been adopted by all schools, thus inferring that: ‘A sustained period of outsourcing may have irrevocably removed the responsibility away from the class teacher resulting in further deskilling of the profession’ (Randall 2020). This, therefore, returns to the point raised earlier in this literature review that many scholars (Carney and Howells, 2008; Blair and Capel, 2008a; Kirk, 2012; Harris, 2018; Randall, 2019) agree teaching should be the responsibility of qualified teachers due to their understanding of pedagogy and the development of the whole child. Therefore, by schools continuing to employ coaches within curriculum time, due to lack of teacher knowledge and confidence is in fact damaging the profession and not adhering to the spirit of the PPESP funding (Griggs, 2010).

A less familiar primary school structure for PESS is the use of a primary physical education specialist (Jones and Green, 2017), despite it being advocated within the original set up of the

PPESP. In fact, Carney and Howells (2008) advocated that: ‘... a true primary physical education specialist in every school would be a great step towards ensuring that all primary children do indeed receive a high-quality education’ (p. iv). In 2013, £360,000 additional funding was allocated by the DfE for training primary teachers with a specialism in PE (BBC News, 2014) and 120 trainees were enrolled in the first programme. Within Jones and Green’s (2017) study into understanding who teaches PE in 36 schools, 75% of PE Subject Leaders favoured the specialist approach. Jones and Green (2017) also highlighted that this structure may offer: ‘...a more coherent approach to planning and ensure progression from one year to the next’ (p.7). It is evident that a PE specialist may bring many strengths to a primary school, Carney and Howells (2008) confirmed that they would be: ‘...an advocate for PE, sharing knowledge, understanding and good practice with colleagues’ (p. iv). Therefore, it could be argued that this would fully support key indicator 3 and ensure that the school has access to high quality support at all times working alongside teachers that may need additional support. However, it appeared that this was the least used model, and could be as a result of a potential financial burden on schools or the value placed on PE in schools. Despite the additional funding mentioned, there is little evidence to suggest what the impact has been of the trained PE specialists from 2013 and their work in schools. The 2014/2015 DfE survey demonstrated a 16% increase in the use of a specialist PE teacher within schools from the previous year as a result of the funding but it does not define what the term PE specialist means (Callanan et al., 2015). Also, the survey undertaken by the DfE (2019) only reported an 11% increase in schools using specialist PE teachers and external coaches from 2015/16 to 2016/17. However, if this is both roles combined, as suggested, then it is difficult to differentiate between who is actually doing the work in schools.

Therefore, the landscape is varied about who should plan and deliver PE within primary schools and is clearly influenced by a number of factors, people and enforced strategies. As aforementioned, what remains prevalent within the research is that the preferred model appears to be improving the generalist primary school teacher's subject knowledge, skill, confidence and motivation in line with key indicator 3. This could be considered as a longer-term tool for delivering HQPE that may be more beneficial for children's learning and participation in school sport (Griggs, 2010; Rainer et al., 2011; Lawless et al., 2019). Thus, it could be argued more focus needs to be on pedagogy and a child's whole school journey. Therefore, the quality of the CPD offered to staff to upskill them must ensure that it addresses more than just knowledge of particular sports (to enable children to have access to a broader range of sports) but a more structured training approach is required from the beginning of a teacher's journey. This view is also held by Randall (2019) who states that: 'Professional development must go beyond that of the discourse of sporting activities and acknowledge the brevity of knowing what is required to effectively meet learners' needs' (p.142). APPG (2019) highlighted that the focus of funding should be centered on the whole child and not just a limited view of PESS:

'The PESS premium funding should be focused on ensuring that activity levels, mental wellbeing and broad development goals are enhanced in every school child – adopting and promoting a 'whole person' approach rather than a narrow concentration upon disseminating specific sport related skills' (p. 25).

As documented, children's experiences in PE at an early age can shape their future involvement in the subject. Rainer et al. (2011) indicated that: 'It would appear imperative that primary school pupils are given exposure to high quality PE and school sport in order to influence their opinions of sport and exercise in later life' (p. 430). Therefore, it is vital that trainee primary

teachers are also provided with high quality school placements and education so that they can successfully motivate and engage pupils in PESS, however, research suggests trainee teachers are not fully prepared to teach all aspects of PE. There are various scholars that suggest some ITE providers only offer five hours of support or less in the teaching of PE at primary level (Talbot, 2008; Carney and Winkler, 2008; Blair and Capel, 2008a; Griggs and Randall, 2020). Kirk (2012) proposed that this may be marginally higher for some trainees something evident in his following statement: ‘ITT amounts to a maximum of 12 hours PE subject knowledge which falls far short of the amount required to ensure primary teachers feel confident or safe delivering PE’ (p.15). Further to this, Ofsted (2013) reinforced that: ‘Those responsible for the initial training of primary teachers provide them with sufficient subject knowledge to enable them to teach PE well’ (p.10). Randall (2019) suggested that ITE providers should: ‘...consider the breadth of teacher knowledge they offer and aim to progress Pre-Service Teachers (PSTs) to a secure level before entering the profession’ (p.142). APPG (2019) confirmed that the changing landscape of schools (i.e., more sports coaches) makes it much harder for trainee teachers to actually teach PE and as a result of their overall findings, they also recommend that the policy for ITE is reviewed and the time allocation for training is updated making the requirement to teach PE for the generalist teacher compulsory (APPG, 2019). Adams’ (2015) reinforced this viewpoint:

‘The wholly unacceptable view that students are able to avoid teaching a particular subject cannot be ignored. Monitoring systems must be put in place to ensure that this is no longer the case as, without this, ITE institutions and schools are doing themselves a disservice and limiting the success of the children left in their charge’. (p.59)

Currently, there is not any legislation on how many hours a trainee primary teacher needs to spend training in PE (Randall, 2019). Therefore, a trainee teachers’ experience of PE is often

dependent on the school they attend and its approach to PE, thus suggesting a ‘lottery’ type experience for many. What is clear from the research is that although trainee teachers are very willing to teach PE, as indicated in Adams’ (2015) research of 42 trainee teacher’s experiences, which confirmed 76% of trainees stated that they are ‘very willing or willing’ to teach PE, they are not always provided with those opportunities. Moreover, what is evident is that sports coaches in curriculum time are potentially prohibiting trainee teachers PE experiences in school (APPG, 2019). This is confirmed by Griggs and Randall (2020) who assert from their study into 1194 Pre-Service Teachers (PSTs) experiences of teaching PE in primary schools, that since the introduction of the PPSEP funding that: ‘Nearly 50% of PSTs reported they had no opportunity to teach PE, largely due to outsourcing’ (p. 1). They also imply that with such a diverse workforce covering the teaching of PE, it would be fairer for trainees to assume that they do not need to focus on this part of the curriculum (Griggs and Randall, 2020).

From 2002, trainee primary teachers were no longer required to hold a curriculum specialism as a result of changes identified in ‘Qualifying to Teach’ (DfES, 2002). It can be argued that this significantly changed the workforce in schools, universities and local authorities (Griggs and Randall, 2019; APPG, 2019) and the provision offered to whom they serve. In addition, this has had an impact within schools over time, resulting in less experienced teachers within curriculum PE time and the support available to them from previous initiatives such as the SSP (Mackintosh 2014; Griggs and Randall, 2019). Therefore, in order to fill this void, the DfE announced the funded specialist primary PE route as previously discussed. Many ITE providers have created new pathways for trainees to secure their specialism as a result of the government funding aforementioned and have received some glowing reports from Ofsted (APPG, 2019). However, APPG (2019) also suggested that: ‘The presence of specialist trainees and outside providers in school may be adding to the perception of PE as a ‘specialist’ body of knowledge’

(p.50) suggesting that it is significantly different from other curriculum subjects. Therefore, continuing to reinforce a move away from the generalist classroom teacher and confirming that PE specialists and coaches are better placed to lead and manage the PE curriculum. Jones and Green (2017) suggested from the PE co-ordinator's perspective that: '...the main argument for sports coaches tended to be an implicitly negative one: put starkly, sports coaches were deemed better than many primary teachers because of the inherent weakness among the latter' (p.7).

Therefore, the overriding concern remains that trainee teachers' experiences are increasingly varied due to the organisation of PE within their placement schools, outsourcing and the value placed on PE. As a result of a growing concern surrounding the reduction of PE teaching time for trainees and as a result of varied school experiences, it is clear that trainees are becoming deficient of the pedagogical skills needed to teach children PE as a result of a fragmented system (Griggs and Randall, 2020). Thus, it can be suggested that: 'If PSTs continue to receive the same pattern of experience in school, future teachers entering the profession will have limited and insufficient preparation to teach PE altogether' (Randall and Griggs, 2020, p. 11). However, Blair and Capel (2008b) suggested: 'if staff are properly prepared then they are more likely to want to teach PE' (p.vii). Consequently, it could be argued that this vital, early training element has been completely missed, undervalued and fallen short of the desired objective.

Overall, schools should be aiming to build capability and capacity within their PE provision (DfE, 2018). However, it appears that many schools may be unable to achieve this through outsourcing and the opportunities available for their staff to teach PE and to be upskilled. The next section will outline the progress schools have made with achieving the aims of key indicators 4 and 5 (broader range of sports and competition prospects).

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils; and Key Indicator 5: Increased participation in competitive sports.

Key indicators 4 and 5 focus on broadening the range of sports and competition available to all children. Following a review of PE provision within 120 primary schools and before the implementation of the PPESP, Ofsted (2013) concluded that:

‘In some schools, there is not enough *physical* education in PE. In other schools, PE is not taught in enough depth and there is only limited access to a high standard of competitive sport. PE requires further improvement in about one third of primary schools’ (p.4).

In addition, after one year of the PPESP funding, Ofsted (2014) reported that in the 22 schools surveyed: ‘...there was clear evidence in the schools visited that the new funding was increasing pupils’ participation in sports competitions, festivals and extra-curricular clubs’ (p.11), although, Jones and Green (2017) suggested that there has been a decline in traditional team games and that too few children are participating regularly in competitive sport. Callanan et al. (2015) reinforced that pupil participation in PE and sport is high, suggesting that 84% of schools reported that there had been an increase in pupil engagement in PE during curricular time and in extra-curricular activities as a result of the funding. Moreover, after the funding was doubled, 83% of schools reinforced that they were using the funding to increase extra-curricular activities and 71% to increase involvement in sports competitions (DfE, 2019). Within his research, Griggs (2016) suggested that schools are: ‘...clearly moved to invest in this’ (p.552) which may be as a result of the ‘Olympic legacy rhetoric’ (p.552), confirming that 59% of the 1794 schools he surveyed were using the funding for competition. This is further corroborated by Meir and Fletcher (2020) who found that the majority of schools in their study invested in competitive sports. In addition, the involvement in sports competitions could also be attributed to the competition networks created by SSPs, which still remain in some areas of

the country as a source of support and guidance for many schools. The schools surveyed by Callanan et al. (2015) reported that this was who they asked most for help during the early stages of the funding (68% in 2013/14 and 58% in 2014). The follow up survey completed by the DfE (2019) demonstrated that PE sports networks were the key resource for information and guidance increasing to 70% of schools citing this as the most used source. Therefore, it could be suggested that schools are carefully considering how they spend their funding to ensure that key indicators 4 and 5 are achieved and that they are clearly seeking advice when needed.

According to the findings of the DfE (2019) survey, 9 out of 10 respondents suggested that there was now a broader range of PE and sport being offered in primary schools. As well as this, 76% of the participants felt that since the funding had been doubled more children were able to participate in new activities, especially for disadvantaged children (DfE, 2019). However, several barriers were identified for the successful implementation of key indicators 4 and 5; these included the location and the size of the school that sometimes prohibited schools from participating in sports competitions and extracurricular activities due to transport costs, distance to travel, and the small number of children they were able to select sports teams from (DfE, 2019). This evidence is not dissimilar to the institutional barriers identified by Morgan and Hansen (2018) previously discussed.

Within the original aims of the PPESP, a key feature was on ensuring that children maintained healthy activity and competition into adolescence. However, this emphasis was removed in the updated guidance as it would be very difficult for primary schools to measure the impact of this when children moved to secondary school. Therefore, the longer-term impact of the PPESP

is not fully known. However, Green (2016) acknowledged that there has not been the significant change expected:

‘despite renewed policy emphasis on PE and school sport; despite substantially increased investment; despite schools introducing young people to more and a wider variety of conventional and lifestyle sports (the continued preoccupation with competitive sports notwithstanding), we have not witnessed the increase in youth or adult sport participation that might have been expected’. (p.19).

In addition, current evidence suggested that: ‘Too many children are losing confidence, understanding and enjoyment of sport as they progress through secondary school, with activity levels decreasing throughout education’ (DfE, DCMS and DHSC, 2019, p.4). This is a very different picture to the sporting landscape of 2008, depicted in Table 2.1 which showed the steady increase in PA for all children 5-16 years old. Consequently, it could be argued that seven years on, the PPESP has not had the intended impact in achieving this goal despite the fact that Callanan et al. (2015) confirmed that: ‘Schools reported almost universally that the PE and sport premium had had a positive impact’ (p.14). In addition, schools who were doing less than the recommended two hours of PE before the introduction of the PPSEP have increased their physical activity from 78 minutes to 111 minutes (Callanan et al., 2015). Nevertheless, the DfE (2019) survey showed that HTs still believe the top priorities for future spending of the PPSEP is: ‘Better engaging the least active pupils, reducing obesity/promoting healthy lifestyles (half of responses in each case) and upskilling existing staff (a third)’ (p.9). Consequently, suggesting that there is still more work to be done to ensure that children have access to the HQPE that they deserve.

Summary of the chosen Phenomenon

It is evident that momentum is now gathering into the impact of the PPESP strategy and the achievement of its four key objectives first outlined in 2013 and the subsequent revised five key indicators. Furthermore, there appeared to be a number of recurring themes that have emerged from the research presented that may have an impact on the successful implementation of the PPSEP. These include: i) Staff knowledge and confidence in delivering PE; ii) Lack of value surrounding PE, leading to a narrowed curriculum and a reduced role for the PE leader; iii) Outsourcing of PESS to external providers (coaches); iv) Quality of ITE; v) Conflicting agendas and increased pressure on primary schools; vi) Health of the nation/obesity levels; vii) Lack of strategic vision and understanding of the PPSEP funding; and viii) Accountability. Huddleston and Randall (2018) confirmed: 'Further research into the Primary and Sport Premium is needed...to create a greater evidence base' (p.10). In addition, anecdotal evidence and research (APPG, 2019) suggested that there may be some differences between what is written in a school's PPESP plan and what is actually happening in schools due to a lack of accountability, therefore, the intention of this study is to examine in detail whether the information contained in a school's PPSEP plan is being fulfilled. APPG (2016) asserted: '...what is referenced in policy and what actually happens in schools can be markedly different' (p. 30). In addition to this, it will be important to establish what factors have shaped the use of the PPSEP and what has been the perceived impact of this substantial funding for a group of schools. Furthermore, in order to examine the chosen phenomenon, it will be important to use a theoretical framework to analyse the participants' viewpoints and to understand the practices that exist. Therefore, Lawson's model of occupational socialisation theory will be considered next.

Theoretical Framework

This next section seeks to introduce teacher socialisation and OST. In addition, consideration will be given to the features of this theoretical framework, how it has been successfully used by researchers within the field and why this particular lens is pertinent to this study that examines staff perspectives into the PPESP.

Teacher socialisation research dates back to the works of scholars such as Waller (1932), Merton (1957), Lortie (1975), and Lacey (1977). The study of socialisation as it relates to the teaching profession refers to: ‘that field of scholarship which seeks to understand the process whereby the individual becomes a participating member of the society of teachers’ (Zeichner and Gore, 1990, p. 329). Therefore, described broadly, socialisation is: ‘the process through which individuals learn the norms, cultures, and ideologies deemed important in a particular social setting by interacting with one another and social institutions’ (Richards and Gaudreault, 2017, p.3). Influenced by the sociology of teaching, physical education teacher socialisation (in particular) has endeavoured to understand individual motives for joining the teaching profession, the effectiveness of teacher training programmes and the competing social and political demands faced in school settings (Richards and Gaudreault, 2017). In addition, fundamental research conducted by Lawson (1983a, 1983b) laid the foundations for OST and has triggered a plethora of research using it as the guiding framework (Richards and Gaudreault, 2017). This crucial research and that of Templin and Schempp (1989) adopted a three-phased approach to OST: acculturation, professional socialisation and organisational socialisation (Lawson, 1983a 1983b, 1986; Templin and Schempp, 1989). This enhances the ability of researchers to understand how teachers are prepared, recruited and socialised into their roles (these stages will be discussed in more detail later in this chapter). Therefore, as the

purpose of this study was to understand more about staff perspectives concerning the PPESP and to ascertain some of the factors to its success and failure, OST appeared the most suitable framework to analyse the findings, due to the rich narratives gathered, highlighting the teacher-related and institutional causes (Morgan and Hansen, 2008). As well as this: ‘little occupational socialisation research has focussed on the influence of educational policy’ (Richards and Gaudreault, 2017, p.266).

Lawson (1986) described occupational socialisation as: ‘all kinds of socialisation that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers’ (p.107). Scholars in this field (Lawson,1983a; Richards et al., 2014) suggest that occupational socialisation begins at birth and is a life-long process, highlighting that it does not begin when teachers enter the profession but is ongoing throughout their careers. Additionally, a key characteristic of OST is that it assumes a dialectical perspective that can be identified within the three stages aforementioned (acculturation, professional socialisation and organisational socialisation), utilizing a temporal continuum (Richards et al., 2014). Considering the making of a teacher from this dialectical perspective enables new insights into how and why individuals are enlisted, equipped and inducted into teaching PE (Schempp and Graber, 1992). Furthermore, the dialectical perspective of socialisation supports constructivist theories of learning aligning with the research approach of this study, which views reality as socially constructed (Robson, 2002) and values the role of the learner’s personal accounts in determining new knowledge (Braun and Clarke, 2013). Therefore, individuals are able to navigate the implementation of beliefs and knowledge with socializing agents (schools) as opposed to passively taking them on board (Richards et al., 2014). What makes OST more challenging as a theory is that: ‘occupational socialisation may be responsible for variability among recruits, teachers, and teacher educators,

and in turn for pluralism of in work perceptions and practices' (Lawson, 1986, p.108). Thus, it is important to recognise that this framework will help to explain the multiple, lived experiences of the teachers involved within this study and their potentially conflicting perspectives of the PPESP.

Within this study, all three stages of the OST framework will be applied to the discussion section (chapter 6), as the data collected enabled participants to reflect on their influences, experiences and the impact of the PPESP. Therefore, this next section will seek to outline the three distinct stages of the OST framework.

Phase 1 - Acculturation

The first phase, acculturation, denotes the period from birth when recruits learn about the profession from teachers, coaches, and other significant individuals, before entering formal training (Templin and Richards, 2014). Lortie (1975) referred to this as the: 'apprenticeship of observation' and suggested that recruits develop strong impressions of what the role of the teacher is like (Lawson, 1983b). Additionally, Lawson (1983a) emphasised that it was imperative to remember that trainee teachers did not start their teaching careers as 'blank slates' (p.7). Lortie (1975), Zeichner and Gore (1990) and Curtner-Smith (1999) argued that teachers' earlier personal and informal experiences have a stronger impact than teachers' formal experiences of PE training, suggesting that this is the most impressionable stage. Lawson (1983a, 1983b) also indicated that the different sporting experiences male and female teachers receive during their childhood, coupled with the societal influences within these domains leads to different perspectives on how recruits approach the teaching of PE. Therefore, 'examining teachers' beliefs and attitudes towards PE is arguably important as it highlights how they

approach the profession and enact particular teaching practices' (Elliot et al., 2013, p.749). Consequently, it will be important to understand the early experiences of the teachers involved in this study and whether this has influenced their engagement with PE and the success or failure of the PPESP.

Phase 2 - Professional Socialisation

The second phase of OST is professional socialisation and commences when a recruit enters a formal teaching programme typically in college or university (Lawson, 1983a, 1983b, 1986). Throughout this phase: 'teachers acquire and maintain the values, sensitivities, skills and knowledge that are deemed ideal for physical education teaching' (Lawson, 1983a, p.4). This stage is influenced by the type and quality of the physical education teacher education (PETE) programmes experienced. Lacey (1977) inferred that: 'learning to interpret what is seen or heard is a central process in socialisation' (p.17). However, it could be argued that it may be difficult to undo some of the preconceived values and beliefs accepted in PE by recruits, making the process more difficult for professionals trying to impart new knowledge and ideas at this particular stage (Graber, 1989). For example, it has been claimed that by the time many teachers reach the training stage they have been accustomed to associating PE primarily with sport in schools (Green, 2008). Green (2008) also suggested, (which is pertinent to the research focus), that primary generalist teachers will have little or no expertise in this subject and will enter the profession with a plethora of backgrounds in terms of socialisation into, or quite often away from, PE. This makes the professional socialisation stage more difficult for teacher educators as it has been suggested by Zeichner and Gore (1990) that teacher training courses do not effectively alter the beliefs or dispositions that recruits acquire within the acculturation

phase. Moreover, Green (2008) suggested that PE teachers often replicate what they have learned in their own school experiences because they are more comfortable with this approach.

Within this particular stage, it has been noted that the teaching practice part of training (as opposed to any more theoretical input) has the most substantial impact on PE teacher's views (Tinning, 1988). Therefore, it could be suggested that the impact of professional socialisation is relatively weak compared with the acculturation phase (Curtner-Smith et al., 2008). Research undertaken by Elliot et al. (2013) regarding 327 primary teachers' experiences of PE, teacher education and CPD concurred that professional socialisation had the least impact due to the other stages (acculturation and organisational socialisation) being more dominant. However, although there has been a plethora of research into the limited impact of professional socialisation in influencing trainees, there is evidence to suggest that those providers who consider the importance of the acculturation phase can positively influence and effect behaviours of their trainees (Richards et al., 2014). Therefore, it will be important to consider if the participants within this study found their teaching practices effective and whether these experiences have influenced the success or failure of the PPESP within their schools.

Phase 3 - Organisational Socialisation

Van Maanen and Schein (1979) defined the third phase (organisational socialisation) as: 'the process by which one is taught and learns the ropes of a particular organisational role' (p.211). Therefore, this final stage begins once a trainee becomes a certified teacher and enters into employment within the school setting. Consequently, a school's culture is transmitted from one generation of teachers to the next (Curtner-Smith, 2001). Zeichner and Tabachnick (1983) referred to this practice as 'institutional press', which is: 'the method through which new

teachers are taught about a particular school's culture as well as the knowledge and behaviours deemed important by veteran teachers' (Richards et al., 2014 p.24). Stroot and Ko (2006) stated that the most significant period of teacher socialisation happens during these first few years. In addition, Banville and Rikard (2009) indicated that new teachers often struggle transitioning into their new roles as they are weighed down with the full responsibility of the teaching profession; this can be magnified when the values and beliefs of the new teacher conflict with that of their colleagues (Lawson, 1989). In addition, Lawson (1983b, p.6) suggested that schools are 'custodial bureaucracies' and that they apply pressure on new teachers. However, it can be argued that new teachers may resist the institutions and individuals that attempt to socialise them (Schempp and Graber, 1992) but others may yield from the pressure resulting in all that they have learnt during their PETE (that is incompatible with the school's ethos) is, 'washed out' (Zeichner and Tabachnick, 1981). According to Lawson (1986), the final two stages of OST should be seamlessly compatible but this smooth transition rarely happens in practice due to the discrepancies in viewpoints held and the competing pressures placed on individuals.

As stated by Armour (2006): 'school structures constrain or enable professional learning' (p.204). Through the lens of OST, this perspective is further supported by the research undertaken by Elliot et al. (2013) into Scottish primary teachers' lifelong experiences of PE. They infer that: 'schools crucially determine the extent of the impact of organisational socialisation' (p.761); suggesting that teacher educators need to consider how to better prepare and support trainees for the conflicting school values, limited support from leaders and schools' that they have repeatedly encountered at this crucial stage. Richards et al. (2013) concurred with these findings, also emphasising the need to assist trainees in navigating the micropolitical environments of schools. Schools are complex places and organisational socialisation varies

between establishments and teachers. Overall, there are genuine: ‘...differences in school programs and in teacher education programs that contribute to the complexity of the socialisation of physical education teachers... For different programs in schools, colleges and universities bring different mixes of socialising experiences, agents and agencies’ (Lawson, 1983, p.5). Capel and Blair (2007) advocate that it is the influence of colleagues in the workplace that appears to have the most noteworthy effect on a teachers organisational socialisation. Templin et al. (2011) also suggested that teachers feel empowered and better prepared when they have opportunities to engage professionally, this is especially true of teachers new to the profession. A key tenet of the PPESP is to upskill teachers in delivering PESS (key indicator 3), therefore, it will be useful to understand what support the participants have experienced at this stage to meet the demands of the policy and whether the support offered by leaders has been a contributing factor to its successful implementation.

It can be argued that the attitudes and behaviours of the teachers at the organisational socialisation stage may influence how a policy such as the PPESP is developed within each school. Evans and Penney (1992) noted that: ‘...even though state educational policy may strongly frame the range of opportunities which an individual teacher can enjoy, policy makers...rarely if ever control or determine the readings made of policy texts in context of practice’ (p.2). The implementation of policy is never straightforward (Green, 2008) and what policy makers envisage from the start might not happen in practice due to the ‘slippage’ (Curtner-Smith, 1999, p. 92) that occurs between policy and practice. Richards and Gaudreault (2017) maintain that: ‘educational policies are best constructed with consideration given to the realities of life in school, including the challenge and barriers that teachers face, in addition to the ways they derive satisfaction through their work’ (Richards and Gaudreault, 2017, p.263).

Therefore, looking at staff perspectives of the PPESP through the lens of OST will assist us in understanding more about this phenomenon from those delivering it in schools.

Synthesis of Chapter

This chapter set out to highlight the key research into the PPESP, the recurring themes that appear to influence its successful implementation and the analytical framework that will be utilised to consider the participants responses. It is argued that: ‘The implementation of the premium may have inadvertently set a precedence for the removal of the teacher from the PE curriculum altogether, or at least de-skilled the profession for the future’ (Griggs and Randall, 2020, p. 3) which warrants further investigation in this study, as it will be important to ascertain how schools have organised their PE provisions when much of the research suggests that primary PE has been outsourced. Harris (2018) verified that:

‘The well-intentioned Physical Education and Sport Premium has unfortunately led to the unintended consequence of physical education in some primary schools being virtually handed over to sports coaches and instructors who generally lack the pedagogical skills to meet the needs of all children and who deliver a narrow physical education experience’ (p.1).

Therefore, by determining staff views regarding the impact of the PPSEP on their classroom practice, this will aim to clarify how PE is being delivered in primary schools and could potentially identify good practice or areas for development for the future which schools may not have considered. Additionally, by seeking a range of teacher’s experiences in schools will enable the researcher to understand how the PPESP funding has influenced or supported their learning journey and add to this growing body of knowledge. Furthermore, the evidence presented suggests there is disparity between the results of the government surveys, particularly

surrounding the investment into up-skilling staff (in order to improve the quality of physical education) and specific case studies shared that examine what the impact of the PPESP funding has been on enhancing staff's CPD which appears inconsistent. For example, the DfE surveys showed in 2013/2014 (86%) and 2014/15 (81%), that schools primarily opted to use the PPSEP funding for upskilling staff (Callanan et al., 2015, p.13) and this is further confirmed in the 2019 survey (DfE, 2019, p.12) that it remains one of the common uses for the PPSEP spend 2017/2018 (88%). This is frequently highlighted as an area that HTs want to continue to develop despite the evidence suggesting that PE is often outsourced. Therefore, with schools investing so heavily in up-skilling staff – why are staff still reporting a lack of confidence, subject knowledge and skills as outlined in the research literature? Has there been any significant change in PE provision for staff since the dismantling of the SSPs in 2010? Therefore, this study will aim to ascertain whether staff feel they have been up-skilled, as a result of the PPESP funding, and if it has had an impact on their confidence levels from their viewpoint.

Additionally, Lawless et al. (2019) claimed that: 'There is inconsistency, lack of knowledge and value within primary education for PE' (p. 6). Therefore, in order to understand how the PPESP funding has been determined, there needs to be an understanding of everyone's part in the decision-making process and the value that has been placed on PE within schools. According to the research outlined earlier, decision-making has primarily been the role of the HT (Callanan et al., 2015; DfE, 2019). Consequently, this study will seek to explore what funding decisions have been made by the HTs and how they are disseminated with their teams, as there appears to be a paucity of research in the role of the HT with regards to the PPESP. It is plausible that some primary HTs may be lacking in subject knowledge themselves with the curriculum changes made in 2002 (DfES, 2002) and from Ofsted's early findings into the

impact of the PPESP funding (Ofsted, 2013). In addition, although HTs appear to be the key decision makers it will be important to cross-reference their views with generalist classroom teachers, and the PE subject leaders to ascertain a greater understanding of the PPSEP spend from different perspectives and to confirm if the aims of the PPESP plans are being achieved.

In summary, this study aims to add to the body of knowledge that has started to accumulate since the introduction of the PPESP in 2013 from the differing perspectives of the generalist classroom teacher, the subject leader and the HT, through the lens of OST. The three research questions that drive this study are:

- i) What have been the overall successes and failures to the implementation of the PPESP?
- ii) Has the introduction of the PPESP contributed to the confidence levels of all staff?
- iii) What factors are offered or inferred as influencing the value placed on primary PE?

Therefore, the next chapter will outline the research process, methodology and methods chosen to enable the key research questions to be answered.

CHAPTER 4

Methodology

Introduction

The aim of this chapter is to explain the research process, methodology and methods employed in this qualitative, comparative case study from the very beginning to the final write-up, ensuring transparency throughout. From the outset, it defines the social constructivist stance and critical realist ontology that guides this study and how this has influenced the overall research design. This is followed by an explanation of the research design process, including the rationale behind the selection of a comparative case study approach and the methods chosen in order to answer the research questions posed. The chapter concludes with a description of the case study schools and the participants involved within this study; including the methods employed for data collection and data analysis (thematic analysis), with specific reference to ethics and the rigorous quality assurance required in all qualitative research.

Research Approach

It is important for a researcher to establish an overarching research framework or paradigm in order to underpin their study (Braun and Clarke, 2013). A paradigm is defined as a: ‘...basic set of beliefs that guide action dealing with first principles, ultimate or the researcher’s worldviews’ (Denzin and Lincoln, 2000, p.157). In essence, it refers to the way the world is interpreted and understood. As coherence is fundamental within all types of research design (Braun and Clarke, 2013), it is important that the researcher takes the time to think very carefully about where their research is positioned, as the research methodology chosen and the

data collection and analysis employed, will be influenced by the researcher's overall paradigm selection (Mertens, 2005).

Robson (2002) argues that reality is socially constructed. Principally, people construct their own knowledge of the world through experiencing different things and, as a result, actively reflect on these multiple experiences. This can be referred to within research methodology literature as constructivism, interpretive or naturalistic, which all uphold this fundamental belief (Denzin and Lincoln, 1994). Subsequently, this would suggest that there is often more than one truth or reality. Braun and Clarke (2013) argue that within constructivism: '...the terms in which the world is understood are seen to be related to specific social, contexts. Knowledges are viewed as social artefacts, and are therefore seen as social, cultural, moral, ideological and political' (p.30). Thus, reinforcing that the knowledge of how things are regarded, is a result of our interpretation (Braun and Clarke, 2013). Consequently, a case study of schools and the staff within them will be affected by many factors that shape the way they behave now and, in the future, as a result of both historical and current experiences. Therefore, as this research is focussed on interpreting these human experiences, it was deemed that social constructivism was entirely appropriate for this study as it seeks to explore and understand the impact of the PPESP from differing perspectives (Cohen, Manion, and Morrison, 2018).

The key role of a constructivist study is not to describe what is happening but to disclose and understand the different truths and realities held by individuals or groups (Stringer, 1996; Robson 2002). Thus, acknowledging that meaning is relative to each individual as a result of their varied experiences and influences encountered:

‘Truth or meaning comes into existence in and out of our engagement with the realities in our world. There is no meaning without mind. Meaning is not discovered but constructed. Different people may construct meaning in different ways, even in relation to the same phenomenon’ (Crotty, 1998, pp. 8-9).

It is plausible that some aspects of the realities will be shared between individuals, due to the national guidance provided to schools regarding the PPESP, however, their experiences and interpretations may be constructed differently, as a result of their potentially varied situations influenced by politics, history and the culture that exists within their schools (systemic causes). This is further supported by Gasper (1999) who confirms that social constructivism is a: ‘...product of our social practices and institutions, or of the interactions and negotiations between relevant social groups’ (Gasper, 1999, p. 85). Hence, the role of the researcher is to carefully and systematically illuminate these multiple truths (Sparkes, 1992) and to recognise that there is unlikely to be one absolute truth, particularly in a school environment.

Locating this study within a social constructivist paradigm and accepting a critical realist ontology will facilitate the opportunity to understand what is transpiring in the organisation beyond the empirical. Ontological positions denote the relationships between the world and our interpretations and practices (Braun and Clarke, 2013). Roberts (2009) refers to ontology as a branch of philosophy that: ‘...seeks to establish the nature of the most fundamental things that exist, about which we can know, and from which other things that we know are built or developed’ (p.188). There are diverse ontological positions from realism that assumes a knowable world, where there is only one truth, through to relativism that argues there are multiple constructed realities which vary across time and context, including how this

knowledge is generated (Braun and Clarke, 2013). Moreover, within this ontological continuum lies critical realism (derived from the work of Roy Bhaskar, [1975]) which maintains that a social phenomenon exists independently of our perception of it. It also recognises that part of the phenomenon consists of socially constructed interpretations. Critical realists uphold that a phenomenon in the social world objectively exists, but our knowledge of it is socially constructed and fallible; therefore, what we know about the phenomenon may not necessarily correspond with what the phenomenon really is. Therefore, it will be important to explore these unseen depths and to understand how the participants have engaged with and interpreted the PPESP.

It has been suggested that social constructivism is incompatible with realist approaches, but this viewpoint is contested by Elder-Vass (2012) who argues that it is both possible and productive to combine the two. Robson (2002) also affirms that: ‘critical realism is seen as providing a particularly appropriate framework for designing real world studies...which helps in seeking an explanation of what is going on’ (p.17). Therefore, as a critical realist ontology sits between the subjectivist and objectivist approach and events are caused by multiple interacting causal powers (Bhaskar, 1975), if this realist assumption is adopted it will support in understanding, explaining and predicting this multiple experiences detected by the participants within this study (Roberts, 2009). Elder-Vass (2012) states that assuming this ontology will enable the researcher to: ‘...develop plausible and coherent causal accounts of the influence of discourse on our dispositions, beliefs and actions, by seeing that influence as a causal power of the discursive norm circles that endorse and enforce discursive rules’ (p.20). In other words, it will complement the theoretical framework that underpins this study and will seek to highlight the factors that have contributed to the success or failure of the PPESP within the three schools.

When undertaking qualitative research, it is important to acknowledge your role as the researcher (insider or outsider) in the process and the possible implications that could exist. Braun and Clarke (2013) suggest that: ‘locating your standpoint is especially important if an aspect of your identity is particularly pertinent to the research topic’ (p.303). As a practising HT and former PE subject leader, class teacher and SSCO within the Local Authority (LA), where the research was undertaken, I bring a wealth of knowledge and experience to this study and share some group identity with the participants. Although I did not know any of the participants from whom I collected the data (except for the pilot study), I am very familiar with the primary school setting as an organisation, the expectations of the various roles within them, the geographical limitations within the county and first-hand experience of writing PPSEP plans since they were first introduced in 2013. Therefore, in essence I consider myself to be an insider-researcher as I am inextricably linked to the primary school environment, share group identity with the participants and have continued socialisation in the life of the group (Merton, 1972). There are many advantages to being an insider-researcher, including: geographical location to the settings, first-hand knowledge of the context (present time and historically), hierarchy, politics and credibility (Robson, 2002). In addition, insider research is often regarded as less exploitative and more empowering as it gives a voice to the participants who may have been previously marginalised (Bridges, 2017). However, it is also important to be cautious when completing research in your area of expertise as Mercer (2007) states: ‘greater familiarity can make insiders more likely to take things for granted, develop myopia, and assume their own perspective is far more widespread than it actually is’ (p.6).

Further consideration was given to the role outsider-researcher can play given that some researchers claim that there are no overwhelming advantages to being an insider or an outsider (Mercer, 2007). Merton (1972) suggests that an outsider-researcher:

‘has a structurally imposed incapacity to comprehend alien groups, statuses, cultures and societies ... [because he or she] ... has neither been socialized in the group nor has engaged in the run of experience that makes up its life, and therefore cannot have the direct, intuitive sensitivity that alone makes empathic understanding possible’ (p.15).

In contrast, it has been suggested that an outsider-researcher can experience more freedom from group loyalties, is able to ask more challenging questions, is seen as an objective observer and is able to minimise their presence in the whole research process (Bridges, 2017). Bridges (2017) also affirms that being an outsider-researcher is valuable as it could enhance the understanding of the researcher, the marginalised community and the wider public. However, it is plausible that during the research process, as a whole, we are likely to hold multiple insider and outsider positions (Braun and Clarke, 2013). This is further supported by Mercer (2007) who suggests that: ‘insiderness and outsiderness are better understood in terms of a continuum rather than a dichotomy’ (p.3). Therefore, although characteristics with the participants are shared, it does not necessarily mean the data produced will be richer (Mercer, 2007). However, it highlights the critical role that is played by the researcher in seeking transparency, as discussed in the next paragraph.

In addition, my pivotal role in this research (from a constructivist stance) is to carefully and sensitively ascertain the participant’s construction of reality and knowledge through a process of interaction between researcher and participant (Guba and Lincoln, 1994). Thus, co-constructing knowledge through a subjective, social process. In summary, this perspective enables the researcher to conduct the study alongside the participants, giving them a ‘voice’ (Denzin and Lincoln, 2000) instead of conducting research on them which is generally

associated with outsider research. Therefore, it is crucial that reflexivity is adopted throughout this study. Braun and Clarke (2013) state that researcher reflexivity: ‘...refers to the process of critically reflecting on the knowledge we produce and our role in producing that knowledge’ (p.37). For that reason, it is imperative that reflexivity is maintained at all stages of the research, so that I remain fully aware of how my views of reality, experiences, assumptions, beliefs and biases can impact on others and their interpretations. Hastie and Hay (2012) confirm that: ‘...given the centrality of the researcher in the qualitative research process, this form of critical reflection and engagement is an essential step in ensuring that findings, conclusions and recommendations are transparent’ (p.82).

The importance of reflexivity and the steps taken to increase the likelihood of trustworthiness (Lincoln and Guba, 1985) will be discussed within the final section of this chapter. My position regarding the paradigm selected and the assumptions formed can be summarised accordingly:

- i) There is a growing body of knowledge into the impact of the PPESP from an array of perspectives. Therefore, a social constructivist paradigm (interpretative) was chosen to illuminate the different truths and realities that exist within the associated research and the schools and participants within this study;
- ii) This research adopts a critical realist ontology which seeks to identify causal factors that exist and to understand the successes and failures to the implementation of the PPESP; and
- iii) Within this study the researcher and participants construct the knowledge together, therefore, a subjectivist epistemology is assumed.

Qualitative Research Design

Ensuring that children receive HQPE has been central to my varied roles in schools. Subsequently, when the PPESP was first introduced in 2013, I was keen to learn more about

the impact it was having in schools and whether it was addressing the intended aims discussed in the literature review. Crotty (1998) confirms that qualitative research: ‘...typically starts with a real-life situation that needs to be addressed’ (p.13). Therefore, to understand the potential multiple truths and realities (Sparkes, 1992), pertaining to the PPESP, and to answer the research questions that drive this case study, a qualitative approach was deemed more suitable to achieve this remit. The three key questions which guide this research design are:

- i) What have been the overall successes and failures to the implementation of the PPESP?
- ii) Has the introduction of the PPESP contributed to the confidence levels of all staff?
- iii) What factors are offered or inferred as influencing the value placed on primary PE?

Therefore, from the constructivist paradigm adopted and to fulfil the aims of this study, a critical qualitative approach was more suited to this study than a quantitative approach which can be considered to be more scientific (Robson, 2002; Silverman, 2006). A fixed design or quantitative approach: ‘...gathers data by objective methods in order to provide information about relations, comparisons and predictions without contamination by the investigator’ (Hastie and Hay, 2012, p.80). Whereas, a qualitative or interpretative approach has greater flexibility to: ‘...find out how the people you are researching understand their world’ (Delamont, 1992, p.7). Consequently, as this study is focused on physical education and sport within schools, the environment and field provides a plethora of social interactions, intriguing dynamics and a unique context that requires a flexible research design, which strives to understand more than just facts, usually associated with quantitative research methodology (Hastie and Hay, 2012). Braun and Clarke (2013) reinforce that: ‘Qualitative research is

exploratory, open-ended and organic, and produces in-depth, rich and detailed data from which to make claims' (p.21). Therefore, as this research seeks to understand the unique, real-life experiences of teachers (Patton, 2002) and the impact of the PPESP on their practice, an inductive approach is adopted to allow new knowledge to emerge. This inductive approach supports a qualitative research design as it is not relying on pre-determined themes or codes, this research is open to what the sites have to say (Miles et al., 2014; Braun and Clarke, 2006). Qualitative research can be separated into two separate groups – experiential and critical (Braun and Clarke, 2013). Experiential research focuses on the participant's interpretations, whereas the later adopts a more enquiring stance that strives to recognise the influencing factors – it does not take the data at face value (Braun and Clarke, 2013). Therefore, as the researcher seeks to learn more about the factors related to the impact of the PPESP, a critical approach was adopted.

Evaluative, Comparative Case Study Method

Although there are varying definitions of case study within the literature and some disagreement (Lincoln and Guba, 1985), in principle it is a comprehensive, empirical study that looks in depth at chosen phenomena that consists of a detailed and intensive analysis of a case or multiple cases within a real-life setting (Yin, 2009). Thus, case studies aim to identify the various interactive processes at work (Bassegy, 1999). Moreover, Denzin (1989) emphasises that: 'In thick description, the voices, feelings and actions and meanings of interacting individuals are heard' (p.83) thus adding richness and depth to a qualitative study. Yin (2009) advocates the use of a case study when pursuing 'how' or 'why' questions that strive to illuminate some present circumstance. In addition, this choice of: '...method is also relevant

the more that your questions require an extensive and ‘in depth’ description of some social phenomenon’ (Yin, 2009, p.4).

Stenhouse (1988) identified four broad styles of case study: ethnographic, evaluative, educational and action research, whereas, Yin (2018) categorized the research design as: exploratory, explanatory, or descriptive (Yin, 2018), outlining that an:

‘exploratory case study... is aimed at defining the questions and hypothesis of a subsequent (not necessarily case) study...A descriptive case study presents a complete description of a phenomenon within its context. An explanatory case study presents data bearing on cause-effect relationships – explaining which causes produced which effects’ (Yin, 1993, p.5).

Stake (2000) also classified case studies into three categories: intrinsic, instrumental and collective. Intrinsic cases describes a case, instrumental cases provide insights into a chosen phenomenon and collective cases are instrumental cases that extend to multiple cases (Armour and Griffiths, 2012). However, it was the description proposed by Stenhouse (1988) on evaluative case-study that resonated most with this study and aligned with the epistemological and ontological assumptions adopted. In evaluative case studies: ‘a single case or collection of cases is studied in depth with the purpose of providing educational actors or decision makers with information that will help them to judge the merit and worth of policies, programmes or institutions’ (Stenhouse, 1988, p.50). Parlett and Hamilton, (1977) also advocated the use of an illuminative evaluation within the social constructivist paradigm stating that they enable researchers to: ‘study the innovatory programme: how it operates; how it is influenced by the various school situations in which it is applied; what those directly concerned regard as its advantages and disadvantages’ (p.10). Therefore, this evaluative case study approach will

enable the participants to share their lived experiences of the PPESP and the researcher to gain a richer insight into this chosen phenomenon by examining the perceived advantages and disadvantages from a staff perspective (Thomas, 2011).

Within case study research it is essential to define exactly what the case is that is being studied and the specific boundaries to it (Armour and Griffiths, 2012). Yin (2009) refers to this as the 'unit of analysis' (p.30). It has been proposed by Thomas (2011) that case studies may include both a subject and an analytical frame or phenomenon to explore. Therefore, within this research the subjects under investigation are a group of school staff (HTs, PCs and TEs), whilst the phenomenon to be explored is the impact of the PPESP, all within the context of a primary school setting.

Although the number of participants in a case study may be relatively small there are many advantages to using them as a strategy for research. Firstly, the richness of the phenomenon and extensiveness of the real life situations that they are embedded in, make them particularly applicable to organisations and sporting contexts (Yin, 2009). Moreover, six key strengths of case studies include:

'i)...they can help us understand complex inter-relationships; ii) case studies are grounded in lived reality; iii) case studies facilitate the exploration of the unexpected and unusual; iv) multiple case studies can enable research to focus on the significance of the idiosyncratic; v) case studies can show the processes involved in causal relationships and; vi) case studies can facilitate rich conceptual theoretical development' (Hodkinson and Hodkinson, 2001, p. 3).

In addition, when examining more than one case, in this instance, it can also enhance and help to understand, in more detail, any strengths or barriers to the implementation of a specific programme, such as the PPESP and its impact on improving the confidence of staff (research question two). Miles et al. (2014) suggest that: ‘Multiple cases offer the researcher an even deeper understanding of the processes and outcomes of cases...and a good picture of locally grounded causation’ (p. 30). Therefore, this comparative case study, which involved three schools and three individual groups of staff within them (HTs, PCs and generalist classroom teachers), required the researcher to ensure careful analysis and synthesis of the parallels, variances and patterns (Goodrick, 2014). Thus, thorough consideration was given to ensure that the correct data analysis tool was employed to enable this to succeed, which will be discussed later in this chapter (Mertens, 2005). Yin (2009) also outlined the advantages of a case study in comparison to a historical study and emphasised the additional benefits that a case study can have: ‘Case studies and Histories can overlap but the case study’s unique strength is its ability to deal with a full variety of evidence – documents, artefacts, interviews and observations – beyond what might be available in a conventional historical study’ (p.11). This gathering of rich, varied material is ideal for the purposes of this study which aims to understand the impact of the PPESP. It enabled the collection of multiple views of others (HTs, PCs and generalist classroom teachers) and the collection of PPESP plans, within the different schools to ascertain thoughts behind why the intervention may have succeeded or failed (research question one). Finally: ‘...comparative case studies are particularly useful for understanding and explaining how context influences the success of an intervention and how better to tailor the intervention to the specific context to achieve intended outcomes’ (Goodrick, 2014, p. 1). This will be beneficial to the readers of this study who could expand their knowledge about the PPESP, its implementation and impact. However, when undertaking a comparative case study, it was important to recognise that, care must be taken not to make

larger claims than are warranted within studies of this size (Bassey, 1999). This will be addressed within the final section on validity, trustworthiness and transferability (Lincoln and Guba, 1985).

Settings and Participants

As delineated within chapter two, all schools are provided with guidance on how to spend their PPESP and should publish this information on their school websites; making them accessible for use within this thesis. There are 313 primary schools in Suffolk, so the potential pool of participants within my locality was high. An email, with a flyer (see appendix 1), was sent to all Suffolk primary schools seeking voluntary participation in this study. Four Headteachers replied to the initial email and agreed to learn more. Information and consent forms were then provided to all staff within these schools (see appendix 2). On receipt of the information, three out of the four schools and some of the staff members within them were keen to take part. No undue pressure was placed on individuals or schools to participate, as gaining trust is essential to the success of qualitative research (Hastie and Hay, 2012). As the participants involved in this research were: ‘...helping to construct the reality with the researcher’ (Robson, 2002 p.27), it was imperative that there was a good sample size but also that a cross section of school staff were interviewed, so that comparisons could be made between schools and groups of participants as discussed. Therefore, purposive sampling was selected to facilitate the collection of rich data (Patton, 2002) and to ensure the group of staff chosen within the boundedness of the case were included. As purposive sampling encompasses selecting data cases (Braun and Clarke, 2013), it was important to the integrity of this study that three groups of staff (HTs, PCs and generalist classroom teachers) were interviewed from the same setting and that this was then mirrored in all three schools to allow for comparisons. This research

process relied on the HTs and PCs initially signing up to the study and ‘snowballing’ the information within their schools to their teacher colleagues (Patton, 2002). This decision resulted in a greater interest from the teachers within the volunteer schools and helped to secure a good sample size so comparisons could be made; adding to the breadth of the data collected. In total, the final participants involved within the study were: three primary schools of varying sizes, three HTs, three PCs and 14 class teachers. Furthermore, throughout the process all participants were made aware of their rights to withdraw from the study as issued in the consent forms presented to them at the start of the process. This will be discussed further within the ethical considerations section.

Setting A

Setting A, is a two-form entry primary school situated on the edge of a seaside town in Suffolk and is part of an Academy Trust in the East of England. It has 430 children on roll and has an Ofsted rating of ‘requires improvement’. The funding it received for PPESP in 2017-2018 was £20,100. Ofsted reported that the PE and sports premium was used effectively within this school to introduce new sports and enable more children to participate in tournaments and competitions. They also reported that plans were in place to develop the confidence of teachers in delivering PE. The table below depicts a summary of the participants involved in this research, their school-based experience and their current teaching commitments in PE.

Table 4.1: Setting A Participants

Pseudonym	Job Role	Number of years Teaching	Year Group Currently Teaching	Currently Teaching 2 hours of PE	Currently Teaching 1 hour of PE	Coach or PE Specialist Teaching class	Confident in Teaching PE
1: John	HT	3 years as HT	N/A	No	N/A	N/A	N/A
2: Jared	PC	6 years	Y4	Yes	N/A	N/A	Yes
3: Julie	Teacher	3 years	Y5	No	Yes	Yes	Partially
4: June	Teacher	2 years	Y3	Yes	N/A	N/A	No
5: Jenny	Teacher	4 years	Y4	Yes	N/A	N/A	Yes
6: Jane	Teacher	14 years	Y6	No	Yes	Yes	Partially
7: Josh	Teacher	7 years	Y5	No	Yes	Yes	Yes

Setting B

Setting B, is a one-form entry primary school situated in a rural village and is part of an Academy Trust with 21 schools across the East of England. It has 187 children on roll and has an Ofsted rating of ‘good’. The funding it received for PPESP in 2017-2018 was £17,590. Ofsted reported that the PPESP was used well in this school and had been specifically targeted at encouraging healthy lifestyles and increasing the opportunities for children to play a variety of sports. It also noted that coaches were used in curriculum time and that some staff had received specialist training. The table below depicts a summary of the participants school-based experience and their current teaching commitments in PE.

Table 4.2: Setting B Participants

Pseudonym	Job Role	Number of years Teaching	Year Group Currently Teaching	Currently Teaching 2 hours of PE	Currently Teaching 1 hour of PE	Coach or PE Specialist Teaching class	Confident in Teaching PE
8: Vera	HT	4 years as HT	N/A	No	No	N/A	N/A
9: Violet	PC	8 years	Y2	No	Yes	Yes	Partially
10: Veronica	Teacher	5 years	Y1	Yes	N/A	N/A	Partially
11: Vicky	Teacher	4 years	Y5	Yes	N/A	N/A	Partially
12: Verity	Teacher	5 years	Y6	Yes	N/A	N/A	Partially

Setting C

The final school, setting C, is a three-form entry primary school and is maintained by the Local Authority within a large town in Suffolk. It has 563 children on roll and has an Ofsted rating of ‘good’. The funding it received for PPESP in 2017-2018 was £20,350. Ofsted reported that the children at this school were able to participate in a wide range of sports club. This area of the curriculum was well led and the funding was used effectively. In addition, the staff were appreciative of the additional support that they have been given to deliver PE effectively. The table below depicts a summary of the participants school based experience and their current teaching commitments in PE.

Table 4.3 – Setting C Participants

Pseudonym	Job Role	Number of years Teaching	Year Group Currently Teaching	Currently Teaching 2 hours of PE	Currently Teaching 1 hour of PE	Coach or PE Specialist Teaching class	Confident in Teaching PE
13: Angela	HT	8 years as HT	N/A	No	No	N/A	N/A
14: Angus	PC	9 years secondary 3 years primary	All year groups	Yes	N/A	N/A	Yes
15: Anne	Teacher	16 years	Y4	No	No	No	Yes
16: Annabel	Teacher	7 years	Y2	No	Yes	Yes	Partially
17: Arthur	Teacher	6 years	Y6	Yes	N/A	N/A	Partially
18: Anthony	Teacher	3 years	Y2	Yes	N/A	N/A	Yes
19: Abigail	Teacher	25 years	YR	Yes	N/A	N/A	Yes
20: Anastasia	Teacher	3 years	Y3	No	Yes	Yes	No

Methods of Data Collection

Yin (2009) suggested that researchers should aim to collect sufficient data that provides confirmatory evidence from two or more sources within a case study. Consequently, for this study the collection of PPESP plans and individual, face-to-face semi-structured interviews (SSIs) were the principal methods of data collection selected to answer the research questions posed. The purpose of obtaining the PPESP plans was to ascertain how the PE funding has been spent in all three schools and whether this adheres to the guidance provided to all schools outlined in the literature review. In addition, the plans were used alongside the rich interview data collected, to confirm if staff were aware of its purpose and the impact that it was having

on them and their schools. Yin (2009) maintained: 'For case studies, the most important use of documents is to corroborate and augment evidence from other sources' (p.103).

Firstly, I was able to successfully print off copies of the PPESP plans from each of the school's websites participating in this study. This was reassuring given research by Griggs (2016) discussed in the literature review, suggested a school's lack of compliance for publishing the PPESP was prevalent. Secondly, although one-to-one interviews can be viewed as time-consuming (Robson, 2002) it was felt that the advantages of the semi-structured interview (SSI) outweighed this particular factor in order to answer the research questions and to fully appreciate the interviewee's perspectives on the PPESP within their individual schools. Yin (2009) upholds that one of the key sources of case study information is the interview. This is because interviews concentrate exclusively on the topic or phenomenon to be studied and they are intuitive because they present potential reasons for connecting factors (Yin, 2009). Furthermore, as reported by Hastie and Hay (2012): 'The advantages of individual interviews are that they allow for close communication between the interviewer and participant. The interviewer in this case is able to control the direction of the interview' (p.84) thus, allowing it to stay focussed on the research topic and key lines of enquiry.

Kvale (1996) describes the organisation and process when undertaking an SSI:

'...a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is an openness to changes of sequences and forms of questions in order to follow up the answers given and the stories told by the subjects' (p.125).

The decision to employ a SSI, as opposed to a fully structured interview enabled the researcher a degree of flexibility to respond to the participant's answers and to probe further where required (Kvale, 1996; Hastie and Hay, 2012). Moreover, Kvale (1996) argued that: 'Advance preparation is essential to the interaction and outcome of an interview' (p.126). Thus, it was felt that a pilot study would be beneficial to the success of this case study and will be discussed next.

Piloting

Braun and Clarke (2013) concurred with Kvale's (1996) view that preparation is key to successful interviewing. After deciding on the initial research area for this study, topics and questions were then formulated through a mind mapping exercise. As the PPESP premium covers a wide range of subtopics, detailed in the literature review, it was important to ensure that the open-ended questions chosen were focussed on the key lines of enquiry and clustered into manageable sections (Braun and Clarke, 2013). In addition, time was spent deciding whether to undertake individual or group interviews; it was felt that individual interviews would provide more depth and detail about the PPESP and participants would be more likely to open up about the impact, if their colleagues were not present (Hastie and Hay, 2012). Therefore, the aim of the pilot study was multifaceted as it enabled the opportunity to check that the interview was a suitable tool for this study, to practise the interviewing techniques required to put the participants at ease and to develop the questions so that they were focussed and pertinent to the study (Robson, 2002).

Therefore, as I work within a school, I was able to seek the support of my colleagues to help with the pilot study that was created and conducted in September 2017. During the school day,

time was made available to release my colleagues from the classroom. Draft interview questions were used to interview the PE co-ordinator and a teacher of seven years. As the plan was to use SSIs, these questions were organised using the following guidance: ‘i) Introductory comments; ii) list of topic headings and key questions to ask under these headings; iii) set of associated prompts and iv) closing comments’ (Robson, 2002, p.278). Consequently, the format of the interview was then organised for this study accordingly: i) warm up questions focused on years of teaching, and the ITE pathway taken, ii) questions focussed on current teaching, iii) questions focussed on past teaching and iv) closing questions, regarding the overall successes of the PPESP within their school. The pilot interviews were not recorded at this stage but notes were made regarding expanding the prompts, and removing some of the questions that did not yield informative responses, did not answer the key research questions or appeared biased, which is a weakness of poorly thought out interviews (Yin, 2009).

From undertaking this pilot study in advance of the main study, important factors were learnt about interviewing through research and constructive feedback from colleagues; it was imperative to allow the participants time to cover any issues they may have with the terminology used (keep the questions clear and straightforward), not to be afraid of probing the participants further when ‘don’t know’ responses were provided and to ensure that time was used wisely. Robson (2002) suggested that interviews that take longer than an hour may be making unreasonable demands on voluntary participants, equally it was also important to give the participants time to talk and share their knowledge (Braun and Clarke, 2013). A further consideration to factor in, was the hierarchical relationship in interviews. Within the pilot, I was the participants’ line manager so I could have been perceived as acting coercively (Braun and Clarke, 2013). This was not reported, but I wanted to be sure I was sensitive to this factor when interviewing teachers from the case study schools, who were aware of my responsibility

within my own school. Finally, during the pilot study, as I was already familiar to my colleagues, I did not need to work on building a rapport as this had already been established, however, during the actual interviews I needed to ensure that I was confident at initiating and sustaining dialogue with everyone involved (Braun and Clarke, 2013).

Interview Recording, Location and Transcription

When undertaking interviews in qualitative research, consideration needs to be given to the whole process of planning, piloting, collecting the data, transcribing, analysing and reporting (Robson, 2002). The 20 individual SSIs undertaken were completed from December 2017 to June 19. This was a slightly longer time period than intended, due to health reasons previously mentioned, however, this did not appear to have compromised the integrity of the study as the PPESP remains a key focus in primary schools and there is still much to learn about its impact since its inception in 2013. All interviews conducted were face-to-face and were recorded using a voice recording application, as written notes can miss the richness of information (Braun and Clarke, 2013). Location is also key to successful interviewing and should be free from distraction, comfortable and convenient (Braun and Clarke, 2013). All participants were given a choice of location and they unanimously selected their schools as a base. A quiet room was booked by the participants so that it was free from any interruptions. After each interview, the recordings were repeatedly listened to and field notes taken about ideas for data analysis and categories. They were also transcribed in full (verbatim) and given to the participants to confirm the accuracy of content (member checking); they have been included at the end of this study (appendix 6). Although time consuming, it was important to complete this process myself, so that I could fully immerse myself in all the data and begin to understand the participants perceptions of the PPESP and any successes or barriers to its implementation,

jotting down any thoughts as I went. Braun and Clarke (2006) advocate this immersion within the data and recommend: ‘Repeated reading of the data, and reading the data in an active way – searching for patterns and meanings’ (p.87). Therefore, this was diligently undertaken and formed part of the process of analysis that will be presented in the next section.

Data Analysis – Rationale for Selection

A fundamental part of the research process was the selection of a suitable data analysis method to make it more manageable and presentable to others (Ritchie and Lewis, 2003). From the outset it was necessary to be familiar with the data set (transcripts and PPESP plans) and to appreciate that the data collection and analysis phase are intricately linked, rather than separate activities (Miles et al., 1994; Braun and Clarke, 2013). Data analysis involves systematically organising the data into manageable pieces, integrating it, searching for themes or patterns that may exist and determining what is important to share with others (Bogdan and Biklen, 1982). Patton (2002) confirms, in order to discover this insight, the evolving patterns and a firm understanding of the phenomenon (all key tenets of good qualitative data analysis), consideration must be given to selecting the best methods that bring your data alive. There are a plethora of qualitative tools and approaches available: Grounded Theory (GT), Interpretative Phenomenology Analysis (IPA), Discourse Analysis (DA) and Thematic Analysis (TA) that would be suitable for this genre, however, it was decided that as the focus was to capture the nuances and embedded meanings of the words expressed, pattern-based DA and TA would be given greater consideration in this study (Miles et al, 2014).

DA is widely considered to be the examination of texts (Hall and Chambers, 2012). Braun and Clarke (2013) state: ‘DA in all its varieties can be viewed as a theoretically-informed critical

analytic engagement with data, which seeks to identify patterned features of language, and to interpret those within an understanding of language as productive and constitutive' (p.267). Therefore, it concurrently concentrates on the language used and the social dimension that would be applicable to the focus and field of this study (Hall and Chambers, 2012). Other factors that make pattern-based DA advantageous for this type of study include: i) any type of data collected is compatible; and ii) the homogenous sample size can be of varied sizes to facilitate the production of patterns (Braun and Clarke, 2013). However, one of the main disadvantages of DA, according to some researchers is that there is no single way to explain or undertake DA, thus implying there are wide-ranging versions that exist (Robson, 2002; Braun and Clarke, 2013; Hall and Chambers, 2012). Some researchers have implied that the process can be slippery which could result in errors (Hall and Chambers, 2012). Furthermore, it can also be used from a variety of theoretical vantage points and, although, it is suited to the constructionist stance of this thesis, the researcher would need to take huge steps to decide on the most substantial elements of the text to discuss and to be tentative surrounding the 'taken for granted' information identified in schools (Hall and Chambers, 2012). Concomitantly, pattern-based DA can be viewed as selective, making it far less prescribed than TA (Braun and Clarke, 2013). As a result, this would make it more difficult for the researcher to navigate and could increase the likelihood of researcher error or bias from only focussing on the aspects of the research that you were interested in.

TA, as an approach, was first established by Gerald Holton in the 1970s and has only recently been more widely accepted as a method in 2006 (Braun and Clarke, 2013). TA: '...is a method for identifying, analysing and reporting patterns (themes) within data' (Braun and Clarke, 2006, p.79). TA is not directly associated with any theoretical framework per se, thus allowing it the freedom to be used as a method within most qualitative studies in order to mirror reality

and to untangle the top layer of truth (Braun and Clarke, 2006). However, Boyatzis (1998) would dispute that it is not necessarily a discrete method but a tool that can be used for supplementing research. In addition, Boyatzis (1998) and Patton (2002) offer alternative procedures for undertaking TA, to that recommended by Braun and Clarke (2006), suggesting like DA it is also open to misinterpretation. However, as aforementioned, it has the flexibility to be used from different theoretical vantages, moreover, Braun and Clarke (2006) propose that it: ‘...can be a constructionist method, which examines the ways in which events, realities, meanings, experiences and so on are the effects of discourses operating within society’ (p.81), aligning it closely to the theoretical position of this study and the intent to understand the human experiences of the PPESP (Cohen et al., 2018). Therefore, due to its flexibility and the clearer guidelines available, this was considered to be the most appropriate data analysis tool for the purposes of this research for some additional reasons: i) the interviews and PPESP plans were suitable types of data to be used; the sample size interviewed was sufficient to enable the production of patterns; and iii) the qualitative design choice was suited to the research questions identified at the start of this thesis (Braun and Clarke, 2013; Braun et al., 2016). Additionally, Braun and Clarke (2013) state: ‘...it can be used to develop a critical, constructionist analysis which can identify the concepts and ideas that underpin ... or the assumptions and meanings in the data’ (p. 178). Thus, by adopting this approach it will enable the researcher to answer the aims of this research aforementioned, from a more critical stance chosen than an interpretative view. TA does have some limitations if it ceases to capture the whole data set or neglects to offer a successful description (Braun and Clarke, 2006). However, it is the key role of the researcher to ensure that this does not happen and to ensure that it yields a rich and comprehensive data set so that similarities and variances across the schools concerning the collective phenomenon (PPESP) can be understood and shared.

In conclusion, both DA and TA have their advantages and disadvantages, but for the purpose of this study, TA sits more comfortably in the research design and is more aligned to the epistemological and ontological assumptions adopted. TA would enable the researcher to complete the inductive analysis stage without any preconceptions about the PPESP accumulated over the years and to make sure that pre-existing codes were not utilised. In addition, Braun and Clarke (2006) suggest that using TA will enable the researcher to assume a more critical stance and provide some potential reasons for the success or failure of the initiative: ‘...thematic analysis conducted within a constructionist framework cannot and does not seek to focus on motivation or individual psychologies, but instead seeks to theorize the sociocultural contexts and structural conditions, that enable the individual accounts that are provided’ (p.85). Therefore, as TA provides a tool that offers the possibilities for nuanced, in-depth interpretative investigation associated to this study (Braun, Clarke and Weate, 2016), the six-phase model designed by Braun and Clarke (2006) was utilised (Table 4.4).

Table 4.4: Phases of TA Undertaken (Braun and Clarke, 2006, p.87).

Phase		Description of the Process
1	Familiarising yourself with the data	Transcribing data, reading and re-reading the data, noting down initial ideas.
2	Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collecting data relevant to each code
3	Searching for themes	Collating codes into potential themes, gathering all data relevant to all potential themes
4	Reviewing themes	Checking if the themes work in relation to the coded (level 1) and the entire data set (level 2), generating a thematic map of the analysis
5	Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6	Producing the report	The final opportunity for analysis. Selection of vivid compelling, extract examples, final analysis of selected extracts, relating back to the analysis, to the research question and literature producing a report

The Process of Thematic Analysis

As previously indicated Braun and Clarke's (2006) model has only recently been accepted as a method of analysis in its own right. Preceding this, Holloway and Todres (2003) and Braun and Clarke (2006) suggested that there were limited guidelines available; they were unclear and vague, suggesting that they were often open to misinterpretation by researchers. Therefore, it was imperative to follow this set of guidelines to ensure that a rigorous, disciplined approach was employed, in order to harvest meaningful and informative results that do not infer an 'anything goes' attitude was adopted, as suggested by some critics of TA (Holloway and Todres, 2003; Braun and Clarke, 2006; Nowell et al., 2017).

As aforementioned, phase 1 was the familiarisation stage, reading and re-reading the transcriptions, jotting down ideas and themes in the first instance. Then, phase 2 involved generating the first set of initial codes that were of potential interest and relevant to the research questions posed (Braun and Clarke, 2013). Miles et al. (2014) state that: 'Codes are labels that assign symbolic meaning to the descriptive or inferential information...codes are usually attached to data chunks' (p.71). An example of phase 2 coding from this study can be seen below:

Transcript	Data extract	Coded for
9 lines 81-85	Our other main part which we are looking to do is to keep some of our budgeted PE premium to have an outside track around the school field which will be an all-weather one so that the children can do the daily mile. They are the main priorities but the main priority has been looking at how we support the staff and how we upskill them.	Investment into resourcing Staff development

Figure 4.1 – Coding Example

Codes can be generated using computer software such as NVivo and ATLAS.ti, or completed manually (Robson, 2002). The decision was made to code the SSIs and PPESP plans manually using highlighters and notes, due to my familiarity with the material and so that I could continually immerse myself in the texts throughout the process. Braun and Clarke (2006) advise to: 'Work systematically through the entire data set, giving full and equal attention to each data item, and identify interesting aspects in the data items that may form the basis of repeated patterns' (p.89). These codes were then grouped together, cross checked for consistency and stored together in file notes. Some codes were temporarily discarded as they did not have any relevance to the research questions. In addition, in order to strengthen the validity of the coding, two transcripts were given to a colleague at work, as part of a debriefing exercise to establish if there were any commonalities or differences within our work (Robson, 2002). This proved a useful exercise and demonstrated only minor differences in the choice of language used. Twenty seven codes were created from all 20 SSIs and three PPESP plans scrutinised. At this stage, it is important to state that within TA the coded data generated is noticeably different from the actual themes used in the next stages (appendix 4).

Phase 3 to 5 involves analytically searching for themes within the collated codes (Braun and Clarke, 2006). A theme can be considered as: '...a pattern found in the information that at the minimum describes and organises possible observations or at the maximum interprets aspects of the phenomenon' (Boyatzis, 1998, p.67). In essence, a theme encapsulates something important relative to the research question or that has significant meaning (Braun and Clarke, 2006). Hastie and Glotova (2012) argue that this: '...type of analysis is highly inductive; that is the themes are generated from the data and are a construction of the researcher' (p.313). Therefore, it is important to acknowledge that themes do not just emerge or materialise, they are the handiwork of the researcher and their interpretations of the data set collected (Hastie

and Glotova, 2012; Braun and Clarke, 2013). Thus, I created an initial mind map to help visualise the potential themes that demonstrated the principal organising concept (Braun and Clarke, 2013), in order to identify the connections between the levels (Braun and Clarke, 2006). At this stage, I still had identified several miscellaneous codes and was unable to identify how they were connected to a theme. Consequently, reviewing the themes was a fundamental part of the process, to ensure that the final themes generated had sufficient layers, moving beyond the specifics of the codes (Braun and Clarke et al., 2016). Miles et al. (2014) argue that this whole process is about good thinking. Therefore, I revisited the themes to ensure that they were coherent and repeated the peer debriefing exercise aforementioned (Robson, 2002). Braun and Clarke (2006) support this overall approach and acknowledge: ‘Analysis is not a linear process of simply moving from one phase to the next...it is a more recursive process, where movement is back and forth’ (p.86). Thus, after 19 days of coding and re-coding, four final themes, that were comprehensible on their own, were defined. The final thematic map was completed and has been presented in Figure 4.2 (p.93).

Further reflections made during the process of determining the four final themes included the prevalence of codes within the data set. Braun and Clarke (2013) argue that themes should not be decided on by their quantity. They should be selected on what the pattern tells us in relation to the research questions and so may not be the most widespread. In addition, it is also entirely acceptable to abandon codes and themes if they similarly do not address the research question. Miles et al. (2014) would refer to these as outliers and suggest they may need further interrogation, so advise staying alert to this. Therefore, revisiting the data is an essential step in ensuring the quality control required in good qualitative research (Braun and Clarke, 2013). Finally, when completing TA, it is important to know when to stop; this should be when you are confident that the TA represents your data successfully, thus enabling you to create your

narrative (Braun et al., 2016, p.2013). Throughout this process care was taken to ensure that the TA undertaken in this thesis was completed rigorously; Braun and Clarke's (2006) 15-point checklist of criteria for good thematic analysis was used to limit researcher error and enhance credibility (appendix 3). This will be discussed in the final section of this chapter.

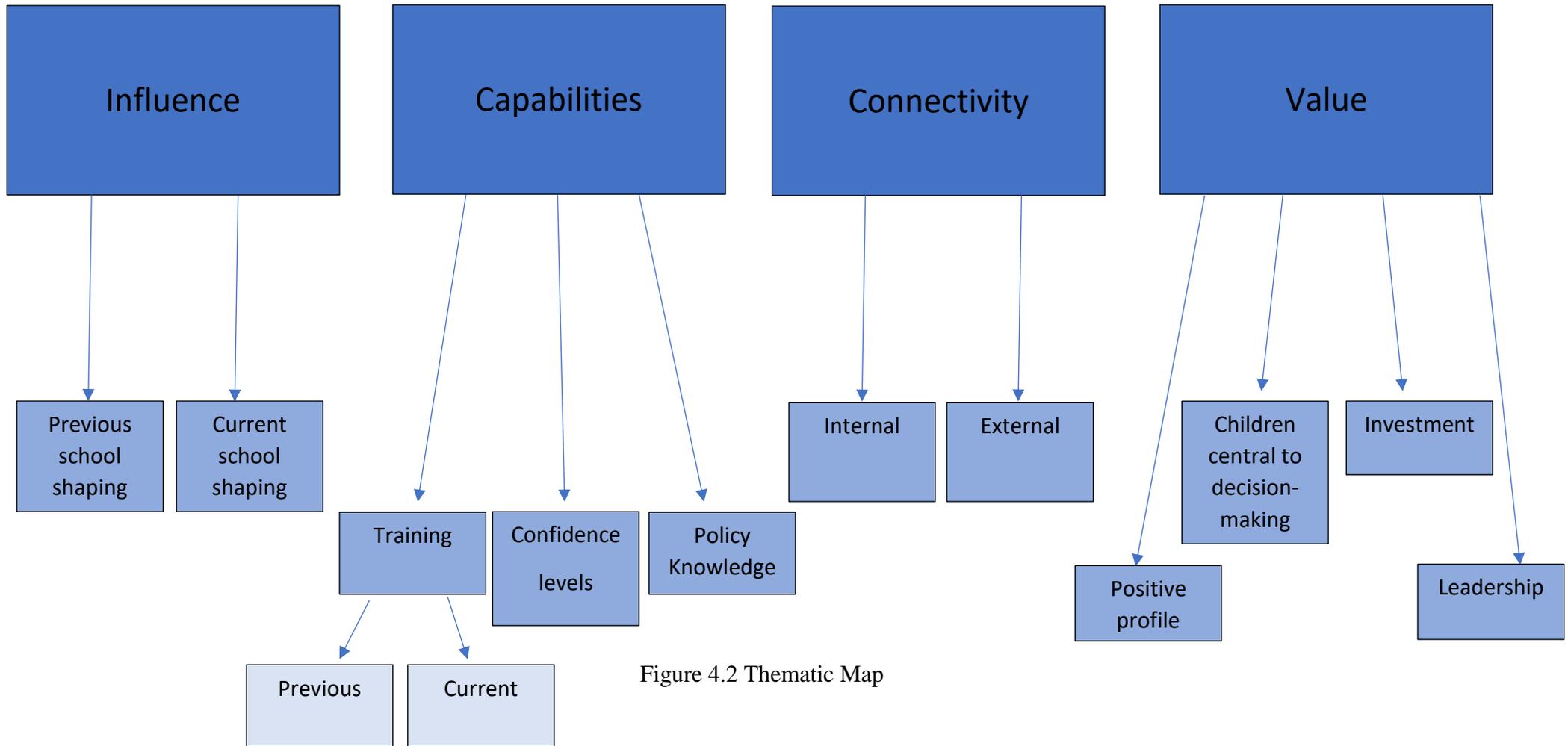


Figure 4.2 Thematic Map

Ethical Considerations

This research was conducted with full ethical clearance from the University of East Anglia and followed all of the required protocols and procedures. It was important that a morally responsible research stance was adopted to ensure that any potential risk of harm (physical or psychological) to the participants was considered and minimised (Wright and O’Flynn, 2012). Qualitative research involves several ethical considerations simply because of the contact with participants (Thomas, Nelson, and Silverman, 2011). Therefore, the key requirement was to ensure that the researcher was transparent with the participants at every stage of the process and explained the agreement that had been entered into.

What is more, as HTs, PCs and TEs were discussing their personal experiences, it was essential to reassure them that their welfare was more important than the data collection should they become distressed or concerned. For those reasons, as previously discussed, all participants were provided with a thorough explanation of the process through a participant information sheet and consent form (see appendix 2). These documents detailed the research focus, the interview process, the use of audio recording, the right to withdraw from the research at any stage, confidentiality, data protection, the opportunity to review the material and an explanation of how the results would be presented. This information was also clarified at the start of the interviews verbally to provide added reassurance. Furthermore, it was emphasised to all participants that they had the right to withdraw at any stage of the process and their data would be destroyed and removed from the research. All 20 consent forms were returned and interviews checked for accuracy (member checking). Recordings were then deleted on receipt of the transcription check. In addition, pseudonyms have been used throughout this study to ensure confidentiality of the case study schools and the individuals who have taken part. In

addition, as part of the debriefing exercise all the participants received a summary of the findings of this research, due to their pivotal role in understanding more about the impact of the PPESP (see appendix 5).

Ethics goes beyond the procedural aspects outlined and participants may be concerned with any comments made in the interviews, what is reported and how it is discussed (Robson, 2002). Therefore, an area of particular concern was the participants' feelings about the findings made within this study. It was plausible, for example, that the HTs could have been spending the funding incorrectly so may have felt criticised when asked what might be perceived as probing questions and, therefore, there was the potential that they have experienced some psychological harm or worry. In addition, the PCs and TEs may not have felt supported by the leadership team or could have recognised that the funding was not being used as effectively as the government guidance suggested. Hence, from the outset, every effort was taken to respect the participants' viewpoints, the professionals not directly involved in this study and the schools. In addition, it was important to be constantly alert to how the participants responded to the data collection and to foresee any possible harm (Wright and O'Flynn, 2012). Therefore, it was imperative that I was reflective, reassuring and non-judgemental throughout the whole process and that I took all precautions to ensure their safety and their confidentiality (Robson, 2002).

Validity, Trustworthiness and Generalisability

Within qualitative research, it can be argued that bias is impossible to eradicate due to a researcher's personal beliefs and opinions (Norris, 1997; Hastie and Hay, 2012). However, what makes qualitative research appealing and less formulaic is the fundamental role that the researcher plays in the process. Braun and Clarke (2013) state: '...our humanness, our

subjectivity, can be used as a research tool' (p.36). Therefore, as the researcher is the driver for the thesis and to diminish elements of bias, it was imperative to be focussed on gaining new knowledge: 'what you want to know, rather than what you already know' (Hastie and Hay, 2012, p.87) and, to be explicit about the role that has been assumed within the research process. As delineated earlier in this chapter, reflexivity must be considered at every point in order to reduce bias and to offer quality assurance to the reader by embedding it in practice with frequent, reported checks made (Kvale, 1996; Braun and Clarke, 2013). Wilkinson (1988) suggests there are two forms of reflexivity – functional and personal. Functional reflexivity was applied throughout this study in the form of the multiple decisions made regarding the research and the methods employed in order to illuminate the stories from within the schools. Whereas, personal reflexivity, acknowledges the visible role that has been established throughout this study by adopting an insider identity, aforementioned (Gergen, 1994) and the decisions made with regards to the steps taken to developing the final themes for discussion. Being open about the decisions made is key to the validity and integrity of this study. In addition, it was important to step back from the study, as supported by Norris (1997) who advised: '...remain open minded, alert to foreclosure and to sources of error needs some measure of detachment' (p. 173). This would support the earlier point made that we are likely to hold multiple insider and outsider positions throughout a study (Braun and Clarke, 2013).

Triangulation can also be used to endorse the credibility of a study but may also be considered contentious within qualitative research (Hastie and Hay, 2012; Braun and Clarke, 2013). However, within this study triangulation has been selected at more than one juncture. Customarily, triangulation signifies the use of two data collection methods or sources that are used to scrutinise the phenomenon, in order to get closer to the reality (Braun and Clarke, 2013). In this study, documents have been scrutinised (three PPESP plans) and interviews

dissected. As well as this (within this data collection process), different perspectives have also been considered allowing the opportunity for a wide-ranging understanding of the PPESPs impact. Kember (2004) states: ‘Examining an issue from different angles usually results in a better understanding than just one perspective’ (p.54). In addition, Miles et al. (2014) concur: ‘...multiple-case sampling adds confidence to findings’ (p.33). Therefore, the researcher has endeavoured throughout to capture the multiple truths (Sparkes, 1992) that exist as aforementioned earlier in this chapter.

When undertaking TA within this study, it was important to be clear about the steps taken to ensure trustworthiness or confirmability (Lincoln and Guba, 1985; Hastie and Hay, 2012) and to demonstrate the rigorous methods employed throughout the process. Nowell et al. (2017) stated:

‘To be accepted as trustworthy, qualitative researchers must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner through recording, systematizing, and disclosing the methods of analysis with enough detail to enable the reader to determine whether the process is credible’ (p.1)

Therefore, peer debriefing was used twice within the analysis stage to reduce the threat of researcher bias and to check the quality of the codes used. In addition to this, member checking also took place so participants were able to read and check the transcripts to confirm their accuracy. This is considered as a respected method for guarding against researcher bias but also values the participant’s role in this study (Robson, 2002). As well as this, for further quality assurance it was important to use the TA 15-point checklist devised by Braun and

Clarke (2013), as an aide memoire to support the rigorous approach required for good quality qualitative research.

Finally, it was really important to me that this study was of interest and relevant to other teachers and researchers in understanding the impact of the PPESP. Thus, the concern was in: ‘producing qualitative work that resonates with, provokes actions in or stimulates curiosity among readers’ (Smith and Caddick, 2012, p.69). Consequently, it is for the reader to decide if this study has transferability (Guba and Lincoln, 1985). This entails deciding, whether the circumstances outlined in this thesis echo with their situation and environment and can be assigned suitably (Braun and Clarke, 2013).

Synthesis of Chapter

Throughout this section I have endeavoured to explain my rationale and the decisions made for the methodological approaches I have used in this thesis to illuminate the impact of the PPESP on a case study of schools. I will reflect further on the limitations thus far, and on the entire study in the final chapter of this thesis. The next chapter will share the outcomes from the TA undertaken.

CHAPTER 5

Findings

Introduction

The aim of this chapter is to share the findings from the inductive thematic analysis undertaken on the data set (transcripts and PPESP plans from three schools). The designated themes and corresponding subthemes will be presented and summarised using extracts from the respondents to draw out some of the complexities that exist within the individual narratives. Additionally, a comparison between schools will be presented at the end of this chapter to demonstrate the impact of the PPESP on each school and the overall strengths and weaknesses. A deeper analysis will be offered in the next chapter in relation to the key research identified and the theoretical framework guiding this study.

As discussed in the previous chapter, during the first analysis stage, 37 codes were created across the twenty SSIs and three PPESP plans. However, after further consideration, analysis and reflection these were reworked into 27 codes (see appendix 4) as it was evident that some of the codes had similar meanings, had opposing perspectives of the same information or were irrelevant to the research questions chosen. The 27 codes generated were then organised into linked groups where broader patterns could be identified leading to the formation of main themes. According to Braun and Clarke (2006): ‘A theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set’ (p.82). Therefore, it was imperative that the clustered codes created (single ideas) fully encapsulated the central organising concept (Braun and Clarke, 2013).

After revisiting the data frequently, four themes were finally selected and assigned the following labels: *influence*, *capabilities*, *connectivity* and *value* which all capture the core aspects of the overall theme (Figure 4.2). Braun and Clarke (2013) affirmed that extra care should be given when naming themes as: ‘...good themes are distinctive and need to make sense on their own’ (p.231). Hierarchical, overarching themes were not specifically chosen to present the results but the discussion chapter will concentrate on the strengths and shortcomings of the PPESP initiative, as this aligns with the key research questions and the wide-ranging viewpoints of the participants acquired through the lens of OST. However, subthemes were generated as they: ‘...capture and develop notable specific aspects of the central organising concept’ (Braun and Clarke, 2013, p.231) which was required to share the different truths, experiences and realities of the participants within this study (Stringer, 1996; Robson, 2002).

Throughout the analysis process, it was imperative to be reflective (not selective) at the different stages and to ‘let go’ of coded items that were not suitable or did not answer the research questions. In addition, it was important to revisit the process again if the information was not true to the data (Braun and Clarke, 2013). This was something that needed to be completed in order to establish the final themes and sub-themes selected, as I had noticed some repetition within the coding particularly when the first thematic analysis map was created. Braun and Clarke (2013) concur that: ‘... your themes don’t have to cover everything in the data – they should be about addressing the research question (...) some less patterned or irrelevant codes will be excluded’ (p. 230). Therefore, in order to be transparent with the coding and the analysis process, a colleague reviewed the codes and also the first thematic analysis map compiled. Evidence of repetition was noted within the first thematic map, which entailed discarding and reworking it. As detailed in chapter four, this use of peer debriefing was invaluable in minimising researcher bias.

Prior to summarising each theme established, it is important to set out how the presentation, organisation and flow of this thesis will be maintained when referring to the three schools, and participants involved. Therefore, each participant has been allocated a pseudonym and corresponding transcript number as outlined in the previous chapter. In addition, when referring to named individuals, a code has been assigned for the school first (S), followed by the transcript number (T), the specific role of the speaker and finally the line number e.g. SA (School A), T1 (Transcript 1), HT (Headteacher), 50-51 (Line Reference). Consequently, the full codes to be used to cover all schools and the roles of the participants are as follows:

Table 5.1: Codes Assigned

Name	Code
School A	SA
School B	SB
School C	SC
Headteacher	HT
PE Co-ordinator	PC
Teacher	TE

Summary of PPESP funding allocated by each School

As discussed, each school is able to spend the PPESP funding for the needs of their school. Table 5.2 depicts how much funding each school has allocated to each of the key indicators detailed in the literature review. The PPESP plans will not be included as appendices in this study because the schools will be easily identifiable as a result, and anonymity has been pledged to the participants. Therefore, I will endeavour to summarise as much information as possible without breaching this agreement. Interestingly, there is a mixed spending distribution across each of the schools, although, the least funded area overall appears to be key indicator 3 (this

will be considered in detail within the discussion section as there is some inconsistency between the research and the information gained from the interviews). Moreover, SA has primarily focussed the highest proportion of their funding on key indicator 4 and has invested in a broader range of sports for the children to take part in before and after school including: boxing, boccia, skittle ball, handball, yoga and street dance. SB has invested in more tournaments for the children (key indicator 5), ensuring that all children with a special educational need and disabilities (SEND) attends a tournament as well as A and B teams. In addition, SC has concentrated a higher quantity of their funding on providing additional swimming for the children, so that attainment can be raised. Also, they have introduced daily activities for the children including the daily mile, personal challenges and positive play-times focussing specifically on key indicator 1. Seemingly, SB and SC did not commit the full funds allocated but left a contingency for price increases and changes that may occur during the year. In addition, SA and SB allocated a similar amount towards key indicator 2. However, overall the table highlights the unique way in which schools target their funding for the needs of the children making it more difficult to make comparisons. Further analysis of the spending outlined in Table 5.2, will be completed in the next chapter alongside the literature and the themes established.

Table 5.2: % of funding spent on each indicator

	Funding allocated	Key Indicator 1	Key Indicator 2	Key Indicator 3	Key Indicator 4	Key Indicator 5	Total
SA	£20,100	2%	23%	5%	60%	10%	100%
SB	£17,590	16%	20%	14%	6%	31%	87%
SC	£20,350	42%	2%	5%	30%	9%	88%

Summary of the Organisation of PE in each School

All three schools organised their PE teaching in the following ways: most teachers taught one lesson of indoor PE and the second games lesson was taught by a coach employed by the school (SA), all teachers taught PE (SB), and PE was taught by a combination of teachers and the PE specialist teacher (SC). Consequently, none of the schools involved in this study were solely employing coaches to deliver PE or outsourcing to external companies, although, this had happened previously in two of the schools prior to the employment of the current HTs. SA had decided to employ a coach to deliver games and to work alongside the teachers, but, this role was not funded through the PPESP corresponding with the information found on the PPESP plan and through the HT interview. Likewise, for SC the PE specialist was not funded through the PPESP but through the school budget. Therefore, as the teaching of PE is organised differently in each school it will help us to understand the ways in which the requirements of the PPESP can be met through different approaches and highlight the strengths and weaknesses that exist. This will be presented in the next section through the four themes of: *influence, capabilities, connectivity and value*.

Theme 1: Influence

The first theme established has been classed as *Influence* and has been divided into two separate subthemes focusing specifically on the participants' childhood school experiences in PE, as well as any involvement in PE prior to joining the schools involved in this study (acculturation) and secondly their current school experiences (organisational socialisation). From the interviews, it was immediately evident that all the participants involved had varied, personal PE and sport experiences that appeared to shape their teaching and engagement in the aims of the PPESP. An example of previous school shaping (childhood experiences) can be

observed in Abigail's negative response, when asked about her experience of PE at school: *'No, I hated it, I was sent out on a cross country run in the mud, having to shower. They were my awful memories. No, school turned me off PE'* (SC, T19TE, 102-104). Despite elements of positivity within her overall transcript, particularly emphasising the quality of the current training that she has received from the PE specialist (team teaching), she was still *'not comfortable'* teaching PE as a result of her previous school shaping (SC, T19TE, 101) thus suggesting the long term influence a negative school experience can have on the teaching of PE. Conversely, Jane talked positively about her childhood school experiences and the influence of her friends: *'Just my friends as a group we did it together, we enjoyed it together, so that would have influenced the fact that I enjoyed it I think, yes'* (SA, T6TE, 49-50). Both examples are categorised under the same subtheme of previous school shaping but are undoubtedly opposing experiences. However, the majority of the participants involved in this study discussed very positive PE school experiences during their schooling (12 out of 17 teachers) and connected this to a number of factors including: opportunities available, being sporty, enjoyment and the influence of teachers, with the latter being most prevalent in this data-set. The following extracts are indicative of the comments made within the interviews: *'Yes, when I was at school my role model was the PE teacher'* (SA, T7TE, 35); *'I think that every teacher I got on with or had a positive relationship with was a PE teacher'* (SC, T14, 59-60). As a result of these shared positive experiences, participants appeared to be more likely to be confident or partially confident to teach PE.

Additionally, participants reflected on the influence of previous roles within schools and how these have supported them to successfully teach PE. Notably, where teachers had worked within a school environment before qualifying to teach, they seemed to be more confident about the subject due to an array of roles undertaken. For example, when Arthur was asked about his

confidence levels teaching all aspects of PE, he attributed some of this to a previous employment with a sports company based in Suffolk: *'most things because I worked for x sport'* (SC, T17TE, 27). June was also influenced in her role as a Teaching Assistant (TA): *'when I was a TA, I used to help the sports coach quite a lot with PE, so I have lots of ideas in my idea bank from working with him'* (SA, T4TE, 36-37). Thus, suggesting that pre-teaching influences could be beneficial in increased confidence to teach PE, as staff are drawing upon the skills gained from these positive interactions.

The teachers within this study have been working in schools spanning 1-25 years and talked openly about their current school experiences, the impact of the PPESP, previous initiatives and the influence of the leaders within their schools (organisational socialisation). Overall, the current experiences described were varied, but not to the same extent as the plethora of childhood, personal experiences (acculturation) discussed. This could be credited to how each school has clearly organised their PE provision as outlined on page 103. However, within the provisions there was a widely held view that it is acceptable for staff not to have specific training for the discipline they are teaching or advising on and the impact of coaches within schools. An example of this acceptance aforementioned, was delineated by the HT in SA when he was questioned about the organisation of PE within his school, qualifications and whether the use of a PE specialist across the curriculum had been considered. He confirmed: *'Jared is our PE leader... no, but I think he has got additional qualifications which enable him to advise. We do actually employ a sports coach and he is qualified to advise people'* (SA, T1HT, 80-83). However, when this was discussed with Jared, the PC, it appeared that his qualifications were mostly gained from day or twilight courses and not specifically as a leader of PE. He also verified that: *'I am the PE co-ordinator but I wouldn't call myself a specialist as such'* (SA, T2PC, 67-68). Additionally, he also emphasised the important role coaches play within his

school and their influence on teachers. This was echoed by Julie who felt that investment in coaches was a positive step to improve standards in PE within her school and to aid her development: *'More coaches in, as this is really helpful, helps with skill progression because this is something I struggle with'* (SA, T3TE, 141-142). Therefore, it appeared that the coach was having a positive influence on the school's PE provision and staff clearly valued the immediate advice available, as reiterated by Jane when she discussed the impact the PC and PE coach were both having within her school:

'I have spoken to both PE staff quite a lot to check if I am doing the right thing and they've offered advice about how to go about things and what to include, so it is very informal but I do feel like I have been supported' (SA, T6TE, 82-84).

In addition, leaders' decisions (HTs and PCs) and the pressures faced by schools, noticeably influences how a school operates and how staff are affected (organisational socialisation). Despite significant investment into the funding of PE discussed at the start of this thesis, participants in two out of three schools voiced concerns about the competing demands of the curriculum and the persistent focus on raising standards in English and mathematics. Julie states: *'I feel like it is maths, reading and writing and that's it. We try and get other things in but PE is on the bottom of the list along with art'* (SA, T3TE, 123-124). The HT in SC also indicates the influence of Ofsted in her decision-making processes and the need to raise standards: *'Most classes teach PE in the afternoon. Due to the fact my school was Requires Improvement, we had to spend time prioritising maths and English to raise standards in the mornings, so I am reluctant to change this'* (SC, T13HT, 53-55). This demonstrates some of the external and internal pressures schools and individuals are under and how this can influence

the success of an initiative like the PPESP. Influence and the subthemes described within it will be discussed in greater detail in the next chapter when each theme is further scrutinised alongside the literature gathered and in relation to the theoretical framework that guides this study.

Theme 2: Capabilities

The second theme identified has been characterised as *capabilities*. This has been organised into three further subthemes exploring training (previous to the PPESP and during the implementation of the PPESP), confidence levels and policy knowledge. In essence, theme two encompasses the skills and knowledge required to deliver and lead HQPE in a primary school. Across all three schools, training and confidence were repeated patterns and appear to be a barrier to the successful implementation of the PPESP. Firstly, it emerged from the interviews that ITE may not be achieving the desired outcome of ensuring that all teachers are able to meet the teacher standards in PE (professional socialisation). Two out of the three HTs discussed poor preparation at ITE as an underlying impediment to the successful teaching of PE in their schools. Angela explained:

'I am still surprised with the lack of training many teachers receive at University or on their training courses. I feel this is a barrier, as I do not feel one day training in PE is adequate for the demands of the primary curriculum' (SC, T13, 147-150).

The HT in SB also summed up her feelings about ITE and the additional support that is required to ensure that everyone is supported to safely teach PE:

'I think looking wider than beyond my school I am not convinced that NQTs coming in have the PE training that they need to be able to successfully

deliver a PE curriculum without the school actually putting in a lot of work first. So, I just feel that the ITT programmes perhaps don't devote the level of PE teaching that they perhaps need to and I think this is quite historic, so even more experienced staff haven't had that PE background within their training. So, for me, moving forward the most effective way to improve the teaching of PE is in that ITT stage... erm... because we are often playing catch up. They are very good at teaching English and maths and the other core subjects but they just don't have the confidence and skill base in PE' (SB, T8HT, 206-215).

This deficiency in training at the professional socialisation stage is also noted across further transcripts within this study. Teachers note that within their training year they had observed the teaching of PE but had never taught it, as confirmed by Anastasia, who was one of the least confident teachers of PE in this study: *'I was able to observe teaching but I didn't take any lessons myself'* (SC, T20TE, 20). Likewise, this was a familiar response across the three schools from teachers who had trained in the last eight years. In addition, one teacher reported no formal training at University; she detailed: *'No classroom based, not that I can think of. I did do quite a bit of PE in my school placements but I can't think of anything in Uni'* (SB, T10TE, 22-23).

In contrast and under the same subtheme of training (current) there appears to be purposeful PE training happening within all the schools involved in this study, suggesting that they are trying to build capacity and capability, a key requirement of the PPESP. On each PPESP plan acquired, all three schools refer to key indicator 3 of the PPESP plan that focuses on increasing the confidence, knowledge and skills of all staff teaching PE and sport (DfE, 2018). This is

further supported within the transcripts as multiple staff members refer to prioritising upskilling in PE and the training that they have received. Violet, the PC in SB, states: *'the main priority has been looking at how we support the staff and upskill them'* (SB, T9PC, 85-86). In addition, Anthony in SC advises: *'we have had training on things like dance and gymnastics led by specialists that have come into school. We have also had training delivered by our PE specialist at staff meetings'* (SC, T18TE, 75-76). Thus, fully reinforcing the outcomes stated on the PPESP plans shared. Additionally, SB appeared to be fully aware of the gaps in knowledge and confidence and had devised a plan to support their staff in addressing these. An example of this was demonstrated in the excerpt by Vera, who affirmed: *'we did a whole school PE audit of where teachers felt more confident or where they felt they lacked the confidence with their skills or knowledge. We have then tried to target that support to their gaps'* (SB, T8HT, 110-112). This extract highlighted the value Vera placed on a carefully targeted CPD plan to ensure that progress was achieved against key indicator 3. However, this detailed analysis is not replicated across all three schools. According to Anne, a bespoke CPD plan was not as well organised in SC: *'the only PE development I have had was at my current school in gymnastics, a gymnastic specialist came in for a PD day. Was this useful? No, I was already skilled in that but for others it was incredibly useful'* (SC, T15TE, 81). Consequently, this area of interest will be scrutinised further in the next chapter.

As previously highlighted, confidence in the teaching of PE was also a distinct subtheme throughout the interviews, with many participants citing safety and a lack of subject knowledge needed to deliver HQPE as principal concerns. Out of the 17 teachers interviewed only seven teachers confirmed they were fully confident to teach PE, eight felt they were partially confident and two said they were not confident at all, raising some concerns. As well as this, there were also general concerns about confidence in teaching gymnastics, dance and

specifically skill progression across all areas of PE in all three schools. June refers to being anxious about safety: *'Yes, PE makes me a bit anxious because I think about all the safety aspects – what could go wrong'* (SA, T4TE, 33-34). Anastasia also implies that PE worries her due to personal experiences and subject knowledge: *'gymnastics makes me nervous, as my teacher at school was really strict and all I can remember is being shouted at. I do try to be confident in front of the children but I am lacking in knowledge'* (SC, T20TE, 24-26). Despite confidence being a noteworthy obstacle, there was a repeated pattern that despite this barrier, there was a general willingness from the majority of staff to teach PE within their schools as supported by the HTs and PCs. An example of this is demonstrated in the excerpt by John, who affirms: *'everyone is really willing and wants to participate in lessons and wants to model good lessons as well'* (SA, T1HT, 156-157). In addition, Angus also confirmed: *'I don't think any of them are resistant, I feel all of them fully support what is going on at school'* (SC, T14PC, 273-274).

Notably, within the three schools in this study the participants were, on the whole, very complementary regarding the CPD and training available to them since the PPESP was implemented. Veronica confirmed this viewpoint when she was questioned about the value placed on PE: *'we have had better CPD recently and all staff undertake their own PE lessons, so I would say in the last couple of years it has probably become more valued in school'* (SB, T10TE, 31-33). Although, only 5% of the PPESP funding in SA and SC was ascribed to key indicator 3 and 14% in SB, there still appeared to be a plethora of training opportunities available to the staff including: Skip2Bfit, Box2Bfit, gymnastics, high 5 netball, tennis, yoga and football. Furthermore, the PC in SC explained why only 5% of the funding was allocated to key indicator 3:

'we also put our money into CPD but again it is a bit of a unique situation for us because I am a specialist, I come from a PE background, so we do a lot of PE in house erm with myself. So, there is probably not as much spending as other schools where they haven't got PE specialists' (SC, T14PC, 140-143).

In addition, if staff needed support with their teaching they were able to identify the competent personnel within their schools to ask, as summarised by Jane: *'I would know where to go if something came up that I had to teach and I wasn't sure about it, I would go and ask the person for some help'* (SA, T6TE, 131-132). As well as this, there were lots of opportunities for staff to work alongside coaches, PE specialists and to receive feedback from members of the Senior Leadership Team (SLT). However, according to the PPESP plan and comments, SA appeared to have less CPD opportunities available to the staff than the other two schools; due to changes in their personnel and their Ofsted priorities of securing an improved judgement. Furthermore, it appeared when discussing CPD opportunities, staff primarily discussed attending courses and did not necessarily attribute working alongside other professionals as upskilling, although, it was clearly evident that this had taken place and was having an impact on improving staff capabilities in PE. Thus, further investigation will be required to fully appreciate the dichotomy of this subtheme.

It emerged, when discussing the PPESP, that the majority of teaching staff had very limited understanding of its specific aims; they were not involved in the writing of the document and some staff members were unsure where to locate it, despite all plans being easily accessible on all the schools' websites. Teachers could clearly identify change within their school such as increased participation in competitive sports (key indicator 5), increased clubs being offered to

all children (key indicator 1) and training opportunities available (key indicator 3) but they were less knowledgeable about the aims of the policy and demonstrated a lack of confidence when discussing it. Jenny indicated:

'I know that some money is given but I don't know the breakdown or where it goes or how much of it is dependent on the number of children. I was aware of it in my last school as well. I know there is one but I don't know the details'

(SA, T5TE, 97-100).

As well as this vagueness regarding the funding, often the participants judged the impact of the PPESP as changes to equipment, which is contrary to DfE guidance and would fail to meet the overall requirement of sustainable improvement. Conversely, the HTs and PCs were much more confident and knowledgeable about the PPESP. Two out of three HTs indicated that they had PE backgrounds and cited previous initiatives and experiences within their interviews. As well as this, SC had an eighteen-page PPESP plan detailing the minutiae of the spending, evidencing specific attendance rates at clubs to fully demonstrate the impact of the funding; suggesting confidence navigating the expectations of the PPESP. Markedly, all schools referred to the five key indicators in their documentation and used the framework supplied by afPE to guide schools, although, there is some evidence that the schools have spent the funding on unsustainable improvements, such as transport and kits.

Inconsistencies were noted regarding the funding and the comments made by some of the participants. For example, the HT and PC in SB implied that the main focus for them had been on upskilling staff during the year: *'so, our PE premium emphasis this year has been on giving more support to teachers to upskill them as they are now teaching all their own PE'* (SB, T9PC, 41-43). However, when looking at the PPESP plan in detail only 14% of the funding had been

spent on upskilling; more money has been spent on resources and opportunities for the children with 31% of the budget being spent on key indicator five which appeared to be a contradiction (Table 5.2). Furthermore, schools were also buying equipment for reception children when the funding is calculated on pupil numbers in years one to six, there was evidence of this in SA and SC. In SC, many of the teachers mentioned the purchase of a whole school PE kit as shared by Anastasia: '*all the children were bought a PE top*' (SC, T20TE, 63). This was also verified within the PPESP plan which showed that £2400 had been allocated to purchasing a t-shirt for every child in the school, including reception. Additionally, SA had also spent £2000 of their funding on new equipment for reception and year 1. It is clear that these elements chosen were benefiting the children (from the positive responses provided) and were enabling the schools to meet the key indicators but they could be considered as a misuse of the funding as the decisions made would not lead to sustainable improvements in PE.

Theme 3: Connectivity

The third theme has been categorised as *connectivity* and has been organised into two subthemes concentrating on connections within the setting but also beyond this. Within the interviews many of the participants discussed the importance of working together (connecting with others) and sharing expertise in school and beyond this, citing past and recent experiences. As detailed in the literature review, in 2007 a prominent feature of primary school PE was clusters of schools working together in sports partnerships, sharing expertise and encouraging all children to be involved in increased PA and competition before they were disbanded as a result of financial prioritisation. So, it was interesting to note some of the important features of this work were reflected in the current arrangements, albeit under a different guise. When discussing previous initiatives, 13 out of 20 contributors did not know anything about previous

PE initiatives, including the sports partnership programme, four participants could articulate some of the components making specific reference to this and three teachers had an awareness but could not name it. Of the participants that understood the programme, some contributors felt that the sports partnership programme offered more support than the PPESP due to greater external links, as highlighted by John in SA:

‘Probably more then, I suppose now we have only targeted certain areas using that money and we have used people we know have a specialism, whereas before you had a range of schools which could offer a wealth of sports but now it is limited’ (SA, T1HT, 150-153).

Jane felt that they were equivalent in terms of the level of support offered but mentioned an additional contributory factor: *‘the schools’ partnership had a lot of activities going on but then the current system and the academies have a lot going on too ... in some ways they are very similar’ (SA, T6TE, 106-109).* Notably, two of the schools involved in the study are part of an academy chain and it appears that they have developed a wider PE offer by pooling resources, including sharing expertise, thus emphasising the importance of carefully managed external support. Vera affirms: *‘I think that I have to say that being part of a hub of schools has really supported us, so collaboration with other schools, using their expertise where they may have a specialist and we haven’t’ (SB, T8HT, 197-199).* This is echoed by the majority of teachers in SA and SB who see this level of support across the academy as an important factor in their development, thus strengthening their capability to deliver HQPE.

In addition, links built within the schools was an important feature that suggested an appreciation of the importance of teamwork and camaraderie. Out of the three schools, SC was the only school that had a PE specialist whose timetable was solely devoted to PE and to

working alongside staff to upskill them. The other two schools had PE co-ordinators who managed the PPESP funding and were able to draw on provisions externally and from other schools in the academy trust, as aforementioned. Within SC, the personnel appeared to have a wealth of PE knowledge; the HT, Deputy Headteacher and two classroom teachers had completed PE specialist training as well as the PC. Therefore, it could be suggested that this was reflected in the level of support that was built into the school's systems to develop the confidence and skills of staff. For example, Abigail praised the quality of support received from the PE specialist and what she felt as lifelong impact:

'it was particularly good a few years ago when we could watch and team teach with the specialist, I think this was the best way of upskilling us, we realised there was so many gaps in our knowledge of PE, it came so naturally to him, there were tips that he has given us that will last with us forever in our PE teaching' (SC, T19TE, 48-51).

As well as this, the general pattern that emerged from the interviews was that the PE specialist was highly respected and that he enabled the staff to succeed, connecting them to the right resources and offering bespoke guidance. Annabel affirmed: *'he is very good, if you ask him for help and guidance he will always come and talk to you about the lesson'* (SC, T16TE, 62-64). Arthur also reinforced, *'he is also really approachable if you need to be taught any skills'* (SC, T17TE, 59). On the other hand, some staff members saw the use of a PE specialist as a potential negative factor, *'whilst having a PE specialist is fantastic, I think it can actually also become a barrier so it is passed over. I won't teach PE, the PE specialist can'* (SC, T15TE, 134-135). This was a limited viewpoint.

The advantages of in school connections between the respondents have been identified in all three schools but they were more prevalent in SC, the largest of the three. However, SA and SB have developed secure systems for disseminating information enabling good practice to be shared so that key indicator 3 can be accomplished. For example, the PC in SB explained how the training he received was shared with his colleagues:

‘So, I went on the orienteering course because that was massive thing for Key Stage 2, I disseminated that and did a KS2 staff meeting and spoke to the Key Stage team and sorted them out with plans and how to resource it and where the resources were. We make sure they know what is going on and what the new ideas are (SA, T2PC, 171-174).

SB also acknowledged how they used staff meetings to share information with their contemporaries to support their subject knowledge in PE. For example, the PC had attended some badminton training then went back to school and lead a session alongside the coach. Additionally, within SC, peer observations were completed so that good practice could be shared and to support an increase in subject knowledge that seemed well received by the majority of the participants in this school. Arthur confirmed the typical support accessible within this school: *‘We did have Angus try to pair up teachers with different skills in different sports and go and watch lessons and do some team teaching to become more confident’* (SC, T17TE, 99-100), which fully supported the information shared by the HT and PC. Overall, utilising observations to link staff and share expertise as a tool for increasing staff confidence, knowledge and skills (key indicator 3) appeared minimal but again more prevalent in SC, which has a larger resource base. The HT stated: *‘we have peer observations in our school so we regularly pair teachers up to observe each other to increase confidence and subject knowledge, this has proved very successful’* (SC, T13HT, 71-72). The PC in this school also confirmed: *‘I have sent emails out to staff offering for them to come and watch my lessons or I take their PE*

lesson for them and they observe what I am doing so they know how to set things up' (SC, T14PC, 97-100). Within SA, links were beginning to be made by the PC for individual staff that needed assistance, demonstrating effective evaluation techniques but might also suggest limited capacity to effect change as he also has full responsibility for teaching his class. The HT advised: *'He will go and team teach, ... erm... so will model lessons and then everyone can watch. That's not happened with everyone throughout the school, there are certain people we have identified that need that support'* (SA, T1HT, 94-96). Whereas in SB, they have relied more heavily on external support rather than building links between teachers in school. Any observations planned were in line with the monitoring calendar and not necessarily part of the PPESP strategy per se. However, this school is much smaller than the other two and would not necessarily have the same opportunities available to them. Therefore, each school has organised their funding and support differently based on the needs of their organisations and the resources available to them.

Irrespective of the organised peer reviews, SC demonstrated a shared vision for supporting each other to be the very best through different layers of assistance evident within the school's systems. Anthony explained how he had supported a colleague: *'I have helped another teacher in my year group, I watched a lesson then helped with the sequence of the following lesson'* (SC, T18TE, 64-65). Anastasia also shared that she was actively encouraged to observe teachers within her NQT year: *'when I was an NQT I was encouraged to observe as many teachers as possible'* (SC, T20TE, 53-54) and Arthur shared evidence of quality planning available to all staff: *'We have a full curriculum map, what we need to teach and when we need to teach it. That curriculum map has also been linked to the resources we have'* (SC, T17TE, 95-96). The comments made by the participants epitomised the depth of teamwork ascertained throughout the school, due to the wealth of PE knowledge within this organisation (four out of

the seven participants in this school had a background in PE but I would suspect within the establishment there were more by the comments made). Although, the school has access to a PE specialist, strong connections filtered throughout the school as it seemed firmly embedded into their values and systems established. Angus suggested a reason behind this effective connectivity:

‘I think because I have lead staff meetings with the importance of PE, and the vision we have got for PE at our school, they are fully on board with it because they can see how much the children benefit from PE’ (SC, T14PC, 275-277).

In addition, the participants explained that all the teachers would offer one club during the year, which meant that they were less reliant on coaches to undertake these moving forward, ensuring their integrated approaches were sustainable for the future. This was unlike the other two schools who appeared far more reliant on the funding to continue making improvements against the key indicators. Nevertheless, it is clear that all the schools want to improve, and that PE is an integral part of their organisations, suggesting that it is a highly valued curriculum subject which will be discussed next under theme four.

Theme 4: Value

The final theme has been labelled as *value* and focuses on the role that PE and the PPESP has within the settings (organisational socialisation). The data has been subdivided into four further categories which includes the profile of PE, children at the centre of decision-making, investment and the role of leaders (Figure 4.2). In all three schools, PE appears to have a very positive profile and appears to be highly valued. This would align closely with the specification of key indicator 2 of the PPESP strategy. This increased positive approach was evident within

the interviews specifically when the participants were questioned about how they knew PE was valued and whether the PPESP had had an impact. Their responses refer to the extra-curricular clubs, tournaments, two hours of HQPE and the opportunities available for the children. Jane states: *'I think that the children are doing an awful lot of extra sports and activities, and they really enjoy that. I think that really helps to raise the profile of PE'* (SA, T6TE, 142-144). As well as this, Veronica believes that PE's profile is much more prominent in the curriculum now; she confirms: *'it has become more of a front-line subject and a lot more importance has now been put on PE'* (SB, T10TE, 138-139). Vera, the HT, also corroborates this viewpoint and specifically attributes this improvement to the PPESP funding: *'I think it has just helped raise the whole profile of PE and sport in schools and made them focus on it where they hadn't before'* (SB, T8HT, 226-228). However, Anne identifies the PC as the driver of change in achieving a raised profile in PE across her school, stating: *'I also think the PE specialist has tried to raise the profile of PE...my current school is the only school where I have seen so many PE displays'*. Therefore, the general consensus across the transcripts was positive, with PE being celebrated across all three schools in assemblies, newsletters and displays and that a plethora of factors were dovetailing to achieve this key aim.

In order to achieve this positive profile, all leaders played an important role in ensuring that PE was highly valued in the schools; they delineated the vision for HQPE, as shared by Angela's concise explanation: *'our vision for PE is that it is at the heart of the curriculum. We want all children to be able to access PE within the curriculum and beyond'* (SC, T13HT, 39-40). The leaders were very passionate about PE within their interviews and were trying to ensure that they fulfilled the requirements of the PPESP, with children being pivotal to their decision-making. For example, Vera confirmed: *'we aim for every child to participate within a competitive tournament'* (SB, T8HT, 54-55), thus supporting key indicator 2 and 5. SC were

also adamant that no child should miss out on PE by ensuring that clubs are free for all children who want to participate. In addition, the HT in SA stated *'we listen to the children about what new things they would like, for example we offer fencing and archery'* (SA, T1HT, 210-211), consequently, supporting the achievement of key indicator 4. This demonstrates the emphasis all the schools have on not only making a difference for the children in their schools but for attempting to achieve the multiple requirements of the PPESP funding.

Any investments made with the PPESP funding need to be sustainable (DfE, 2018), which is possibly open to interpretation and a potential barrier if the funding requirements have not been fully understood. It appears that the funding is essential to continue making improvements and changes, and without this the schools would not always be able to meet the aims of the PPESP, or offer the plethora of opportunities noted in the transcripts. Violet states:

'the opportunities that we give the children we wouldn't be able to do out of normal school budget, so the opportunities to be doing all these tournaments, to have specific coaches coming in teaching specific skills, new sports and new games. The money is vital for us to be able to do that otherwise it just wouldn't happen' (SB, T9PC, 173-176).

Respondents also raised concerns that the funding may suddenly disappear as in preceding years with former initiatives, thus having a detrimental impact on the improvements they felt they had made over the last few years. Jared was very worried about what would happen: *'...if the money disappears, I am not quite sure what will happen, schools can't just say here is the money from somewhere... It will be a real shame; that will be awful I think'* (SA, T2PC, 204-207). The findings suggests that some of the changes implemented may not actually be sustainable if the funding was to disappear.

Budgeting decisions are clearly a challenge for HTs in times of austerity but SC clearly invested more than just the PPESP funding into their PE provision, due to the salary costs associated with a PE specialist role, suggesting the high value placed on PE within this particular setting. Furthermore, this appears to be a carefully considered approach taken by the HT who outlines why this investment was needed:

‘when I first arrived at the school there were sports companies employed by the school, so there were several young coaches that would come into school and teach the children a variety of sports but they didn’t have any commitment to the school or our routines, it was just an easy way to cover PPA. So, I decided to employ a specialist to lead the subject, upskill teachers to teach their own PE and to ensure that we had a more sustainable approach (SC, T13HT, 57-63).

In addition, SA invested funding into the employment of a sports coach during curriculum time; this funding is also separate to the aims outlined in their PPESP plan as previously highlighted. So, across all schools PE is delivered predominantly by teachers but supplemented with AOTTS in some instances to enhance the provision, not to remove the teaching from class teachers. The HT in SB is adamant that: *‘all teachers teach their own PE. It is not something that we leave for PPA time. It is the teacher’s responsibility to teach PE’* (SB, T8HT, 164-165). Interestingly, this overall picture is contrary to the suggestions made within some of the literature which will be analysed in greater detail within the next chapter, alongside the decisions HTs make and the value they place on PE.

Cross Comparison of Strengths and Weaknesses

Each individual involved in this study has had a unique experience prior to teaching, within their teaching career, through opportunities provided in their current schools and since the introduction of the PPESP (as detailed throughout their SSIs [see appendix 6]). Furthermore, all schools have organised the teaching of PE in a different way confirming that :‘the ‘landscape of teaching’ differs within each school (Schempp and Graber, 1992) which results in a variation of practice and policy enactment corresponding to the school milieu (Penney and Evans, 1999). Therefore, the next section seeks to summarise the overall strengths and weaknesses identified across the three schools in successfully implementing the policy, highlighting any commonalities and differences.

The findings suggest there have been many successes within each school as a result of the PPESP strategy and the leaders’ vision. These have included: i) opportunities for the children to participate in HQPE; ii) improved provision of clubs, activities, resources and attendance at tournaments; iii) enriched CPD for staff leading to improved knowledge and confidence; and iv) a higher profile for PE in the curriculum. Table 5.3 highlights the key strengths pertinent to each school which will be unpicked further.

Firstly, all three schools had well written and effective PPESP plans in place that included an evaluation of the previous year’s work. SC had the most thorough plan unlike any plans previously observed throughout the research process. Furthermore, Ofsted had documented how well led this subject was in particular. On the whole, the 20 participants commentaries matched what was outlined on the plans reinforcing the effectiveness of the spend and substantiating the findings. However, there were some variations detected between accounts.

Table 5.3: Strengths Identified

School A	School B	School C
PPESP plan in place	PPESP plan in place	Detailed PPESP plan in place
Positive attitude towards PE held by the HT	Positive attitude towards PE held by the HT	Positive attitude towards PE held by the HT
Key personnel identified to drive change (PC/HT work in collaboration)	New PC assigned	Key personnel identified to drive change (PE Specialist/HT work in collaboration)
Coach employed by the school to teach half of the school's PE lessons/upskilling	Use of sports coach to support extra-curricular activities before and after school	PE Specialist employed by the school – excellent subject knowledge and widely respected
Staff predominantly value PE and want to teach own lessons	Staff predominantly value PE and want to teach own lessons	Staff predominantly value PE and want to teach own lessons
Some quality assurance lesson monitoring in place (includes coach)	Some quality assurance lesson monitoring in place	Some quality assurance lesson monitoring in place
Adequate subject knowledge in PE	Developing subject knowledge in PE	Good subject knowledge in PE
Positive culture Reflective practice – keen to improve provision/sharing good practice	Positive culture Reflective practice – keen to improve provision/sharing good practice	Positive culture Reflective practice – keen to improve provision/sharing good practice
Some CPD in place	CPD audit undertaken of strengths and areas of development for teaching staff – opportunities sourced	Staff were more confident to teach PE and several members of staff had undertaken formal training in this field
Increased opportunities for sporting competitions/tournaments due to working in an academy hub	CPD in place Using expertise of academy hub to support CPD development	CPD in place, team teaching, detailed lesson plans provided
Increased opportunities for sporting competitions/tournaments due to working in an academy hub	Increased opportunities for sporting competitions/tournaments due to working in an academy hub	Teaching staff provided clubs across the school

As can be seen from Table 5.3, there are many similar features across the three schools that indicate all three schools have prioritised PE and have focussed on successfully implementing the strategy despite it being considered as a marginalised subject. The results show that each school radiates a positive culture for school improvement and it was evident that the generalist classroom teachers were central to these developments with limited outsourcing present across all three schools. Although each school had organised their PE provision differently, this did

not impede the implementation of the strategy per se but may have influenced the degree of success achieved by each school which will be discussed in the next chapter.

A further notable similarity was the effective use of AOTTs to support the curriculum. All HTs had taken the decision not to fully substitute the teachers delivering PE during curriculum time. SB had used coaches to enhance the PE provision recognising where the strengths and areas for development were within the school. Therefore, auditing pertaining to the effectiveness of the PE provision for TEs appeared to be a significant strength within this school (not fully present in the other two schools). The HT had clearly recognised where additional support was needed and had sought advice from colleagues to upskill staff when she realised she could not source this from within her own establishment. She had also utilised the skills of coaches to ensure that the children had access to new sports and clubs. In addition, the HT in SC had chosen to employ a PE specialist outside of the PPESP spend, emphasising the importance of PE within this school. The excellent subject knowledge held by this individual was clearly benefitting the practice of others because the responses from the participants regarding the PC were unanimously positive, resulting in the perception that confidence and knowledge had improved.

Furthermore, the opportunities afforded to the children within each school were plentiful and a further perceived strength of this initiative. All the schools had focussed the majority of their funding on key indicator 4 and 5, so that the children had a wealth of chances to take part in new sports, competitions and leadership opportunities. SA had allocated the largest percentage to key indicator 4 and 5 (70%) with the other two schools closer to 40%. Across the three schools, a united viewpoint was held by the participants that the funding had been used well in

this area, essentially because the impact of the funding was more visible. When discussing this area of the funding the teachers were able to provide evidence that matched the PPESP plans. What was clearly unmistakable was that the children were at the centre of the decisions made and the schools were endeavouring to enhance their school experience with very little cost to families.

In addition to the successes summarised, there appeared to be several missed opportunities which prevented the PPESP being implemented as effectually as it could have been. Table 5.4, delineates the difficulties discovered relative to each school but demonstrates some clear commonalities. All the teachers within the schools perceived their colleagues to be lacking in confidence to deliver HQPE. In addition, a lack of policy knowledge was detected in the majority of teacher's interviews, despite the fact the policy has been in place since 2013. The findings suggest that the leaders, on the whole, were more knowledgeable about the policy but lacked the specific technical knowledge to navigate this field. All participants repeatedly discussed the wealth of opportunities available to the staff and children but did not connect the practice in school to the policy or the plan within their schools. As well as this, in two out of three schools the PCs did not have any specific PE training to lead and advise others making it more difficult to meet the demands or requirements of the policy.

Moving on now to consider ITE, the majority of participants agreed that there were limited opportunities at the ITE stage and that their training did not prepare them sufficiently. However, there were six members of staff who talked positively about their ITE experiences, including its effectiveness and how the training has supported their confidence to teach PE. Interestingly, this was predominantly participants who had undertaken a degree in PE, or had

completed the PE primary specialist route. In total there were six contributors who had followed these paths (two participants in SA and four participants in SC). Only one of the participants in this group was responsible for leading PE in their school. Therefore, a breadth of knowledge in PE exists but it could be suggested that is not always targeted effectively due to a potential lack of analysis undertaken, highlighting this as a barrier.

Table 5.4 Weaknesses Identified

School A	School B	School C
Limited analysis of staff's experiences in PE before working at the school (childhood/ITE/previous teaching experiences)	Limited analysis of staff's experiences in PE before working at the school (childhood/ITE/previous teaching experiences)	Limited analysis of staff's experiences in PE before working at the school (childhood/ITE/previous teaching experiences)
Perceived confidence of colleagues across the school to deliver HQPE	Perceived confidence of colleagues across the school to deliver HQPE	Perceived confidence of colleagues across the school to deliver HQPE
The PC had no formal training in how to be a leader in PE (missed opportunity as other colleagues more qualified)	The PC had no formal training in how to be a leader in PE (missed opportunity as other colleagues more qualified)	Highly experienced PE leader unable to utilise his time effectively in the mornings as core subjects dominate this time
Curriculum pressures – requires improvement school	Curriculum/space pressures – small school	Curriculum and time pressures to enable upskilling to take place
Meeting the requirements but lack of technical knowledge regarding the PPESP	Meeting the requirements but lack of technical knowledge regarding the PPESP	Meeting requirements. Some technical knowledge of PPESP but not widespread (PC only teacher to mention the indicators)
Limited opportunities during ITE	Limited opportunities during ITE	Limited opportunities during ITE for those teachers not undertaking specific PE training
Fairness of opportunities to work with the coach or undertake CPD	Location – need transport to take part in competitions/tournaments	Auditing of CPD strengths limited
Limited strategic thinking to ensure PPESP is sustainable	Limited strategic thinking to ensure PPESP is sustainable	Limited strategic thinking to ensure PPESP is sustainable

Synthesis of Chapter

In this chapter, the four classified themes: *influence*, *capabilities*, *connectivity* and *value* have been individually presented using extracts from all twenty participants involved in this study. In addition, a summary of strengths and weaknesses have been shared which underlines the information gleaned from the interviews and PPESP plans highlighting the commonalities and differences across the three schools. The following discussion chapter will draw upon the current literature and how this supports or contradicts the initial findings of this study, making specific reference to the strengths and weaknesses to the implementation of the PPESP from a staff perspective. This chapter will continue to present each theme separately but will separate out the strengths and weaknesses identified and use the lens of Lawson's OST to critically analyse the findings.

CHAPTER 6

Discussion

Introduction

Replicating the structure of the previous chapter, staff perspectives (strengths and weaknesses) pertaining to the implementation of the PPESP will be discussed alongside current literature and through the theoretical lens of Lawson's OST. The multiple, influential processes at work will be discussed to help understand and explicate how effectively the three schools in this study have managed to navigate the various requirements of the PPESP.

The principal aim of this thesis is to understand how the PPESP is being used within the three primary schools from the viewpoints of the HTs, PCs and generalist classroom teachers and to recognise the opportunities and obstacles that exist in meeting the demands of the five key indicators prescribed. This chapter will endeavour to answer the three main research questions by affirming the strengths and weaknesses identified by the participants through the four themes generated using TA (**influence, capabilities, connectivity and value**) and to critically interpret the findings using OST to highlight the parallels and differences in accounts that exist between policy, practice and people. The three research questions are:

- i) What have been the overall successes and failures to the implementation of the PPESP?
- ii) Has the introduction of the PPESP contributed to the confidence levels of all staff?
- iii) What factors are offered or inferred as influencing the value placed on primary PE?

Examining teachers' beliefs and attitudes towards PE is important in understanding how they approach their work and enact teaching practices (Elliot et al., 2013). These beliefs and attitudes are shaped by personal, professional and organisational experiences. Lawson's OST (1986) categorises this into three stages as conveyed in the literature review (acculturation, professional socialisation and organisational socialisation). The participants in this study have identified multifarious elements that have influenced their enactment with the aims of the PPESP (traversing all three phases of OST) which will be explored further throughout this chapter.

Theme 1: Influence

Lawson (1986) and Curtner-Smith (2004) suggested that a teacher's personal school experiences (pre-training) can be more powerful than their teacher training due to previously held firm beliefs, proposing that acculturation is usually more powerful than PETE. Within this study, participants were very keen to share their personal experiences (positive and adverse) and how this had influenced their current teaching and their engagement with PE and the subsequent aims of the PPESP. In addition, in line with the findings of Elliot et al. (2013), participants in this study also identified important factors within the organisational socialisation phase in shaping their experiences, including the role of leaders and specialists in driving change and raising standards within their schools. Consequently, this section will seek to discuss the key influences and organisational context identified in all three schools and the impact this has had on successfully implementing the PPESP.

Influence - Strengths Identified

Aligning with the findings of Morgan and Bourke (2008) this study showed that positive influences at the acculturation phase had an encouraging effect on a teacher's confidence to deliver PE with two-thirds of the participants citing: opportunities available, being sporty, enjoyment and the influence of teachers as key factors for engagement in the teaching of PE. Although anxieties were still evident across the interviews, particularly when teachers had to deliver areas of the curriculum they felt they were least confident or knowledgeable in teaching, these worries were specific to the needs of the individuals rather than highlighting overall trends (dance, gymnastics and skills progression appeared the most common areas of concern). In addition, several participants discussed previous roles within schools as advantageous in supporting their understanding of how to deliver PE. This illustrates the viewpoint that experiences during childhood and interactions with significant people before commencing teacher training help to form how PE should be delivered (Templin and Richards, 2014) and may contribute towards increased confidence in this field.

Recent research has suggested that there has been an over reliance on external providers to support the teaching of PE in primary schools resulting in a changing workforce overtime (Smith, 2015; Jones and Green, 2017; Griggs, 2017; APPG, 2019; Huddleston, 2019, Griggs and Randall, 2020). It has been reported that coaches can positively influence the PE curriculum and it is considered acceptable for schools to use the PPESP funding to hire qualified sports coaches to work alongside teachers as previously shared, however, this should be in addition to the provision that already exists. As discussed, the funding allocated to each school should not be used to cover PPA (DfE, 2018). Meir and Fletcher (2020) found that half of the schools in their study were organising their PE provision contrary to this advice and had

subsequently allocated the funds to curriculum provision. Griggs and Randall (2020) also found that only 4.5% of the trainee teachers within their study observed the teacher working alongside an outsourced provider, despite schools nationally suggesting that they were predominantly using the PPESP funding to upskill staff in this way. This suggested that there is some disparity in how primary PE is being organised and the impact on trainees and school staff, as experiences and influences are clearly varied as a result of potentially inadequate opportunities to teach PE or be upskilled; clearly highlighting how individuals can be constrained by their context causing discontent within all stages of socialisation. However, the results from this study did not demonstrate this pattern or suggest that generalist teachers may become a thing of the past (Jones and Green, 2017). A possible explanation for this might be the value placed on PE by the leaders within each of the schools and the clear intentions of their PE provision shared. This will be discussed in greater detail at the end of this chapter.

Research undertaken by Randall and Griggs (2020) revealed that the combination of teacher and coach teaching PE is the most popular format seen within primary schools today with SA and SB affirming they are clearly benefiting from this approach. Moreover, Jones and Green (2017) suggested that: ‘Subject Leaders [SLs] regarded coaches not only as second-class educational citizens but also as a threat to the educational status of PE and the professional status of PE teachers’ (p.8). However, within this research, the staff did not perceive coaches to be a risk to the school or profession but were used as a source of expertise to enhance the curriculum and extra-curricular clubs offered, thus, a strength of the school’s PE offer. In fact, participants cited many positive features to using coaches such as: supporting breakfast and after school clubs, team teaching and for offering subject-specific advice and guidance, which upholds the advice provided by the DfE (2018) when employing coaches in school. Julie in SA suggested:

'a lot of the coaches who we have had brought in have been really helpful for me to watch just to get ideas from and they have been really good for the children as they do have better subject knowledge as that is what they do for a full-time job' (SA, T3TE, 113-116).

This response from Julie demonstrated further evidence towards progress in achieving key indicator 3 and highlighted the influence that the PPESP was having in her school to enable her to work alongside the coach rather than by replacing her in the classroom, which appears to be happening more frequently nationwide (Jones and Green; 2017; APPG, 2019). This positivity towards coaches was echoed across SB, also. Vera explained how she has been able to successfully use coaches within her small school to provide the children with greater sporting opportunities that she would have been unable to offer through the skills and expertise of her current staff; thus, strengthening her earlier comments about carefully targeting support within the school:

'we do employ a specialist coach who does before and after school clubs. He is not part of the school staff, so we have to work really hard on ensuring that we can still give our children the expertise with the staff we have' (SB, T8HT, 85-87).

Vera's comment was indicative of the school's positive approach to ensuring that the children are central to the decision-making process and to ensuring that any gaps in the provision are addressed. Also, this emphasised the importance of analysing the strengths and weaknesses within a school's PE provision, so that any support that is added takes account of the needs of the children and staff; ensuring positive influences are planned for in order to meet the needs of the school. Parker et al. (2017) concur that if teachers are to continue to learn and develop as individuals and professionals then the transitions between each phase of socialisation needs

to be organised in a seamless manner. Therefore, rather than be constrained by the workplace it is imperative that leaders have an understanding of their staff's relationship with PE and their strengths and areas for development, suggesting a more reflective approach is required by all.

As highlighted in the preceding chapter, the PCs and the PE specialist appeared highly regarded in their schools and, on the whole, were having a positive influence on improving PE, as underlined by June when she was asked to identify key successes in her school's provision: *'I think the lead, the success of the PE lead, he is very active in his role'* (SA, T4TE, 114). These results are similar to the study conducted by Elliot et al., (2013) who also found that there were key players who shaped organisational socialisation experiences and were catalysts in raising PE's profile. What is more, June did not feel constrained by the school, she indicated that she was very fortunate to work alongside the PC in her first year of teaching and to be able to share the workload such as planning: *'as last year was my first year and because my year group partner was the sports leader we planned PE together a lot of the time so my confidence has definitely improved'* (SA, T4TE, 55-56). Similar extracts about the PCs were also repeated in the other two schools (less so in SB as the PC was very new to her role). Anthony was keen to emphasise that the PE specialist role was a key success within SC and his comment was reflective of the viewpoints expressed by the majority of teachers in this school who felt well supported: *'I would definitely say the PE specialist is a positive'* (SC, T18TE, 111). Arthur also referred to the PCs excellent subject knowledge, accessibility and level of support provided: *'I think he is brilliant. His organisational skills and his motivational skills get people involved and on board with sport. He is also really approachable if you need to be taught any skills'* (SC, T17TE, 57-59); thus, emphasising the significant role experts can have in supporting the curriculum and staff less confident teaching PE. Anastasia recognised that the PE specialist is

advantageous to her success if she engages with the available support provided, even though she is a reluctant teacher of PE:

'I think we are very lucky to have a PE specialist as he is really helpful. In one of my school placements they had sports coaches so the teachers didn't teach PE at all. This would have been better for me but I know I can't really hide away from teaching it forever' (SC, T20TE, 84-86).

This evidence acknowledges the significant role organisational socialisation plays in supporting teachers with limited PE experiences, as established by Power et al. (2022) within their research into the factors influencing PE teachers delivery of athletics. They confirmed that: 'primary school teachers without a strong PE- or sport-related professional stage background appear heavily reliant on the workplace in maintaining and/or developing their pedagogical practices' (p.759). Therefore, it is plausible that the PPESP has enabled greater opportunities for teachers to grow and develop at the organisational socialisation stage due to the direct investment focusing on upskilling staff (key indicator 3) that has occurred across the schools.

Within their study, Jones and Green (2017) found that employing a PE specialist was the favoured model by PE leaders but the least common arrangement adopted by primary schools, although, there had been an increase in schools employing a PE specialist in 2014/15, one year after the introduction of the PPESP (Callanan et al., 2015). Lynch and Soukup (2017) also found that employing teachers with a specialism in PE was supported by many HTs in New South Wales demonstrating an international significance for the importance of such a role. However, as aforementioned in this study, only SC followed this model and was the largest of the schools with a higher level of funding due to its deprivation factors. As previously

highlighted, the HT was clear about the reasons and the benefits for selecting this set-up, including: knowing the school routines, subject knowledge and investment in the life of the school enabling a more sustained approach to be adopted (institutional press). Unlike in the research conducted by Jones and Green (2017), the HT and teachers that favoured this approach did not mention the cost of this role as a barrier to improving PE and implementing the PPESP, as it was clear from all the participants involved that PE was a priority for whole school improvement and that she wanted the children to have the best provision possible. SB had recognised the benefits that a PE specialist could bring to a school and had sought to find an alternative solution to supporting staff, whereas the staff in SA felt their PE coach and leader had the skills to fulfil the aims of the PPESP. Therefore, each school had identified key personnel to drive change in PE and to navigate the multiple aims of the PPESP strategy. However, this unsettled landscape can make it more challenging for PCs, especially those with very little experience teaching and leading PE to make sustainable decisions for the future which will be explored further within the next section.

Influence - Weaknesses Identified

Less than a quarter of the contributors reported poor experiences at school citing that they were not into sport or were not sporty as influencing factors for the development of their confidence to teach PE. Anne suggested that negative memories were widespread: *'I do know many, many people who have had negative memories of PE lessons and that is because it wasn't inclusive and that has been carried on later in life for many, many years'* (SC, T15TE, 72-74). However, positive experiences were more prevalent than negative experiences in this research. As discussed in the previous chapter, Abigail's experience was the most negative, and, in accordance with the other participants who mentioned adverse experiences, they were all less

confident in teaching PE, were not as engaged with the PPESP or as keen to participate in the school's CPD voluntarily, aligning with similar studies exploring confidence factors (Carney and Chedzoy, 1998; Morgan and Bourke, 2008). Interestingly, more confident teachers of PE repeatedly alluded to the confidence of their colleagues as an overall barrier to the successful teaching of PE within their schools and the implementation of the PPESP. When specifically questioned about the barriers, these comments were indicative of the feelings expressed by the teachers across all three schools: *'erm, confidence, confidence from staff, I think definitely'* (SA, T2PC, 209-210); *'there are some teachers who are not so comfortable teaching PE'* (SB, T12TE, 150-151); and *'I think the major barrier is if you are not confident undertaking sport yourself, if you are not a sporty person initially or if you don't have any knowledge of PE then this can be a tricky subject to do'* (SC, T18TE, 116-118). This evidence gathered is very similar to the findings of Jones and Green (2017) who found that over half of the subject leaders interviewed within their study expressed doubts about classroom teachers' subject knowledge and confidence. Again, this emphasises that confidence seems to be a repeated pattern across all four themes as a substantial barrier to teaching PE and achieving the aims of the PPESP. For some staff, across the three schools, the PPESP has enabled their confidence to grow but this depends on how much the funding has been targeted by leaders towards their CPD, which will be discussed next.

When making decisions regarding the PPESP spend, specifically in relation to upskilling staff, it could be suggested that a more thorough analysis of knowledge and confidence levels should be considered if schools are to ensure that the support offered is tailored and sustainable. Moreover, it may also be beneficial to consider biographical analysis at the acculturation phase to understand and recognise the conflicting factors that exist for individuals within their early PE experiences. In particular, Morgan and Bourke (2008) concur that this analysis should take

note of the influences that have shaped them, to ensure engagement in the multiple curriculum areas. The findings from this study supported this viewpoint, in that the TEs that had positive experiences within the acculturation phase were more confident delivering PE, were more likely to engage with the aims of the PPESP and were more likely to participate in the variety of development opportunities on offer to them. Therefore, understanding these lived experiences at the acculturation phase may ensure that any support put in place within the schools was more meaningful to the individual during their teaching career.

Teachers encounter a variety of socialising agents within their schools, the two most significant being institutional press and the influence of others (Parker et al., 2017). Leaders, in particular HTs, can influence how teachers engage with a subject through the way they organise the curriculum within their schools that merits further discussion. Rainer et al. (2011) suggested: ‘the headteacher faces many challenges when it comes to creating and managing an environment that supports high quality PE provision’ (p.430). Therefore, if HTs choose to employ just coaches or external providers they are potentially electing to deskill their teachers in the teaching of HQPE because opportunities will potentially be diminished and schools will be unable to fulfil the key requirement of key indicator 3, which appears common practice. It could also be argued that they could be: ‘encouraging a poor model that prioritises reductions in workload at the expense of children’s educational experiences’ (Blair and Capel, 2008a, p.vii), if the coaches employed are not suitably qualified. Therefore, as reported by Armour (2006): ‘school structures constrain or enable professional learning’ (p.204). Although, the HTs within these schools did not select the above models for their schools, a frustration was evident within some of the interviews when some teachers were unable to deliver both of their PE lessons each week as a coach or another teacher was taking the lesson due to the allocation of PPA. Josh emphasised: *‘in an ideal world, I would prefer to teach two lessons’* (SA, T7TE,

92-93). In addition, disappointment occurred if teachers were unable to work alongside a coach to be upskilled, as clarified by June:

'the only thing that I would say is that if we have got a sports coach, I think it would be useful if we could work together, as I teach both my PEs - that would be the only thing, because if it is an area where you're less confident, the sports coach could come along and support' (SA, T4TE, 122-125).

These extracts are contrary to the research completed by Jones and Green (2017) who found that some SLs believed that teachers within their schools would rather not teach PE again and that it was reasonable for class teachers to retreat from teaching PE if other staff were available. However, across the three schools in this study the staff were mostly keen to teach two hours of PE and the majority of staff felt this should be delivered by generalist classroom teachers as they felt this was a valued curriculum subject within their schools. Therefore, HTs need to carefully consider the PE structure they select, not only to accomplish the aims of the PPESP but to champion the skills of the teachers in the schools that already exist. In this study, it appeared that the teachers did not want to be replaced by AOTTs as they would rather be teaching PE and be upskilled, thus signifying elements of negative socialisation (Curtner-Smith, 2009) at work, that has resulted in some non-teaching evident across the three schools. Furthermore, if teachers want to teach PE it appeared that it may be beneficial if this was actively encouraged as this positivity from the teachers can also have an impact on PA (Hayes, 2013). It is plausible that, opportunities provided for teachers to work alongside specialists or coaches will keep teachers developing their practice and subject knowledge further. This viewpoint is supported by Powers et al. (2022) who advocate learning communities for sharing best practice, however, this may create some resentment if, at the occupational socialisation stage, decisions are made to preclude them from teaching altogether. Moreover, it can be argued that teachers have a greater understanding of how the whole child learns not just the

subject knowledge for a specific sport (APPG, 2019), therefore, opportunities for joint working should be carefully considered and planned to enable the multiple elements of the PPESP to be achieved.

As indicated earlier, most contributors felt that the PCs were key personnel in raising standards in PE and had evidently influenced the success of the PPESP, but there were also some disappointments identified towards the PCs. Julie specified that when she was questioned about CPD opportunities being available to everyone in her school, she reported: *'no, it is like little things like training and when you get to take the children to competition it is always Jared who does it we never get an opportunity to take them even if we ask'* (SA, T3TE, 95-97). Although excerpts of this nature were limited, it generated queries about the training required to be a PC in a primary school. APPG (2019) recommended that subject leaders should be trained as part of the PPESP funding requirements, however, often subject leaders are in place by default, for example Violet acknowledged that she had taken on this role: *'since my Headteacher asked me in September'* (SB, T9TE, 60-61). This was despite the fact that she had not had any formal training in PE, nor, taught PE for over three years prior to taking on this new role. Jared also confirmed: *'I haven't been on any specific PE subject leadership course but I really get to go on everything else'* (SA, T2TE, 90-91). This comment reflected what Julie implied that CPD opportunities are not necessarily part of a strategic plan, however, without specific management training or the PE subject knowledge PCs may flounder, through no fault of their own. Garrett and Wrench (2007) believed that: *'the absence of informed advocates who would champion the cause of quality physical education constrains efforts to access improved resources'* (p.219). In addition, Griggs (2015) implied that PE subject leaders have never been more unqualified to offer support and guidance, which appeared evident in two out of the three schools involved in this study. Therefore, further consideration was required to understand the

skills needed to lead PE. The influence that PCs have, could be having a detrimental effect on their colleagues or a positive influence depending on the knowledge, skills and enthusiasm they possess to lead this subject, resulting in diminished or increased PE opportunities for the children. This refers back to the point made earlier within the literature review that signified access to regular HQPE can be a postcode lottery for some children (Griffiths and Armour, 2013; Meir and Fletcher, 2020). In addition, in order to help PCs, it is important that carefully planned CPD is an essential component to organisational socialisation, as endorsed by Parker et al. (2017):

‘...if learning is central to organisational socialisation, then a foundation of PD activities is critical. When conducted in a manner that adheres to the tactics of socialisation that result in innovation and are in line with effective PD, these experiences may result in teacher socialisation processes that help physical education teachers succeed in the school context’ (p.109).

As aforementioned, coaches were employed within all of the schools in a variety of roles to support the curriculum, upskill staff and to deliver clubs for the children. Some of the teachers in this study believed that only the generalist classroom teacher should be responsible for delivering the PE curriculum (idealistic view) reinforcing the viewpoint expressed by Carney and Howells (2008) that: ‘the primary class teacher cannot and should not be separated from engaging in physical education with their class, this would not reflect a holistic view’ (p. iv). Some of the respondents also upheld the view that coaches should only be used to enhance the curriculum, which is broadly reflected in how each school has organised their PE provisions and, therefore, endorses Vera’s beliefs highlighted in the previous chapter. An example of this can be seen in the following excerpt from Arthur who affirmed that:

'teachers delivering the lessons is the way forward not sports coaches unless it is an after-school club or someone who is a sportsperson who can come in and inspire the children, other than that I think it should be the teachers'
(SC, T17TE, 135-137).

Despite this opinion expressed, coaches were clearly having an impact within the schools by supporting curricular PE, where required, and enhancing the clubs offered to ensure key indicator 1 and 5 were met. Unlike the participants within the research undertaken by Jones and Green (2017) the contributors did not mention the monetary benefits of employing coaches and this did not appear to be a factor driving decisions made in any of the schools. This was interesting, given that Griggs (2010) has argued that: 'when the opportunity to give up the delivery of PE to the nearest confident person in a tracksuit arises that primary schools take it, especially when they only cost £20 an hour' (p.45). However, one of the key concerns identified were the assumptions made by the majority of school staff that the coaches were more qualified than the teachers to deliver HQPE, despite the fact they do not generally hold degrees. In fact, throughout the transcripts not one participant mentioned the specific qualifications held by any of the coaches employed in the schools. Callanan et al. (2015) also found that only 35% of the schools involved in their large-scale survey discussed coaching qualifications of the staff they employed, thus reinforcing that this does not seem to be a high priority when decision making. Moreover, participants in this study repeatedly implied that coaches were more qualified and experienced because that was their exclusive role. This was concerning given that the typical level 2 coach that works in schools has a qualification that is equivalent to GCSE A* - C grades which is far lower than many primary teachers with a level 6 or 7 qualification. Jenny revealed that an advantage to her of working alongside the coach was: *'having someone share their plans with me from an expert trained position'* (SA, T5TE, 111) and Veronica implied that the PC needed some support from the coach: *'Violet went on a badminton course and came back*

and delivered some CPD in a meeting. One of the coaches who runs the before and after school clubs led that with her as he was more knowledgeable' (SB, T10TE, 70-72). These extracts demonstrate a potential reliance on coaches to support the gaps in subject knowledge that clearly existed amongst the teachers. However, all the teachers have completed degrees, therefore, questions are raised about how much PE content had been delivered to many of the teachers involved in this study during ITE and through the PPESP funding. According to the three schools PPESP plans, the least amount of funding had been spent on key indicator 3, despite gaps being identified in the participants' comments. Therefore, when employing coaches, it is worth considering the following research: 'where delivery is undertaken by underqualified staff, or where time and opportunities are unequally distributed, the opportunity for enabling young people to take a full role in the culture of sport and physical activity will be limited' (Meir and Fletcher, 2020, p.248). As previously discussed, some staff members within the schools identified the merits and the positive influence coaches can have in enhancing curriculum time if proper protocols are followed. For example, Josh in SA, was the only teaching member of staff to make comments about undertaking checks on a coaches' delivery of PE through lesson observations. This discovery aligned with Huddleston's (2019) guidance into the effective use of the PPESP in relation to the employment of coaches in curriculum time. An example of this can be seen in the following extract from Josh who expressed that:

'Yes, I think that is positive, because they are the specialists they really know their sports erm, it is making sure they include the teaching skills as well, so long as they are being observed and they do include the teaching skills and the objectives for the lesson and that children are assessed at the end of the units' (SA, T7TE, 89-92).

Therefore, it is important for HTs to carefully consider the qualifications of the staff they employ and the impact this is having on standards in PE as the use of coaches may be

jeopardising the children's experiences by the types of activities imparted (Carney and Howells, 2008). In addition, Meir and Fletcher (2020) also emphasised that: 'there is evidently a need for clearer guidance with regard to peer learning between teachers and sports coaches' (p.249). Consequently, it would be imperative that the HTs check the quality of the provision before advising teachers to observe the lessons. As a result, careful consideration should be given to the monitoring systems put in place. The HT in SA confirmed the processes they complete within their school, which verified the information shared by Josh: '*SLT have observed the coaches that come into school as well, so that's part of our cycle to make sure it's safe and value for money and the children get what they need to get* (SA, T1HT, 89-90). This quality assurance is vital in ensuring the children and staff are receiving the highest standard of support for their development, however, further consideration needs to be given by schools to the quality of the learning.

Turning now to a previous point raised in the literature review, PE is frequently considered as a marginal subject within the curriculum and schools have often been pressurised to focus their efforts on raising standards in English and mathematics from internal and external forces (Rainer et al., 2011). However, according to Vera the PPESP funding has enabled schools to focus their efforts: '*more on PE and sports and the accountability to deliver a good quality PE curriculum which perhaps wasn't there before, perhaps a poor relation to other subjects in terms of what money was spent on it and the importance of it*' (SB, T8HT, 224-226). In spite of this higher accountability described, some of the participants shared examples of the pressures that still exist in delivering HQPE in primary schools today including: timetabling, use of the hall and time. An example regarding timetabling is shared by Violet who stated a key pressure was: '*often the timetabling and everyone wanting the hall at the same time*' (SB, T9TE, 156-159); Josh in SA also affirmed: '*when you have got performances to plan for and*

sometimes that can unfortunately take away the two hours of PE' (SA, T7TE, 109-111); and Anne detailed that PE: *'is prioritised in the afternoon for older children because the priorities become English and maths the higher they get up the school'* (SC, T15TE, 53-55). Consequently, these excerpts demonstrate the competing demands and priorities that still exist for teachers across all three schools. These findings were similar to the barriers identified by Morgan and Hansen (2008). Although, Arthur is adamant that teachers should teach PE, he raised concerns about the time available to allow staff to be upskilled even though teachers have the pedagogy to deliver PE lessons, he stated:

'I definitely feel that teachers have the skills to teach the sport, the behaviour management skills to deliver the lessons. I just think that teachers may need a bit more upskilling and a bit more confidence in delivering them. It is difficult because everything seems to be focussed on English and maths and reading as it has been for a while, it shouldn't be but it is' (SC, T17TE, 131-135).

Furthermore, echoing the above excerpt several participants in the other two schools also expressed the multiple pressures they were under to deliver a plethora of subjects in the primary curriculum. They emphasised the persistent accountability pressures that exist from prioritising the core subjects of English and mathematics in particular, which clearly remain a fundamental influencing factor, as highlighted by the HT in SA: *'Time constraints of making sure maths and English are on every agenda. Yes, we need to get our children to expected or better (standard). So, unfortunately that takes priority'* (SA, T1HT, 200-201). In addition, schools that hold a requires improvement Ofsted judgement like SA appear under much greater pressure to focus their efforts on the core subjects causing PE to be side-lined, which aligns with the findings of Rainer et al. (2011). Moreover, when questioned about pressure, John affirmed: *'Yes, we have a lot to do in a short amount of time, so you have to prioritise and*

unfortunately PE I suppose is on the priority list but it comes under maths and English' (SA, T1HT, 205-207). Therefore, it was clear that the HT was influenced by Ofsted and the demands of the curriculum but was torn as he recognised the importance of PE within the curriculum. However, the influences were too consuming to put PE as the top priority despite the fact that he had undertaken a PE specialist route into teaching.

Theme 2 - Capabilities

As stated within the literature review, the success of PE programmes can be assigned to: 'a lack of knowledge and confidence of classroom teachers' (Morgan and Bourke, 2008, p. 2). Interestingly, Angela in SC wholeheartedly believed that, as a result of the PPESP: '*staff are increasingly confident in teaching PE*' (SC, T13HT, 144-145). Therefore, it was imperative to understand how confident and knowledgeable the teachers were within this study in delivering HQPE, fulfilling the aims of the PPESP and understanding the requirements. According to the survey completed by Callanan et al. (2015), much of the PPESP funding nationwide had been spent on upskilling and training staff, this was also a feature in all three of the schools PPESP plans collected, so an assumption may be made that staff will feel much more confident teaching PE now due to this ongoing investment. In addition, some of the teachers expressed frustration regarding their ITE experiences (professional socialisation) and attributed their confidence levels to this; findings were broadly in line with research by Adams' (2015) which stated trainees are often keen to teach PE but do not always get the opportunities. It was also evident that the staff within the three schools were still very willing to teach PE and to engage with training but did not always feel confident or able to do so; again, referring to poor preparation within the training years as a factor, supporting the findings of the study completed by Elliot et al. (2013): 'experiences ... during professional socialisation showed that

teachers were only given a basic starting point, which was inadequate for teaching PE effectively' (p.749). As well as this, the following extract identified was an indicative feature of the teachers' understanding of the PPESP policy and its aims: *'I am aware of it, I don't know if I have ever read it and I don't know where I would find it'* (SC, T15TE, 87-88). This implied a lack of understanding or commitment to the policy which is contrary to the enthusiasm shown towards teaching PE garnered throughout the interviews. Therefore, all these above points will be unpicked further.

Capabilities - Strengths Identified

Various members of staff within this study talked positively about their ITE experiences, including its effectiveness and how the training has supported their confidence to teach PE. Interestingly, this was predominantly participants who had undertaken a degree in PE, or had completed the PE primary specialist route. Josh shared his experience when questioned about how much PE training he had received at University: *'a lot actually as we received at least six hours a week, because the degree was focussed on PE with QTS...I would say I was confident'* (SA, T7TE, 27). Additionally, in total there were six contributors who had followed these paths (two participants in SA and four participants in SC), however, only one of the participants in this group was responsible for leading PE in their school. This decision seemed like a missed opportunity but suggested the breadth of PE knowledge that exists within the schools involved in this study.

With increasing pressures placed on classroom teachers previously discussed, Rainer et al. (2011) suggested that it: *'seems unlikely that primary schools can offer the kind of quality experience that young people require that can significantly impact on lifelong participation'*

(p.430). Although, when the participants were questioned about good practice in PE and what that looked like in their schools, staff appeared well-informed mentioning: children being physically active, clear learning objectives, skill development, enjoyment, inclusion and use of the correct PE terminology demonstrating a supportive experience within the organisational socialisation phase. Skill development was the most prevalent topic discussed across the dataset with staff mentioning the ability to be able to transfer skills learnt across different disciplines as a key factor. This is contrary to research undertaken by Elliot et al. (2013) who found that participants within their study suggested fun was prioritised in the teaching of PE. Although, participants repeatedly cited a lack of confidence across the interviews, the answers presented regarding HQPE and good practice did not illustrate a lack of confidence or knowledge in the teaching of PE, but suggested a sound understanding of how to structure and organise scaffolded lessons with maximum pupil involvement, as illustrated by Josh's response (which reflects the answers provided by the majority of the teachers involved in this study):

'Good practice is making sure you have got an objective, making sure the children know what they are learning in the lesson and that everyone is included. Trying to keep them as active as possible and trying to keep discussions to an absolute minimum. Erm trying to coach the children, support the children, teach them skills and techniques suitable to their ability. Also trying to help children work collaboratively together and supporting each other and trying to have a competition element within the lesson, which I think is important also. So, teaching a skill and having a competition element, reviewing practice and having fun!' (SA, T7TE, 57-64).

This excerpt intimated that staff appeared knowledgeable about the multiple aims of PE within their schools and that PE was not just about activities, playing games and having fun but about developing the whole child and providing opportunities. This positive picture could suggest

the PPESP has had an impact in all three schools as PE appeared to have a higher profile. Interestingly, a constricted viewpoint of PE may hinder the success of PE programmes (Morgan and Hansen, 2007), however, this standpoint was not detected as staff were willing to learn and amend their practice in PE. This suggests that the teachers have adopted the values and beliefs imparted in the organisational socialisation stage with minimal resistance. Affirming that the TEs clearly understand what is expected of them and how the schools operate (Taormina, 2009). Although, a lack of technical knowledge regarding the PPESP policy was clearly evident in all of the schools, the staff were very reflective about their own teaching and they were able to identify strengths and areas for improvement, demonstrating strong evaluative capabilities and a level of openness that was fostered within the organisations. This research is contrary to the findings of Richards et al. (2014) who acknowledged that many school contexts were unable to proffer nurturing environments for the development of effective PE teaching. Many of the teachers welcomed the opportunity for lesson drop-ins or observations to continue to develop their subject knowledge and confidence. This viewpoint appeared more prevalent in SB and SC, as SA were still developing their monitoring processes in the foundation subjects. An example of this can be seen in the following extract from Vera who confirmed: *'I have had people pop in, the HT has been in lots, just walking through checking what we are doing, so I have no worries about that'* (SB, T12TE, 65-66); and Arthur in SC affirmed *'Yes, I watched X with the HT for a peer review'* (SC, T17TE, 72-73). This confident approach demonstrated a positive culture of school improvement and the importance of continuing to upskill and support staff in the teaching of PE. Elliot et al. (2013) implied that: 'schools can be conceptualised as providing cultures and opportunities that either contribute or hinder the individual teacher's development as a career long learner' (p.761). Therefore, it can be argued that schools determine how successful organisational socialisation has been by investiture processes (Parker

et al., 2017). In this study it appeared the cultures created were open to change and development as staff and children were readily engaged in PE activities.

Capabilities – Weaknesses Identified

It can be argued that if staff are well-trained they are more likely to want to teach PE (Blair and Capel, 2008b). This study established that, on the whole, the teachers were keen to learn and be upskilled in the teaching of the PE. However, the teachers felt that their training did not equip them sufficiently, suggesting that the professional socialisation stage was ineffective in preparing them for classroom practice. Annabel believed that she was self-taught: *‘throughout my teaching career I would say I have learnt on the job’* (SC, T16TE, 25); Violet clarified: *‘it just covered the basics’* (SB, T9PC, 21); and Arthur explained: *‘the core subjects got covered quite a lot but I think PE was just one day, then I observed it at X primary school’* (SC, T17TE, 22-23) which was indicative of the comments made across the interviews and aligned with the various scholars who identified limited training at ITE (Talbot, 2008; Carney and Winkler, 2008; Blair and Capel, 2008a; Griggs and Randall, 2020). Griggs and Randall (2020) also highlighted that despite an increased focus on improving teacher competence as a result of the PPESP, half of Pre-Service Teachers (PSTS) within their study (1194 participants) had no opportunity to teach PE, suggesting that this could remain an area of concern for some time; thus, placing a greater burden on schools to continue focussing their PPESP funding on key indicator 3 when other factors may need to be addressed. Concomitantly, professional socialisation has been cited as the weakest of the three socialisation agents (Curtner- Smith, 1997, 2001) as a result of the ‘washout’ effect that occurs during organizational socialisation (Zeichner and Tabachnik, 1981). However, in some cases, in this study, there appeared there was not anything to ‘washout’ as some primary teachers had very limited training in delivering

PE and were relying on their experiences during the acculturation stage as a guide or finding help from their colleagues within schools to support them, referring back to the point that new teachers are fully dependent on their colleagues at the occupational socialisation stage (Powers et al., 2022). Therefore, it was clear from this study that not only was this the weakest of the three phases of OST but the lack of opportunity provided to the trainees from their training and school placements was equally deficient making it more difficult for the trainees to engage confidently with the subject. Elliot et al. (2013) also found that the professional socialisation stage was the weakest but also concluded that this was as a result of the strength of the acculturation and organisational socialisation phases. In this case study, it appeared that the organisational socialisation was the key phase for change as this was where the majority of upskilling or training had taken place due to limited opportunities provided at the professional socialisation stage. This investment in CPD is a direct impact of the PPESP and without this funding it could be argued that confidence and capability levels in primary PE may have diminished further.

As highlighted previously, policy knowledge was also a significant weakness across the interviews and this was surprising to learn, given that the PE premium has been in place since 2013. The general lack of knowledge regarding the specific aims (key indicators) of this initiative from the majority of participants involved in this study were clearly visible; Jones and Green (2017) and Lawless et al. (2019) also established that there was a lack of knowledge towards the funding requirements within their studies into the PPESP. When questioned about the PPESP and the key indicators, on the whole, the teachers had minimal knowledge and demonstrated apathy towards the policy, as verified by Julie's response: *'I have heard of it but I haven't seen the plan'* (SA, T3TE, 74-75) and Arthur described:

'not in depth. Angus is in charge of it and I know we get quite a lot of money per pupil and it is spent in various ways. I know we have PE equipment, sports kits for the children, that's as far as my knowledge goes' (SC, T17TE, 106-108).

According to research, teachers will respond constructively to ideas that are more in tune with their existing beliefs but will also contest changes in policy (Ball et al., 2011). In this study the participants did not appear to be resisting the changes in policy per se, but demonstrated a lack of understanding concerning its requirements. In addition, Ofsted (2014) suggested that HTs felt ill-equipped to use the PPESP funding effectively. However, although the HTs did not mention the key indicators specifically, their knowledge of the aims of the PPESP were apparent within the responses they gave, for example Vera was alluding to key indicator 4: *'I think that it has allowed us to offer a much wider diet of PE and sports activities that otherwise we would not have had the capacity to do'* (SB, T8HT, 217-219), and Angela was referring to key indicator 2: *'I feel that the PE premium has been very beneficial in raising the profile of PE and allowing schools to spend the money where they feel it is appropriate'* (SC, T13HT, 112-114). However, neither of them mentioned 'key indicators' as such but it is clearly evident that they are knowledgeable about the requirements and have endeavoured to ensure that they are met as detailed in the PPESP plans and the responses gathered. In all three schools, only the PE specialist in SC made specific reference to the key indicators in his responses: *'we have heavily invested in key indicator four, which is the broader range of sports for our pupils'* (SC, T14PC, 133). Arguably, Angus was the only member of staff who had a distinct role that focussed on one area of the curriculum, the other participants in this study had to fulfil multiple roles. It is fair to suggest that a teacher's role is inclined to role overload as teachers are required to take on multiple responsibilities associated with the function of the classroom, as well as the school organisation and the larger community (Richards and Templin, 2014). So, one would

expect that he would be the most capable in understanding and delivering the requirements of the PPESP, as this was his key work foci. Interestingly, in all three schools the policy development had primarily been devolved to the PCs but there was a significant difference in their expectations and workload identified. Within SA the PC had class responsibility alongside his co-ordinator role and in SB the PC was also the Deputy Headteacher (DHT) and had only recently been accountable for leading PE. Therefore, this highlighted the competing barriers that exist within primary schools as many teachers are expected to hold multiple posts, as previously highlighted. It is plausible to suggest that they could have excellent capabilities as a PC but time and classroom responsibilities permit them from fulfilling the role to the highest standard. Besides, on the surface the schools appear to have placed a high value on PE, but by not providing adequate time to develop the subject fully, could be a limiting factor in the successful implementation of the PPESP. Moreover, educational policies are formed best when they are given to the realities of school life, taking account of the challenges and barriers that teachers are presented with (Blakenship and Coleman, 2009). Overall, HTs and PCs need to be more pro-active in understanding the policy and ensuring that this is disseminated to their staff, so that everyone has a greater understanding of the whole school benefits of HQPE and the expectations.

In addition, within the study undertaken by Lawless et al. (2019), they found that schools were not always using the funding in a sustainable way and were spending the PPESP on transport and kits. As outlined in the findings section this was evident within all three schools PPESP plans. From the interviews there was not any evidence to suggest the participants were deliberately wasting or mishandling the money as their intent was clear: SA was attempting to enhance the resources in order to raise the profile of PE, SB were trying to increase participation rates in PE and guarantee that every child attended a tournament and SC was also

trying to raise the profile of PE by enforcing a PE uniform. It is believed that the HTs and PCs were more likely to have had a superficial understanding of the PPESP's aims and needed further support; this would corroborate the findings from the DfE survey (2019) that called for improved guidance around the use of the premium from the respondents involved. Otherwise, they may have overlooked or neglected to consider a strategic view to its successful implementation, aligning with Ofsted's (2014) judgements that: 'strategic planning was generally poor' (p.5). Moreover, APPG (2019) recommended that HTs were more rigorously held to account and interviewed for non-compliance, however, it could be argued that schools would be able to plan more strategically if the funding commitment was guaranteed and did not change so frequently. Schools have attempted to navigate a changeable landscape when making decisions regarding the PPESP, thus, a clearer timeline and a more supportive approach may be of greater benefit to HTs rather than the sanctions suggested.

Lawless et al. (2019) also concluded within their study that there was a dearth of knowledge from staff within primary schools to make suitable and sustainable judgements concerning the PPESP. However, capabilities have been detected from the participants within this study, but there is a conceivable absence of strategic thinking in analysing the strengths and limitations of the staff's competencies to fulfil the multiple demands of the PPESP alongside understanding some of the causal factors for engagement in the three stages of OST. As previously discussed, Vera in SB discussed undertaking an audit of all the teachers' confidence levels and matching the resources to meet their needs but this audit was not applied to the role of the PC, who has very limited experience in leading PE and has not taught PE for the last three years, whereas more qualified individuals within the school were detected. Similarly, in SA a more qualified PE teacher was employed in the classroom, but not in the role of PC despite undertaking a PE-focussed degree (he was only timetabled to teach one hour of PE per

week). In addition, the current PC made it explicit that he was not a specialist and did not necessarily have all the leadership skills needed. Therefore, it could be argued that time needs to be provided for more strategic planning and a wider understanding of the policy. This would encourage more cohesive thinking amongst all the staff so that all the key indicators of the PPESP were confidently achieved, rather than individual aspects per se. Furthermore, an evaluative approach would ensure a greater cohesion between policy, practice and people, as supported by Lawson (2017): ‘occupational socialisation is problematic, not automatic and this is why evaluation driven, continuous quality improvement mechanisms are a practical necessity’ (p.248).

Theme 3 - Connectivity

Sharing good practice was a key component of the work undertaken by the SSPs (2002), so many primary schools were used to working collaboratively. However, when this was dismantled and the PPESP introduced in 2013, primary HTs were free to decide how to develop PE within their own schools, irrespective of the knowledge or skills required to fulfil this role. APPG (2019) suggested that this change in policy has resulted in a loss of school collaboration, although, as aforementioned two of the schools in this study work as part of an academy chain (SA and SB) and have seemingly combined resources to support staff development and pupil engagement, suggesting partnerships are more prevalent than first thought. Meir and Fletcher (2020) also confirmed that: ‘working together through successful collaboration is far more likely to create positive experiences of PE and school sport than if schools work individually’ (p.245). Whereas, in school connections are less widespread but more apparent in SC where peer reviews and the sharing of good practice is a common feature described by the majority of the participants. This evidence is more in line with the research undertaken by Elliot et al.

(2013) who advised that: 'leadership arguably needs to provide adequate support structures and teaching resources that will lead to more collaborative and innovative teaching environments' (p.761). Consequently, the importance of creating sustainable connections will be examined further, including the importance of staff development and growth within the organisational socialisation stage.

Connectivity - Strengths Identified

According to Jones and Green's (2017) research and the findings from the DfE survey (2019), the HTs were the principal decision makers regarding the PPESP funding. However, within all three schools in this study there appeared to be a more joined up approach to decision making. As highlighted within the findings, positive lines of communication between the PCs and HTs were detected across the three schools, where funding decisions pertaining to the PPESP were regularly shared, discussed, reviewed and agreed; suggesting a more unified approach to its implementation. For instance, Angus revealed his positive experience of working with the HT to improve the PE provision across SC: *'My Headteacher is really approachable so I have been able to just go in and we have regular updates of where PE is and where we want it to be'* (SC, T14PC, 122-124). This positive alliance was reciprocated by the HT who stated:

'I delegate the writing of the PE premium plan to the PE specialist as this is his area of expertise and forms part of his job description. We meet regularly to discuss the strengths and areas for development and then he writes and evaluates the document. It is important that we have a shared understanding of the plan' (SC, T13HT, 91-95).

Jared also affirmed the high level of support he received in SA, replicating the systems seen in SC: *'I have lots of talks with SLT, talking about what my plans are going to be and how to*

develop that and what the next steps will be (SA, T2PC, 86-87). This encouraging response shared by the PC was substantiated by the HT, who also expressed the importance of connectivity in fulfilling the aims of the PPESP. Although, many of the teachers were unaware of the aims or minutiae of the PPESP plans, there was a shared understanding between the HTs and PCs in agreeing the requirements of the funding in all three schools and there was cohesion between the responses harvested, demonstrating a more consistent approach. These findings were contrary to that of Jones and Greens' (2017) study as they discovered that PCs had a peripheral role and were less influential in the decision-making process. A possible explanation for this difference could be the value placed on PE across all three schools by the HTs (already detected as a significant strength) and the associated funding that logically generates more accountability.

As indicated previously, the TEs reinforced the importance of working together and sharing good practice, citing wide-ranging opportunities within their schools as a result of the PPESP and leader's decisions. According to the DfE survey (2019) smaller schools were more likely to use local primary schools and sports networks for assistance. However, in this study SB was the smallest school and pursued PE guidance within their academy chain; they had clearly established a good network of support that not only benefitted the children's involvement in competition, but it also aided staff development in particular. For example, Violet explained how she had used the expertise to support the staff in SB:

'We have been doing it in conjunction with other specialists in our academy, so we have used the expertise of Gerald at St Georges because he is a primary school teacher but a specialist in PE. He has come to us and that's why we did formal observations at the start to see what CPD the staff felt they needed,

and then he came in for a day and did 40 minutes with each teacher and their class and demonstrated ideas, skills and how to structure lessons erm to meet their CPD needs' (SB, T9PC, 88-93).

Interestingly, the majority of teachers within the school confirmed this level of support received and felt that it was invaluable in developing their confidence and subject knowledge in PE. Echoing the viewpoint that: 'supportive cultures are characterized by harmonious and equitable social interactions where trust, collaboration, and personal freedom are encouraged' (Taormina, 2009, p.653). Furthermore, it is believed, from the examples considered, that this was a very constructive form of collaboration as it was tailored to every participant's area of development pinpointed in the staff audit. This was acknowledged by Verity who shared an example of the support received and how it had contributed to her confidence:

'We have had Gerald from St Georges come over, who is the co-ordinator there and he is quite good/skilled at what he does. He came over and actually taught a rugby lesson to my class and gave me a rugby lesson plan and I saw exactly how he organised it. That was really good to see someone whose specialism is that and how they would organise it, rugby was something that I wasn't super confident in. I can manage it but it was positive to see how he organised the different skills' (SB, T12TE, 73-74).

This excerpt was indicative of the responses garnered with other respondents mentioning support in gymnastics and skittle ball. According to the staff, this CPD was provided at no cost to the school, allowing them to focus their PPESP funding on other areas, which for this school was predominantly on key indicators 2 and 5. In addition, this close working founded through the academy hub was undoubtedly having an impact on the staff but it was also enabling the children to take part in more competitions securing progress towards achieving key indicator

5. Numerous members of staff in SA and SB discussed the quality of the competitions and tournaments organised for the children, referring to this as an overall strength. Verity shared her opinions regarding the dual purpose of the hub:

'I think that it is great that we have the academy hub because even though Violet might not be the sportiest co-ordinator we've had, she knows who to access if we need help like Gerald from St Georges and he can come over to help us. We have the provision to go over to other schools, so the children have those tournament experiences which are really valuable' (SB, T12TE, 141-145).

Although, the PC in this school is the least qualified and experienced (degree in business and finance) she had endeavoured to connect staff to the most suitable provision within the PPESP's remit and continued to develop opportunities for the children to participate in tournaments. SA also praised the opportunities available to the children within the hub: *'we enter a lot of competitions, the hub competitions are great, they are working really well and the children are buzzing about those'* (SA, T3TE, 46-48). The PC in SA explained by attending tournaments within a smaller group, this has ensured that the children are winning trophies when they would have not been able to in more elitist competitions held locally, which he felt was a more positive experience for the children to achieve success. SB also highlighted this as a strength adding that it contributed to a raised profile in PE and connected the children within the academy schools. In addition, it could be argued that SA and SB have developed learning communities across the Trust. Reaffirming the perspective that engagement in learning is paramount in organisational socialisation (Parker et al., 2017). Research has suggested that teachers within PE often feel isolated and marginalised (Stroot and Ko, 2006), particularly if they are the only PE teacher within a school. However, within the primary setting it appears there have been occasions (across all three schools) where the teachers have had impromptu

conversations with other colleagues about teaching and learning and that they are willingly seeking out advice and support from TEs across the Trust. Therefore, staff are experiencing CPD within their organisations but are also being socialised into the ways of the academy, suggesting organisational socialisation is working at multiple levels.

Richards et al. (2014) concluded in their research that the organisational socialisation phase is more influential in shaping the development of the TEs' practice, aligning with the findings of this study. This can be demonstrated through the in school connections that were clearly evident across the three schools with SC having developed the strongest links and levels of support in the form of peer reviews and regular pedagogical guidance provided through the skills and knowledge of the PE specialist. Although the decision to employ a PE specialist could be interpreted as a more expensive staffing option, the benefits to the staff and children in achieving the aims of the strategy were clearly evident in the form of staff growth and development. Staff did not have to wait for a course to attend as they had a member of staff working alongside them, providing them with lesson plans, mentoring opportunities and instant advice through emails and impromptu discussion. Reiterating the investiture processes at work (Parker et al., 2017) and highlighting how a workplace that defines what is expected and offers support can help to bolster the value held of PE within a school (Hemphill et al., 2012). Arguably, through this supportive approach SA has future proofed themselves should the funding suddenly disappear as they have a more sustainable approach to upskilling staff and teaching HQPE that has been embedded into their school structure. Similarly, the other two schools have started to enhance their future options by the collaboration created within their academy chain. Therefore, although the schools had clearly set up their provisions differently, the choices made regarding the connections at work in each school were having an impact on staff and children alike relative to their school's organisational structure. Therefore, individuals

were engaging well with their colleagues to meet the school's requirements and that of the PPESP. It appears that the success of this initiative could be attributed to the amount of effort each individual exercises during the socialisation process. This highlights the noticeable part organisational socialisation plays in the 'interplay of individual efforts, available resources and contextual and structural factors as they come together in particular, in a sense, always unique situations' (Biesta and Tedder, 2007, p.137).

Connectivity – Weaknesses Identified

The survey undertaken by the DfE (2019) into the outcomes of the PPESP demonstrated that 9 out of 10 respondents (3116 primary schools) felt that the quality of teaching had improved since the funding had doubled. Additionally, Ofsted (2013) suggested that: 'all school leaders should routinely monitor the quality of teaching and leadership of PE, measuring its impact on pupils learning and progress' (p.8). However, there was a mixed picture concerning the steps taken to quality assure the teaching of PE in the three schools participating in this study. Vera explained that lesson observations occurred across all subjects in line with the monitoring calendar, however, the PC felt this was something that needed to be developed further in PE:

'I think the only thing we haven't done enough of for various reasons is perhaps just doing more learning walks in PE to see the quality that is being taught. It is being taught regularly, we are giving CPD, and so how effective that is, is really where we need to be doing more work' (SB, T9PC, 167-170).

Jared also admitted that this was developing practice in SA: '*another thing is ensuring there is good teaching across the school; that is something I am confident that is happening but I need to really evidence that better and make it a bit more formal really'* (SA, T2PC, 104-106). The PC in SC explained that he completed peer observations and supported colleagues through

team teaching but he also suggested that he would welcome more opportunities to complete informal observations to assist staff that were non-judgemental. Whereas, his HT was adamant that observations occurred across all subjects: '*we regularly observe all lessons and PE is no exception*' (SC, T13HT, 66); which was verified by several respondents who confirmed that they had been observed by her throughout the year. Therefore, across all the schools there was some disparity about the true picture of the quality of teaching in PE and who oversaw this. Moreover, there appeared to be a lack of communication and connectivity amid the HTs and PCs in this area of monitoring that was clearly visible between them when they were planning the PPESP spend, as previously discussed. Therefore, a more strategic overview of the strengths and areas for development with regards to monitoring teaching and learning would have enabled the schools to ensure that the support was accurately targeted, as observations appeared to be more ad hoc rather than built into the overall PPESP plan as a tool to measure its impact. This study found that it was more difficult for the schools to fully evaluate the impact of the PPESP on improving the quality of PE without an accurate baseline of existing standards to support any improvement in this area. Alongside this, none of the schools had considered the impact of the acculturation phase or professional socialisation stage in preparing teachers for the teaching of PE or the requirements of the PPESP. It appeared that a weakness was that assumptions had been made about the quality of teaching and the capabilities of the teachers not only to teach but how they may successfully engage in the occupational socialisation stage as a result of previous experiences. Reiterating the point that a more evaluative approach by leaders would ensure that teachers are connected with the appropriate level of support.

Theme 4 – Value

It has been suggested within the research that PE is often considered as a low value subject or an add-on extra (Griggs and Ward, 2013; APPG, 2019; Lawless et al., 2019) and, although, there was some evidence from individuals that the subject was not always a high priority to them, the overall picture from all three schools involved in this study was that PE was highly valued, firmly embedded in school improvement and was regularly celebrated. This appreciation of PE obtained contradicted the findings from the studies of Lawless et al. (2019) and Meir and Fletcher (2020) who discovered discrepancies in the value schools placed on PE. Lawless et al. (2019) found that: ‘the value of PE seems to be underestimated, schools who adopt a devalued ethos face limited opportunity to be able to raise its profile’ (p.451). However, within this study, evidence suggested that all three schools could demonstrate how PE was valued through all four sub-themes generated: the profile of PE, children at the centre of decision-making, investment and the role of leaders. Interestingly, Meir and Fletcher (2020) firmly believed that: ‘in the case of PE, the level of support for it will be highly contingent on the value placed on it by those overseeing the budget’ (p.245); thus, reinforcing the crucial role leaders play in ensuring that PE is valued in primary schools. In these three cases it appeared that the leaders had experienced positivity at the acculturation stage and were keen to highlight this in their interviews. Therefore, the value the three schools and the individuals placed on PE and the PPESP will be scrutinised further through the opportunities and obstacles identified.

Value – Strengths Identified

As previously highlighted, the role leaders played in ensuring PE was highly valued appeared to be fundamental in ensuring the outcomes of the PPESP were achieved. Lawless et al. (2019) affirmed: ‘for effective decisions to be made in primary schools, good knowledge and a high

value of PE and physical activity must be present. Failure of one or both can result in an ineffective approach for sustainable change' (p. 452). The findings in this study did not dispute this. In addition, Rainer et al. (2011) found that the majority of the HTs in their study did not see PE as important as the core subjects. However, all the HTs involved in this study could clearly articulate the important role PE played within their schools. It was evident from the interviews that some of the improvements in the provision had been made as a result of the PPESP but also due to the overall enthusiasm and commitment shown by the HTs who were keen to focus their efforts on raising the profile of PE and sport (key indicator 2), as a result of their previous teaching experiences, enjoyment for this subject and the recognised benefits of PE. For example, in SC, the specialist PE teacher had been built into the core staffing budget which demonstrated the high value placed on PE and the commitment shown to ensuring a sustainable approach (if the PPESP funding suddenly disappeared, this school would continue to have access to specialist advice). In addition, the HT in SB had limited experience in teaching PE during her training and career but she was determined that all children would succeed in PE. She had weaved PE throughout the school and explained how she was making progress against key indicator 2: *'it is just part of our everyday life and everything we do, I think that raises the importance of it and yes we celebrate success in sport but we are also celebrating the participation'* (SB, T8HT, 70-72). Therefore, although the HTs were clearly under pressure to raise standards in the core subjects, as previously highlighted, Angela clarified that the PPESP had still had an impact as it ensured they had concentrated their efforts: *'I think that it has enabled PE to be a high-profile subject. It has given it a clear focus in an overcrowded curriculum'* (SC, T13HT, 153-155). Furthermore, it was evident that the HTs had endeavoured to meet the demands of the PPESP by the plethora of the opportunities that had been created for the children within their schools which were clearly having a significant impact on engaging

the children in PE, raising the profile of this subject and broadening the range of activities, which will be explored further.

The TEs within this study were explicitly questioned about the value of PE in their schools and how they knew that this was the case. Most of the respondents in SC felt that PE was a priority and a strength as delineated by Angus: *'Yes, 100% I think that PE is valued. It is kind of one those things that is pushed. I think that it is one of the strengths of the school'* (SC, T14PC, 62-64). Furthermore, when discussing value, the majority of teachers across all three schools discussed that PE had a positive profile and cited several factors that demonstrated this: dedicated two hours of PE each week, the PE specialist, the PE leader, the daily mile, regular tournaments, CPD, sports leaders award, shared planning and after school clubs. The following excerpts revealed the strength of feeling gleaned from the participants in all three schools: *'a lot of teachers value PE. I think having a specialist pushes the importance of PE through staff and the children get a guaranteed two sessions a week by having a specialist so yes, I think it is valued'* (SC, T18TE, 41-43); *'it has become a more front line subject and a lot more importance has now been put on PE'* (SB, T10TE, 138-139); *'I think that the children are doing an awful lot of extra sports and activities, and they really enjoy that. I think that really helps to raise the profile of PE'* (SA, T6TE, 142-144). Interestingly, within the study by Lawless et al. (2019) they identified that children were often removed from PE lessons due to poor behaviour seemingly undervaluing the subject, however, this was not mirrored within this study as this was not mentioned as a factor in the interviews. There was some evidence that the children were removed for interventions (English and mathematics) but, overall, the results showed that the majority of the staff were determined that all children should be involved in every aspect of PE and sport within their schools, clearly demonstrating the raised profile it

held within the curriculum; as summarised by Verity in SB which was indicative of the teachers' comments:

'We do a lot around PE, not just in the lessons, the lessons are a priority and we always make sure we get our lessons in every week. We always do a lot to encourage children to do a lot extra-curricular wise, so we go to a lot of tournaments. We do get a lot of CPD, specialists coming in, before and after school clubs, so there is a lot around it that allows children to be active and enjoy it' (SB, T12TE, 44-48).

Therefore, the schools have created environments where opportunities are regularly encouraged leading to a higher profile in the curriculum, reaffirming the positive cultures created and the interplay within the organisational socialisation phase. As well as this, SA and SB had invested significant funds into developing a broader range of sports for the children to ensure they accomplished key indicator 4. SA had invested 60% of the funding into this area and had introduced: boxing, boccia, mat ball, handball, health and fitness, yoga and street dance. SC had invested 30% of the funds into introducing visits and workshops from Olympic and Paralympic athletes, who had offered: yoga, boccia, tri-golf and handball clubs and enhanced their inclusive PE equipment so that all children could access the lessons. This broad range of sports offered contributed to the raised PE profile, but to fully raise the profile of PE the DfE (2018) suggested that schools encourage children to take on leadership roles and to embed PA across the school during lunchtimes and breaktimes. The HT in SB could clearly articulate how the profile had been raised across his school and how leadership opportunities had been actively encouraged:

'the other thing about PE is that we have 13 different activities at lunchtime all relating to sports leaders and erm children across all KS2 leading those

sessions as well so, whether that be skipping or whether that be a formal club that the children want to set up. So, Year 6 wanted to set up a club for the Y2 children about keeping fit. So, it is everywhere. So, children do understand the importance of keeping fit' (SA, T1HT, 68-71).

SC had invested the lowest percentage into key indicator 2 (2%) but it could be argued that PE already held a high profile within this school. As well as this, on their PPESP plan they referred to training sports leaders but this was completed by the PE Specialist so, that was at no additional cost to the school, consequently, they could focus their funding on additional swimming. SB had also created leadership opportunities for the children. Vicky thought that this opportunity for her class was extremely valuable for their development:

'A number of the children last year were invited on to do their own qualification in PE. They had an instructor come in and they were actually in my class and they loved working towards that goal, then taking it on themselves, so they would then generate games at break and lunchtimes for the other children, they revelled in that and they do still have that responsibility' (SB, T11TE, 143-147).

This approach had not only raised the profile of PE in all three schools but it had ensured that PE was embedded in the school day leading to greater chances of the children engaging in PE for longer. In addition, the schools had endeavoured to build capability and capacity so that new children joining the school would be taught activities and sports at break and lunchtimes in future years.

Within the study completed by Meir and Fletcher (2020), they found that schools were consistently investing the PPESP into competitive sport. In addition, the DfE survey (2019)

showed that 8 out of 10 respondents believed that the PPESP had contributed to an increased level of competitive sport. SB ascribed more of their funding into key indicator 5 than the other two schools, with 31% being allocated, however, this was the smallest of the schools and had acknowledged transport issues creating a higher budget allocation. As SA and SB were part of an academy they appeared to have more competitive opportunities available to them than SC. Enhancing the value placed on PE for all, both SA and SB discussed A and B team events and they also confirmed that they wanted the whole school to attend a competition. Vera shared the many benefits of this joint working that has clearly added value to the schools in her academy:

‘Being able to play competitive sport against the same range of schools each time means it is something the children are quite comfortable doing, they are used to doing, it is not intimidating, it is not frightening...school collaboration has made a big difference’ (SB, T8, 199 -204).

SC only allocated 9% of their funding to competitions and tournaments. In fact, this was not a significant thread in the transcripts for this school. Although, this was not a major barrier for the school as there was evidence of participation in level two competitions on their PPESP plan, it was evident they were missing out on collaborative opportunities that were clearly established in SA and SB and that were having a significant impact on the children’s experiences in PE.

When participants were questioned about the reasons behind the improvements in school. The HT in SA credited the change to the funding: *‘I mean it has to be the money. Actually, without the money, I couldn’t do the things I do’* (SA, T2PC, 196-197), the PC in SB also supported this viewpoint. Other members of staff ascribed the changes to individual personnel in the

schools, namely the PCs and PE specialist aforementioned. HTs did not get recognised in the interviews for their role in driving changes within their schools PE provision; this was an area that was completely unnoticed as they appeared too integral to the decision-making process. Interestingly, within the study completed by Meir and Fletcher (2020) they argued that: ‘investment in PE and school sport is unjust and too heavily dependent on the value placed on it by individual schools (p.237) and, although, the participants in this study placed a high value on PE, it is clear that a less focussed emphasis on PE could result in poorer experiences. For example, if the HTs in these schools were not as proactive, it is unlikely that the outcomes in PE would be so constructive. It could be argued that the HT’s role is paramount. By way of illustration, Vera in SB identified a clear point in time when the value staff and children placed on PE improved, this coincided with her decision to change the workforce teaching PE which fully supported Meir and Fletcher’s (2020) viewpoint:

‘I think that this has changed over time. I think, initially it was the fun lesson, it was the have a game of something lesson. It has taken a while to change their thinking to, this is a lesson, you are learning and you will follow the instructions and you will do the things at a pace we feel you need to do it in order to make progress rather than you just go and do whatever you like. I think that came about when we said it was the class teachers’ responsibility to teach PE because they can then maintain the same classroom routine, the same behaviour expectations, the same high expectations they have for every area of learning, so the children are now starting to see PE as we are learning something and this is not the opportunity to run around and play games’ (SB, T8HT, 182-193).

This decision to change the staffing was made by the HT, which demonstrated the power that they have in ensuring a vision is galvanised. The outcome for this school could have been

different if they had continued with the previous model where PE was categorised as playing a game. The change in mind set appeared to have propelled PE to a higher status in this school. However, although the HTs are key personnel in the success or failure of an initiative, it is fair to conclude that the overall strength within all the schools within this study was the commitment from the majority of the participants to engage with their school's PE curriculum and programme of support offered to everyone through the PPESP.

Value – Weaknesses Identified

One of the respondents described a situation which could infer that PE was not considered as valued as the core subjects. For example, Julie was perturbed that the children were taken out of her PE lessons to complete additional work when she knew this was a favoured subject:

'Yes, it is as if even when I do teach PE, the TAs are taking children out to do interventions at the same time, so they are missing that time when it would be beneficial for them because that's what they enjoy doing' (SA, T3TE, 125-127).

From the responses collected, this did not appear common practice within the schools. However, it has been suggested that one in five children regularly miss out on school PE (UK active, 2016). As aforementioned, the HTs did not hide the fact that they had to prioritise English and mathematics, it was generally accepted by the participants in this study that this was indicative of working in primary schools today. Moreover, the HTs seemed to compensate for this stance by the plethora of PE and sport opportunities offered (outside of curriculum time) across all the schools detailed earlier.

Although it could be argued that PE is highly valued in all three schools in this study, there is still a reluctance from some of the HTs to enable PE to be taught in the mornings, which is largely allocated to the core subjects demonstrating the continued priority consciously or subconsciously placed on these subjects. Even though this is not a requirement, this is a habit that seems to have stuck since the introduction of the Literacy and Numeracy hours (TES, 2020). SA and SC were more flexible with their timetables due to resourcing but SC insisted that PE was delivered in the afternoons. Angus, the PC, was frustrated by this standpoint but understood the reasoning behind the decision and the pressure the school was previously under because of a former requires improvement Ofsted judgement that the HT shared. However, Angus felt that this restriction constrained his work as he was unable to share his expertise with all the classes in the school:

'I think, well I had this discussion with the Headteacher before, I think with me as a PE specialist I teach PE mainly in the afternoons, as part of PPA time slots but we have had conversations before about extending that with me teaching PE in the morning as well. All the PE is taught in the afternoons at the moment, so by teaching PE in the morning and spreading it out, it will give me an opportunity for me to access teaching more of the classes and hopefully teaching all of them at some point, so passing on my experience and expertise to all of the classes as there are some classes that I don't teach because of the way the PPA is organised or the days that I have in school'
(SC, T14PC, 248-256).

Therefore, this restriction imposed by the HT was having an impact on the ability of the PC to support colleagues and to ensure that the children had the highest possible PE provision, reaffirming elements of negative socialisation. This is an example of the PC fighting back and questioning the socialisation process; suggesting he felt compromised as a result of his context

(Phipps and Borg, 2009). Although, the school has implemented other measures suggesting that PE is highly valued there does appear to be discrepancies between some of the precise decisions made. For example, the school is investing a significant amount of funding into the role of the specialist as an advocate for PE, but they are not using the expertise to the maximum impact. Consequently, reinforcing the lack of analysis and strategic thinking undertaken which has been identified as a barrier within other themes discussed. However, although there have been elements of negative socialisation (fight back), on the whole, the participants had bought into the ethos of the school and the vision for PE.

As discussed in the literature review, concerns have been raised about health and the mounting obesity levels in children (Ofsted, 2014; DfE, DCMS and DHSC, 2019; APPG, 2019). However, within the interviews there was limited discussion from the participants regarding the need for the schools to increase the level of PA for all children (key indicator 1), or, similarly how schools could work towards achieving the overall aim of promoting a healthy lifestyle or lifelong participation (afPE, 2016). There was a significant difference between the schools spending allocation for key indicator 1: SA had allotted 2%, SB 16% and SC 42%. All three PPESP plans demonstrated evidence of health related activities but SC had allocated some of this funding (ascribed to this key indicator) to buying school kit, as previously deliberated. The HT in SB was the most eager participant to discuss encouraging healthy lifestyles within her vision for PE and the HT in SC referred to children transferring their opportunities into adult life. However, the majority of participants, particularly the TEs discussed clubs that supported health, the daily mile, keeping fit and ensuring they taught two hours of PE each week rather than the wider issues around this phenomenon. Largely, the TEs associated the value held towards PE with competition, clubs and tournaments rather than promoting regular PA or encouraging the least active children to be involved in sport, which was a relative

weakness identified in the literature (Ofsted, 2014; DfE, 2019). Josh in SA discussed health in terms of supporting children's academic development rather than the physical benefits: *'if you keep children fit and healthy, you keep healthy and active minds they are going to achieve better across the curriculum'* (SA, T7TE, 111-112). He appeared to be the only participant who mentioned PA as a benefit to learning in the classroom. More generally, the findings suggested that health and healthy lifestyles remains an area that is overlooked by schools, supporting the findings of Griggs (2016) and Lawless et al. (2019). Returning to the argument that there is a dearth of strategic planning and understanding of the policy and the wider benefits that regular PA and a focus on health brings.

Summary of Findings through the Key Questions

i) What have been the overall successes and failures to the implementation of the PPESP?

The Literature review provided a detailed account of the successes and failures of the PPESP since its inception in 2013. However, this case study explored the narratives of 20 teachers within three Suffolk schools, resulting in some key findings that contribute to our understanding of this phenomenon. Overall, the role that the HTs played in the whole process was paramount in driving change; it emerged that they were the catalyst for ensuring that PE was valued and that the aims of the PPESP were successfully implemented. All three HTs had an affirmative attitude towards PE, generating a positive culture within their schools, demonstrating the two salient socialising agents at work in the form of institutional press and the influence of others within the occupational socialisation stage (Parker et al., 2017). Markedly, the HTs were not always the principal decision makers about the intricacies of the spending. They had empowered their PCs to devise PPESP plans for the whole school to follow and had organised the PE provision to complement this, ensuring there was connectivity

amongst the staff and the decisions made. Thus, everyone was able to share strengths and barriers within their own settings effectively. This was despite the fact that the majority of participants did not recognise the crucial role that the HTs performed; yet, without their positivity towards PE and influence (e.g., employing a PE specialist or coach irrespective of the PPESP; creating CPD links in a hub of schools; additional funds dedicated to PE) many of the opportunities created within the schools would not have transpired, thus corroborating with the findings of Meir and Fletcher (2019). The TEs clearly recognised that the subject was valued but not necessarily who propelled it to this position within each school.

The opportunities afforded to the children within each school were plentiful and a further perceived strength of this initiative. All the schools had focussed the majority of their funding on key indicator 4 and 5, so that the children had a wealth of chances to take part in new sports, competitions and leadership opportunities. Although there were occasions where some of the spend went on less sustainable options, the decisions made were always in the best interests of the children suggesting a commitment to the aims of the policy. It is plausible to suggest that, on occasions, the decisions made by the HTs and PCs lacked strategic thinking in line with the findings of Ofsted (2014). This would suggest that there has been limited change since the strategies inception.

As discussed, very few participants knew what the terminology associated with the key indicators of the PPESP were, despite the many successes reported by each school connected to each key indicator (this included the HTs). This was very surprising given that the participants repeatedly discussed the wealth of opportunities available to the staff and children aforementioned, enabling a more detailed understanding of the impact of this initiative.

Nevertheless, although the majority of the participants' understanding of the minutiae of the PPESP plans was a notable barrier, this was not evident in the actual PE provision offered to the children or detected in the CPD opportunities available to the staff which were plentiful. The participants could articulate the support that had been provided, suggesting that a securer understanding of the PPESP was present from their enactment with it. Therefore, it appeared the participants were just seemingly unfamiliar with the terminology pertaining to the key indicators rather than not following the guidance per se.

In addition, there were clearly many good decisions being made pertinent to each school's structure for PE noting that physical and cultural workplace factors play a part in the engagement of the participants in the teaching of PE. However, it appeared that there were often missed opportunities to plan strategically to support them. Some of this could have been attributed to the insecurity associated with the funding as HTs were unable to plan too far ahead but, sometimes it was as a result of a lack of careful planning and needs of individuals. For example, not enough time was devoted to auditing the skill set of all members of staff within the schools to maximise its impact. This resulted in support being provided to some members of staff who did not need additional help or repeatedly offered to the same member of staff within the school. Some of the HTs had an awareness that the professional socialisation was weak from the repeated comments about ITE within the interviews detected but the impact of their understanding had not transpired in the planning of CPD. In addition, there were a plethora of highly skilled teachers across each school who were not being used to their full capabilities as some other colleagues were unable to deliver PE when they were confident and trained to do so which resulted in some negative socialisation at work. Furthermore, the PCs were working hard to fulfil the requirements of the funding but had not received any formal training in how to lead the subject which contributed to some of these missed opportunities noted,

aligning with the findings of Griggs and Randall (2019). Therefore, thorough auditing and planning would have increased the likelihood that the support was targeted more carefully and accurately to the needs of the staff and children in all of the schools. This would suggest an evaluative approach may have ensured greater success and buy in from all participants within the occupational socialisation phase.

ii) Has the introduction of the PPESP contributed to the confidence levels of all staff?

The results of this study indicated that the staff perceived that there had been an overall improvement in their confidence to teach PE as a result of the PPESP and, although, confidence remains a significant barrier, it was encouraging to learn that the majority of teachers wanted to teach their own PE lessons and had engaged in CPD opportunities (formal and informal) available within their schools. However, throughout the interviews many participants continued to raise concerns about their colleagues' confidence to deliver HQPE (not directly involved in the study), suggesting it is still a critical area of concern in this field and one that has not been fully solved by the PPESP. Within this study, CPD opportunities were clearly in place to ensure that key indicator 3 was met (across all three schools) but how rigorously these were planned for or monitored was imprecise as previously discussed. There was some evidence of targeted CPD in some of the schools but this was not common practice.

Additionally, all HTs within this study raised concerns regarding ITE, suggesting that the confidence levels of staff entering the profession remains low. HTs indicated that they were having to invest more time supporting staff teaching PE than the core subjects, as PE was an area that had been neglected within the training phase. This supported the findings of Elliot et al. 2013 that professional socialisation remains the weakest phase of OST. TEs supported this

viewpoint and the evidence suggested that many TEs had limited opportunities on placement to teach PE or in previous employment due to inadequate opportunities available (unless they had specifically completed their teacher training with a specialism in PE which was clearly evident in SC). It is reasonable to suggest that this lack of preparedness at the ITE stage will continue to have an impact on the effectiveness of the PPESP spend as schools will need to persist with targeting key indicator 3 resulting in less funds for the other four areas. Although outsourcing is not considered as the best option for school PESS (as demonstrated by the many successes accomplished within the three schools in this study), it is understandable why HTs are continuing to contract out PE given that the staff entering the profession are not well prepared or as confident to teach the subject as they should be. If schools continue to focus more of their efforts on achieving key indicator 3 this will reduce the opportunities available to the children but may enhance the quality of teaching and learning, causing a dichotomy for leaders.

iii) What factors have are offered or inferred as influencing the value place on primary PE?

As discussed, the schools, staff and children in this study have clearly benefitted from the additional funding provided through the PPESP and it was evident that PE was a more highly valued subject than predicted from the outset of this study. The majority of staff questioned in all three schools in this study valued PE highly which was evident from the plethora of positive statements made by the participants discussed, the organisation of the PE provision in each school and as a result of the participant's actions. Overall, the respondents attributed the change in value over time to a combination of key staff members and the PPESP funding. Most staff acknowledged that the changes would not have happened without the funding stream, although, in SA and SC as previously discussed, additional PE staff were employed outside of the funding

arrangement emphasising the importance of this subject from their standpoint. However, most evidence pointed towards the organisation of PE and the value placed on teachers delivering PE lessons. Thus, returning to the key point that strengthens the argument that the HTs play the central role in ensuring the PPESP is successful by empowering their own staff members to teach PE and involving them in extra-curricular activities and CPD opportunities within the school. Therefore, by HTs choosing not to outsource PE this has ensured that the schools have made good progress against the key indicators as the whole school are able to work together more effectively for the children who are central to the decision-making process in all of these schools. The HTs and leaders of PE have been the enablers within this study. This study recognises that ‘school structures constrain or enable professional learning’ (Armour, 2006, p.4) and supports the viewpoint that evaluative approaches will facilitate greater success in understanding the strengths and areas for development in the school’s enactment with the PPESP.

Synthesis of Chapter

Throughout this chapter I have endeavoured to answer the three research questions that drive this study by presenting the strengths and weaknesses relating to the implementation of the PPESP in a case study of schools alongside Lawson’s OST. The PPESP has clearly had a positive impact on the staff and children involved in this study. Furthermore, the majority of the participants in all three schools could articulate the multiple strengths that the PPESP had facilitated in their schools, including: opportunities for the children to participate in HQPE, improved provision of clubs, activities, resources and attendance at tournaments, enriched CPD for staff leading to improved knowledge and confidence and a higher profile for PE in the curriculum. Conversely, barriers were also identified to the successful implementation of the

PPESP, these included: ITE, teacher confidence, competing curriculum pressures and policy knowledge. Crucially, the role that the HT played in ensuring the vision for PE and the PPESP was implemented appeared to be the key factor in the success or failure of this programme – their role is instrumental.

The next chapter will position these findings and their contribution to practice and theory, highlighting limitations and suggesting future directions and recommendations.

CHAPTER 7

Conclusion

Introduction

The intention of this final chapter is to provide a brief overview of this evaluative, comparative case study, highlight the key findings in relation to the aims of this study and share recommendations for future practice. Consideration will also be given to the contribution this study has made in this field to practice and theory. This chapter will conclude by identifying the limitations and scope of the study and suggest areas for future exploration.

Overview of the Research

This appears to be the first qualitative study to seek HTs' perspectives of the PPESP, so makes a significant contribution to our understanding of the crucial decision-making process required to ensure that this funding adds capacity and capability to PE provision in primary schools. The 20 SSIs, (involving HTs, PCs and TEs) and the PPESP plans provide key information in understanding the participants enactment with PE and the aims of the PPESP, including their influences and involvement. One of the major findings from this study was that the HT played the key role in driving change in relation to the PPSEP, as it was their decisions regarding the organisation of PE that influenced its success or failure. As a result of the HT's attitudes towards PE, each school radiated a positive culture for school improvement and it was evident that the generalist classroom teachers were central to these developments with limited outsourcing present in this study (which was contrary to much of the research). In addition, the majority of the participants actively engaged with the PE curriculum and the aims of the

PPESP, affirming a positive philosophy towards PE advocated by Lawless et al. (2019) as the key to success. Although the PCs and TEs did not openly recognise the important role that the HTs played in ensuring the policy was implemented, they did appreciate how highly the subject was valued and promoted by their leaders throughout all three schools. Alongside this, it became evident that the occupational socialisation stage of Lawson's OST appeared to be the key phase for shaping the primary teacher's PE experiences with the professional socialisation stage being identified as a weakness by leaders and TEs alike. Moreover, the influence of colleagues (including leaders) had a noteworthy effect on a teacher's organisational socialisation (Capel and Blair, 2007). Overall, the organisations were not hindering the success of TEs but enabling them to grow and develop as life-long learners Elliot et al., (2013). Therefore, it would appear that the organisation of PE and the physical and cultural environments created within the schools has influenced how the PPESP has been received and implemented.

The aim of this study has been to highlight how the three schools have negotiated the multiple demands of the PPESP and to identify the contributory factors that have influenced decisions and involvement with this initiative, as well as offer some suggestions for future consideration. Therefore, the results are not meant to be generalisable or illustrative of all primary TEs or schools. The experiences of the 20 participants provide an understanding of the effect of occupational socialisation on achieving the intentions of the PPESP and how, in this particular case study, organisational socialisation (impact of workplace and colleagues) appears to have influenced its success. As previously highlighted it is up to the reader to decide if their circumstances and settings are in line with this study to necessitate a safe transfer (Braun and Clarke, 2013).

Recommendations

Following the findings of this study discussed, the recommendations for schools, leaders and teachers are suggested in order to maximise the potential of this funding moving forwards. The additional funding provided to schools has clearly benefitted children and staff alike but some spending adjustments could enhance its effectiveness further and strengthen capability within schools. The proposals suggested in this study take account of the individual nature of schools rather than offering a 'one-size-fits-all' approach, satisfying the strategies remit which authorises schools to make their own choices regarding the spend. As HTs are the key drivers of this initiative, this study has found that it is essential for the PPESP to be successful that they: i) value the role that PE plays in the curriculum; ii) have a secure knowledge of HQPE and the PPESP policy requirements and; iii) possess good evaluative skills that recognise the strengths and areas for development within their own school's PE provision in order to target support effectively.

The first recommendation would be that all HTs and PCs participated in training that strengthens their strategic planning and policy knowledge due to the weaknesses identified in this study. A sharper focus on evaluating strengths and areas for development in the PE provision would be advisable, coupled with a greater understanding of the requirements of the policy. This would also include an understanding of their staff's relationship with PE formed in the acculturation and professional socialisation phase. As previously discussed, a notable weakness recognised in this study was policy knowledge, which supported the findings of Jones and Green (2017) and Lawless et al. (2019). Therefore, it would be worthwhile for HTs and PCs to consider being more pro-active in understanding the policy requirements and ensuring that this is disseminated to all members of staff across the school, so that everyone

has a greater understanding of the whole school benefits of HQPE and the expectations associated with the policy (key indicators). A more strategic approach and a wider understanding of this policy that encourages cohesive thinking amongst all the staff would enable all key indicators to be more confidently secured rather than individual indicators being achieved per se or a superficial understanding of the policy shared, which was evident in some cases. In addition, specific ring-fenced time to fulfil this role in schools would ensure this was completed as it was evident from the PCs that time is invaluable in achieving the intended aims of the policy. HTs and PCs would benefit from spending more time together sharing ideas and planning the PPESP spend, so that they can monitor the impact of the funding together, enhancing its whole school impact. Moving forwards, if this funding stream changed for primary PE, it would be essential for strategic training to be put in place immediately regarding the new expectations, so that missed opportunities for staff and children are limited. This study has highlighted that even after the introduction of this strategy eight years ago there are still misconceptions about what the funding can be spent on.

In order to support the strategic planning aforementioned, it would be prudent for HTs and PCs to complete a thorough PE skills audit for the staff within their schools before they plan how they intend to spend their annual PPESP funding, as a second recommendation. This would enable leaders to accurately target CPD provision for their colleagues in meeting the requirements of key indicator 3. If leaders collected this information annually they could plan their CPD opportunities more effectively, meeting the needs of the staff but also ensuring that the children had the highest quality teaching available and equality of opportunity. It is plausible that some children within the same school are taught by the PE specialist whereas other children have a less confident and knowledgeable teacher, highlighting the disparity that exists within schools which aligns with the findings of Meir and Fletcher (2020). The auditing

process would be a practical step in ensuring the funding was not spent ineffectively. This, coupled with a biographical analysis of experience in PE from childhood to ITE could also prove useful to future planners of the PPESP. Such additional information would enable planners to carefully target support to staff members less confident in delivering PE. Opportunities such as team teaching or observations could be put into place as leaders would know where the available support was within their year teams and across the whole school. Furthermore, this would be a more collective and sustainable approach to CPD, rather than just being the responsibility of the PC as pockets of excellence could be identified to enhance the provision and share best practice. Besides, this study identified that schools possess more skilled teachers who were very willing to share their PE expertise with others than they had realised. In addition, this research has also shown that it would be beneficial to complete this audit with the leaders of PE as well, so that schools have the most qualified teacher leading PE rather than just the sportiest member of staff which can be a common feature in primary schools. Furthermore, if this funding was removed the audit would still be a very useful tool for planning the PE provision across the school with the available school budget. This approach would support the least confident members of staff and those that had negative experiences at the acculturation and professional socialisation phases. Indeed, an accurate understanding of their capabilities would be known from the outset rather than lesson observations undertaken later in the school year.

A notable strength of the impact of the PPESP funding was identified in SA and SB, where they had developed a network of support between schools for tournaments and CPD opportunities. This connectivity identified appeared to be a solution for sharing best practice in the teaching of PE that was relatively inexpensive and could still be continued should the funding diminish or disappear. Therefore, the third recommendation would be to continue

prioritising the development of local links to enhance the quality of opportunities. This collaboration between groups of schools was a key accomplishment of the previous government initiative that many schools had chosen to keep and has a history of success that could continue to be built upon. This study identified that links are still present from earlier strategies. As well as providing opportunities for the staff to share best practice by observing outstanding teaching between schools, many opportunities could also be set up between local schools to create tournaments and fixtures to maximise participation in competitive sports (key indicator 5). This was happening in two of the schools and was proving efficacious. Where schools are smaller (like in the case of SB) this approach was particularly successful for staff and children alike as they could widen their sources to draw upon. This strategy would be beneficial to schools in similar situations. In addition, if schools completed the staffing audit aforementioned they would then be able to seek the correct support from their local schools or academy chain to enhance their provision rather than buying generic training that often has limited impact.

Moreover, one of the main challenges facing schools now is to wait to see if the funding continues into the future. At the time of writing this thesis the funding has been guaranteed for a further year but the longevity of this policy may be in even greater doubt due to the impact of the pandemic and the need for the government to reduce costs nationally. However, in order to help primary schools to be more strategic and create plans that build the capacity and capability required, it is essential that primary schools have some security, so that they can plan more strategically, as annual updates from the government have prohibited this forward thinking approach needed to spend the PPESP effectively. Therefore, some guarantees from the government would be highly beneficial to HTs so they can plan more strategically for their

children and staff. This lack of security provided compounds the effectiveness of the spend and lessens the quality of opportunity available to the children.

Reflections on Practice

As a result of this study, the new knowledge acquired from the staff perspectives into the PPESP has had implications on my own practice. It has enabled me to reflect on the organisation of PE within my own school and how I can maximise the funding to ensure the children receive the very best PE provision (opportunities to work with other schools) and that the staff have targeted CPD applicable to their needs. Therefore, a PE skills audit will become an annual exercise so that I can check that staff are confident delivering PE in their new year group and identify promptly where additional support may be required and found. This will be completed alongside the PC so they are embedded in the process as this connectivity is invaluable to the success of the initiative. In a similar vein, I will check that the children have fair access to specialist PE provision by mapping out who teaches them PE in their time in primary school. Alongside this, I have gained a deeper understanding of the impact of OST and how the acculturation phase and professional socialisation stage determines how new teachers engage with embedded organisational systems and professional learning. To this end, my school are now contributing to the PE element of a new SCITT course and have taken into account biographies and experiences in our programme design to support the trainees engagement. Therefore, it is hoped that schools and scholars will also find this study of interest and decide if this new information gleaned is transferable to their settings as outlined in the methodology section.

Contributions from this Study

When I embarked on this study, the intention was to learn more about the choices made regarding the spending of the PPESP and the impact this was having on staff and pupils alike given that there was little critical appraisal of the PPESP (APPG, 2019). Prior to this study, assumptions had been made that most primary HTs were outsourcing PE, however, the findings from this study shed new light on this reality. The PPESP has enabled schools to focus their efforts on upskilling staff and it appears that the staff within the schools are embracing these opportunities provided, rather than outsourcing. This is underlined by the lived experiences of 20 participants in three schools in Suffolk. From these accounts, I soon learned that there were a plethora of competing factors and variables in this field that hamper the success of a policy. On reflection, I had not realised the complexities and the enormity of the constraints that not only exist for individuals but also the organisations as a whole.

The PPESP requires schools to navigate multiple requirements through the five key indicators including: enhanced pupil engagement in regular PA, raising the profile of PE, increasing the confidence of staff, offering a broader range of sports and increased participation in competitive sport. Consequently, there is a need to find out (from those delivering the policy) any perceived successes or failures. This research provides contextualised examples of how key personnel have engaged with the PPESP and has offered valuable insight into the significant influence of colleagues within the organisational socialisation phase. These results add to the rapidly growing studies into the impact of the PPESP and are of value to practitioners now and in the future as this policy continues to evolve. It is hoped that the findings and recommendations from this study encourages reflection amongst leaders and teachers so that

improvements continue and that policy makers appreciate the exigencies that exist, including how the policy has been translated.

Lawson's (1983a) model of occupational socialisation has provided the framework to support our understanding of the teacher's perspectives. This study has demonstrated the importance of teacher socialisation with each stage providing unique challenges to teacher educators and schools. The individuals within this study have traversed all three stages of the socialisation process espoused by Lawson and have provided insights into our understanding of the various challenges that exist. Earlier studies suggested that the professional socialisation stage is the weakest and the findings from this study did not dispute this. Those studies suggested this was due to 'washout', however, the limited ITE experiences insinuated there was not anything to 'washout' as some participants reported no PE training/teaching or inadequate training with less than 5 hours contact time. Suggesting that this is an area that needs continued investment. What is more, this study has highlighted that it is the influence of colleagues in the organisation that have the principal effect on a teachers organisational socialisation with support from leaders as a key component in shaping the success of initiatives. This adds to the growing viewpoint that innovation in PE should start with school-level leadership (Morgan and Hansen, 2007; Elliot et al., 2013).

Limitations

This thesis has offered an insight into the impact of the PPESP in a group of schools, however, the findings of this study have to be seen in light of some limitations. Whilst aiming to explain these within this section, they offer scope for future investigations to corroborate or disprove the findings shared. The first limitation identified was that participation in this study was

voluntary, therefore, it was more likely that the HTs valued the role that HQPE plays in the curriculum as they were keen to participate from the outset. This would also be pertinent to the TEs who volunteered. Therefore, a natural progression of this work would be to broaden the number of schools and participants involved or to replicate the investigation in another cluster of schools which could offer a different context (outsourcing of PE). Although a larger sample of schools may have provided similar or contrasting findings, it was not possible for a single researcher to complete this within the time frame, so repeating this exact study on a larger scale could prove fruitful. Nonetheless, by ensuring triangulation throughout this study (interviews and documentation scrutiny) and working with three different sized schools has reinforced that the information has provided multiple truths that are significant and rich in nature. There is some likelihood that the interpretation of the data has been influenced by my own positioning and personal experiences as a qualified PE teacher and HT, however, I have endeavoured to manage my personal beliefs and opinions throughout this study and to ensure that new knowledge into the impact of the PPESP was rigorously pursued.

In addition, the next limitation identified was that this study focussed specifically on the perspectives of staff within the three schools, so the sample profile was constrained to this participant group alone. To broaden our understanding of the phenomenon it is fair to suggest that children's perspectives could have been sought as they are the recipients of this initiative. Similarly, parents' viewpoints could also have been investigated to find out if they had noticed any changes to the PE provision as a result of the PPESP. However, the decision to focus specifically on HTs and TEs was of greatest interest as there was limited understanding regarding the role of HTs in implementing the PPESP and their viewpoints as discussed. Also, collecting four sets of viewpoints would have made the study unmanageable for a single researcher. Thus, in spite of the limitations discussed, this study adds to the understanding of

the PPESP and provides valuable insight into the impact the funding has had on three schools within this evaluative case study.

Future Directions

Further research focussing specifically on the fundamental role that HTs play when making decisions in PE is likely to provide greater insight. An emphasis on HTs alone could produce interesting findings that account for some of the decisions made by many HTs to outsource PE (as illustrated in the literature), but more importantly to understand the training that they have received in PE to make the key decisions pertaining to the PPESP. It is my instinct that HTs who repeatedly outsource the teaching of PE are less confident teachers of PE. In this study, two of the three HTs had formal training in PE which may not be typical of primary provision and why outsourcing was not prevalent within the three schools in this study. Given that many generalist classroom teachers will become the leaders of the future and that their confidence levels in the teaching of PE remain a concern, there could be a further deterioration in standards within this subject. Furthermore, this might contribute to a continuation of outsourcing to external providers if PE is undervalued and confidence levels in teaching the subject remain low. Therefore, this would be a valuable area to continue investigating on a larger scale. In addition, as this research was cross-sectional in nature a follow up study could seek to understand what happens to the PPESP over a period of time and utilise a longitudinal approach to further enhance our knowledge into the PPESP. With hindsight, additional data could have been pursued to understand what changes the participants would want to see in the future in relation to the PPESP. Although the majority of the TEs felt the PPESP had been successful, identifying next steps would help with the policies development.

Synthesis of Chapter

This chapter has shared the findings from the qualitative study into the perspectives held by the HTs, PCs and TEs regarding the PPESP. As a contribution to practice, three recommendations have been made to support future planners in maximising its potential. Areas of further interest have also been discussed, should researchers want to continue this valuable work into the impact of policy on practice and to further explore teacher socialisation.

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Can you help with research into the PE and Sport Premium?



Schools, Headteachers, PE Co-ordinators and Class Teachers are required to take part in short interviews, to look at the effectiveness of the PE and Sport Premium in upskilling teaching.

If you are interested in finding out more information, or you want to take part, please contact:

Mrs Andrea Hall at A.Hall1@uea.ac.uk or phone

([REDACTED])

Mrs Andrea Hall
Doctorate in Education (EdD)



Faculty of Social Sciences
School of Education
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom
Web: www.uea.ac.uk

Staff perspectives regarding the primary primary physical education and sport premium.

PARTICIPANT INFORMATION STATEMENT
(Headteachers)

(1) What is this study about?

Since the 1st September 2013 the government has provided over £150 million per year to primary schools across the country, in order to improve the quality and breadth of their Physical Education and Sport Provision. Each school can choose how to spend the funding received and tailor it to the needs of their individual schools. All schools must publish how they spend their money and chart the impact of the £9000 (average primary school) investment per year. Early indications show that out of the 500 schools surveyed in 2013/14, 86% of schools reported to use the money for upskilling staff and 81% in 2014/15. As a result of these national findings, you have been invited to participate because this study intends to focus upon the views and opinions of Primary School Teachers, Primary PE Co-ordinators and Primary Headteachers to help create an understanding of the effectiveness of this funding in upskilling teaching and to ascertain if there are any barriers to its success.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and feel free to ask any questions about anything that you do not understand or want to know more about.

Participation in this research study is voluntary. By giving your consent to take part in this study you are telling me that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.

(2) Who is running the study?

Mrs Andrea Hall, Headteacher is conducting this study as the basis for the EdD at the University of East Anglia. This study is being conducted under the supervision of Dr Lee Beaumont and Professor Anne Cockburn.

(3) What will the study involve for you?

For the purpose of this study access to the school's PE and Sport Premium plan will be required and the opportunity to talk to the teachers within your school. In addition, you will be asked to participate in a one to one interview with me. The interview, which will be approximately 40 minutes long, will take place at your school on a date and time that is most suitable to you. To allow you to effectively express your views regarding the research topic, the interview that you will participate in will be semi-structured. This will mean that whilst the questions asked will be open ended, in order to allow you to use personal experiences to provide specific insights into the topic, the interview will remain focused and purposeful for the whole 40 minutes.

The interview will be audio recorded so that the topics discussed within the interview can be revisited at a later date. As soon as the transcript is available, you will be provided with the opportunity to review what you have said and also what I have written to ensure that there have not been any misinterpretations of the information provided. I will also remind you of your individual rights; including the right to withdraw your information from the study at any time.

(4) How much of my time will the study take?

The interview process, which includes a brief talk prior to the interview, the interview itself and the opportunity to review the information collected during the interview will take approximately 1 hour to complete.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

The study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with me or anyone else at the University of East Anglia.

During the interview you are free to stop it at any time. Unless you say that you want me to keep them, any recordings will be erased and the information you have provided will not be included in the study results. You may also refuse to answer any questions that you do not wish to answer during the interview. If you decide at a later time to withdraw from the study you can do this by contacting me by email at A.Hall1@uea.ac.uk or by phone on [REDACTED]. Following this, your information will be removed from the study records and will not be included in the results, up to the point that I have analysed and published the results and this would include the submission of the thesis.

(6) Are there any risks or costs associated with being in the study?

Aside from giving up your time, I do not expect that there will be any risks or costs associated with taking part in this study.

(7) Are there any benefits associated with being in the study?

The information that you provide for this study will help to broaden my knowledge and understanding of the effectiveness of the PE and Sport Premium in supporting the upskilling of staff, including Continued Professional Development. It could also contribute to supporting the effective implementation of the PE and Sport Premium within other schools.

(8) What will happen to information about me that is collected during the study?

Within this study your personal experiences, views and opinions regarding the study's topic will be collected and analysed. Each interview will be audio recorded and will be used for analysis purposes within the dissertation. In addition, the contents of each audio recording will be converted into an anonymised transcription and will be published within the study. It is important to state that your identity and information will be kept strictly confidential, except as required by law. Study findings will be used for the purposes of this dissertation and in possible future publications but you will not be individually identifiable. Data will be stored in a secure location, on a password protected computer or in a locked filing cabinet, for the period of the study and destroyed in accordance with the Data Protection Act (1998).

By providing your consent, you are agreeing to me collecting personal information about you for the purposes of this study. Your information will only be used for the intentions outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 1998 Data Protection Act and the University of East Anglia Research Data Management Policy (2013).

(9) What if I would like further information about the study?

When you have read this information, I will be available to discuss it with you further and answer any questions you may have now and at any stage during the study.

(10) Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell me that you wish to receive feedback by contacting me by email at A.Hall1@uea.ac.uk. You can also express your interest in receiving feedback by filling in the appropriate boxes on the consent form. This feedback will be in the form of a verbal or written summary depending upon your personal preference. You will receive this feedback after the study has been completed.

(11) What if I have a complaint or any concerns about the study?

Research involving humans in the UK is reviewed by an independent group of people called a Human Research Ethics Committee (HREC). The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee.

If there is a problem please let me know as soon as possible. I can be contacted via the University at the following address:

Andrea Hall

School of Education and Lifelong Learning

University of East Anglia

Norwich NR4 7TJ

A.Hall1@uea.ac.uk

If you would like to speak to someone else about this study, it is possible to contact my supervisors:

Dr Lee Beaumont

L.Beaumont@uea.ac.uk

Professor Anne Cockburn

A.Cockburn@uea.ac.uk

In addition, if you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Head of the School of Education and Lifelong Learning, Professor Richard Andrews, at r.andrews@uea.ac.uk.

(12) OK, I want to take part – what do I do next?

You need to fill in one copy of the consent form, this form can be returned by post (a stamped, addressed envelope has been provided for you) or by emailing it to A.Hall1@uea.ac.uk. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep. Thank you very much for taking the time to read through the details of this study.

PARTICIPANT CONSENT FORM (1st Copy to Researcher)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researcher has answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researcher or anyone else at the University of East Anglia now or in the future.
- ✓ I understand that I can withdraw from the study at any time.
- ✓ I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- **Audio-recording** YES NO
- **Reviewing transcripts** YES NO
- **Would you like to receive feedback about the overall results of this study?** YES NO

If you answered **YES**, please indicate your preferred form of feedback:

Verbal: In the form of a phone call or a one to one meeting

Written: In the form of an email or a letter

(Please provide an email or postal address so that your preferred form of feedback can be arranged)

.....

Signature

.....

PRINT name

.....

Date

PARTICIPANT CONSENT FORM (2nd Copy to Participant)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researcher has answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researcher or anyone else at the University of East Anglia now or in the future.
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- ✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- | | | | | | |
|---|--|-----|--------------------------|----|--------------------------|
| • | Audio-recording | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • | Reviewing transcripts | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • | Would you like to receive feedback about the overall results of this study? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

If you answered **YES**, please indicate your preferred form of feedback:

Verbal: In the form of a phone call or a one to one meeting

Written: In the form of an email or a letter

(Please provide an email or postal address so that your preferred form of feedback can be arranged)

.....

Signature

.....

PRINT name

.....

Date

Mrs Andrea Hall
Doctorate in Education (EdD)



Faculty of Social Sciences
School of Education
University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom
Web: www.uea.ac.uk

Staff perspectives regarding the primary primary physical education and sport premium.

PARTICIPANT INFORMATION STATEMENT
(TEACHERS AND PE CO-ORDINATORS)

(1) What is this study about?

Since the 1st September 2013 the government has provided over £150 million per year to primary schools across the country, in order to improve the quality and breadth of their Physical Education and Sport Provision. Each school can choose how to spend the funding received and tailor it to the needs of their individual schools. All schools must publish how they spend their money and chart the impact of the £9000 (average primary school) investment per year. Early indications show that out of the 500 schools surveyed in 2013/14, 86% of schools reported to use the money for upskilling staff and 81% in 2014/15. As a result of these national findings, you have been invited to participate because this study intends to focus upon the views and opinions of Primary School Teachers, Primary PE Co-ordinators and Primary Headteachers to help create an understanding of the effectiveness of this funding in upskilling teaching and to ascertain if there are any barriers to its success.

This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please read this sheet carefully and feel free to ask any questions about anything that you do not understand or want to know more about.

Participation in this research study is voluntary. By giving your consent to take part in this study you are telling me that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.

(2) Who is running the study?

Mrs Andrea Hall, Headteacher is conducting this study as the basis for the EdD at the University of East Anglia. This study is being conducted under the supervision of Dr Lee Beaumont and Professor Anne Cockburn.

(3) What will the study involve for you?

For the purpose of this study you will be asked to participate in a one to one interview with me. The interview, which will be approximately 40 minutes long, will take place at your school on a date and time that is most suitable to you. To allow you to effectively express your views regarding the research topic, the interview that you will participate in will be semi-structured. This will mean that whilst the questions asked will be open ended, in order to allow you to use personal experiences to provide specific insights into the topic, the interview will remain focused and purposeful for the whole 40 minutes.

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(6) Are there any risks or costs associated with being in the study?

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If there is a problem please let me know as soon as possible. I can be contacted via the University at the following address:

Andrea Hall

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If you would like to speak to someone else about this study, it is possible to contact my supervisors:

Dr Lee Beaumont

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Professor Anne Cockburn

A.Cockburn@uea.ac.uk

In addition, if you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Head of the School of Education and Lifelong Learning, Professor Richard Andrews, at r.andrews@uea.ac.uk.

(12) OK, I want to take part – what do I do next?

You need to fill in one copy of the consent form, this form can be returned by post (a stamped, addressed envelope has been provided for you) or by emailing it to A.Hall1@uea.ac.uk. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep. Thank you very much for taking the time to read through the details of this study.

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researcher has answered any questions that I had about the study and I am happy with the answers.
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- ✓ I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- **Audio-recording** YES NO
- **Reviewing transcripts** YES NO
- **Would you like to receive feedback about the overall results of this study?**

YES NO

If you answered **YES**, please indicate your preferred form of feedback:

Verbal: In the form of a phone call or a one to one meeting

Written: In the form of an email or a letter

(Please provide an email or postal address so that your preferred form of feedback can be arranged)

.....

Signature

.....

PRINT name

.....

Date

PARTICIPANT CONSENT FORM (2nd Copy to Participant)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
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I consent to:

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- **Reviewing transcripts** YES NO
- **Would you like to receive feedback about the overall results of this study?**

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Written: In the form of an email or a letter

(Please provide an email or postal address so that your preferred form of feedback can be arranged)

.....

Signature

.....

PRINT name

.....

Date

Appendix 3

A 15-point checklist of the criteria for good thematic analysis (Braun and Clarke, 2006, p. 96):

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'
Coding	2	Each data item has been given equal attention in the coding process
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts from each theme have been collated
	5	Themes have been checked against each other and back to the original data set
	6	Themes are internally coherent, consistent and distinctive
Analysis	7	Data have been analysed – interpreted, made sense of – rather than just paraphrased or described
	8	Analysis and data match each other – the extracts illustrate the analytic claims
	9	Analysis tells a convincing and well-organised story about the data and topic
	10	A good balance between analytic narrative and illustrative extracts is provided
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated
	13	There is a good fit between what you claim you do, and what you show you have done – i.e. described method and reported analysis are consistent
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis
	15	The researcher is positioned as <i>active</i> in the research process; themes do not just 'emerge'.

Codes Established		Appendix 4
1	Previous experiences in PE before teaching (positive and negative)	
2	PE networks, support and opportunities to collaborate, sharing expertise (limited and improved)	
3	Bespoke staff development (upskilling)	
4	Positive health benefits of PE	
5	PE is a priority across the school	
6	Limited training at ITE	
7	Maximum pupil participation in PE	
8	Widely held view that it was acceptable for staffing teaching or leading PE not to have QTS or a specific coaching qualification/leadership qualification relating to the area of sport they were teaching	
9	Quality Assurance (lesson observations)	
10	Teaching HQPE	
11	Safety concerns delivering the curriculum due to lack of training	
12	Raised profile of PE in school	
13	Analysis of strengths and areas for development for all staff (audit)	
14	Knowledge of previous initiatives	
15	Importance of competition	
16	General willingness to teach PE	
17	Celebration of PE (Promotion across the school)	
18	Leaders key to driving change PE	
19	Current pressure from competing curriculum priorities/Ofsted	
20	Development of clubs/opportunities	
21	Children's voices	
22	Confidence in teaching PE	
23	Investment into resourcing and supporting PE/Time (positive and negative)	
24	Concerns regarding the removal of the funding/sustainability (uncertainty)	
25	Knowledge regarding the PE premium and its impact	
26	Fairness of PE opportunities and participation/Inclusive	
27	Impact of coaches (reluctance to teach/positive)	

Influence	Capabilities	Connectivity	Value
Previous experiences in PE before teaching (positive and negative)	Bespoke staff development (upskilling)	PE networks, support and opportunities to collaborate, sharing expertise (limited and improved)	PE is a priority across the school
Widely held view that it was acceptable for staffing teaching or leading PE not to have QTS or a specific coaching qualification/leadership qualification relating to the area of sport they were teaching	Limited training at ITT	Maximum pupil participation in PE	Positive health benefits of PE
Knowledge of previous initiatives	Quality Assurance (lesson observations)	Development of clubs/opportunities	Raised profile of PE in school
Impact of coaches	Teaching HQPE		Importance of competition
Current pressure from competing curriculum priorities/Ofsted	Safety concerns delivering the curriculum due to lack of training		Celebration of PE (promotion across the school)
	Analysis of strengths and areas for development (audit)		Children's voices
	General willingness to teach PE		Investment into resourcing and supporting PE/Time (positive and negative)
	Confidence in teaching PE		Concerns regarding the removal of the funding/sustainability (uncertainty)
	Knowledge regarding the PE premium and its impact		Leaders key to driving change in PE
			Fairness of PE opportunities and participation/Inclusive

Mrs Andrea Hall
Doctorate in Education (EdD)



Faculty of Social Sciences
School of Education
University of East Anglia
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Norwich NR4 7TJ
United Kingdom

Email: Ahall1@uea.ac.uk

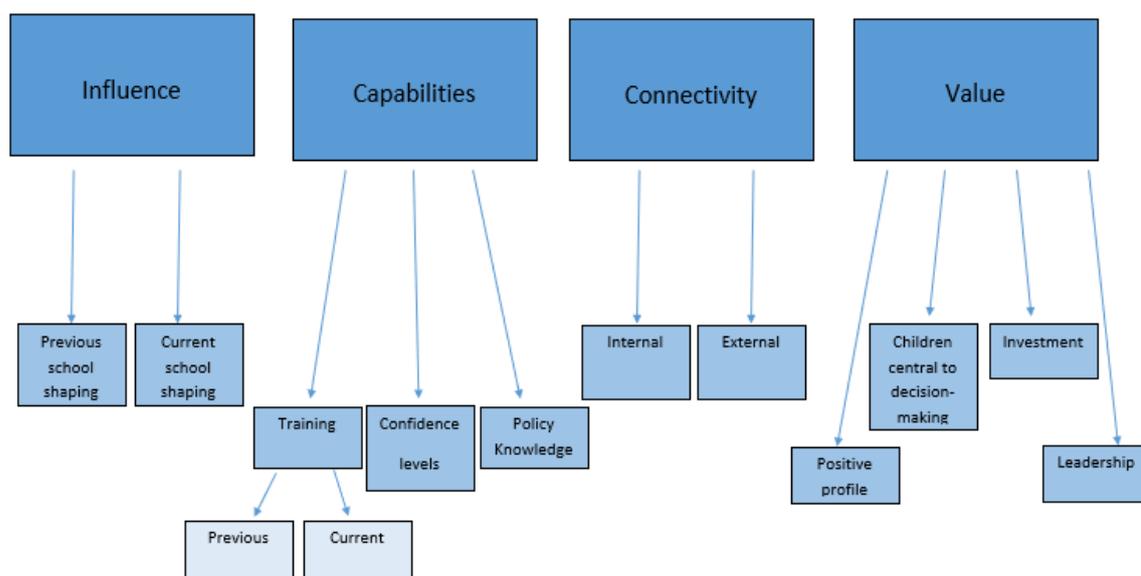
**Staff perspectives on the strengths and barriers of the primary physical education
and sport premium: The case of three Suffolk schools.**

August 2021

Dear Participants,

Thank you for giving up your time to take part in my doctoral research into staff perspectives on the strengths and barriers of the primary physical education and sport premium. The information provided has enhanced my understanding of this strategy and it is hoped that this thesis will be of interest to schools and scholars alike. I have included a summary of the process and the findings from the qualitative study for your attention.

Semi-structured interviews were completed with 20 participants (3 headteachers, 3 PE Co-ordinators and 14 teachers) over an eighteen month period. Multiple questions were asked about experiences in teaching PE, confidence levels, the impact of the funding on schools and the value held towards this subject. Once all the interviews had been completed the transcripts were coded alongside the primary physical education and sport premium plans created by the three schools involved. Braun and Clarke's six-phase thematic analysis method was used for this process. Four themes emerged (influence, capabilities, connectivity and value) and were displayed using a thematic map (included).



Excerpts from the interviews were used throughout the results and discussion chapters, aligning this with current literature. Pseudonyms were also applied throughout this thesis to ensure the confidentiality of all participants and schools. The study's results suggested that the PPESP has had a significant impact on the schools, staff and children studied. This can be attributed to the positive culture for school improvement created by the headteachers and the involvement of the generalist classroom teachers in the teaching of physical education. These have contributed to the subject's value and the increased confidence of teachers. Three recommendations for policy and practice were suggested, specifically: i) all headteachers and physical education co-ordinators to participate in training that strengthens their strategic planning and policy knowledge; ii) a detailed audit is completed of the generalist classroom teacher and physical education coordinators qualifications, skills, knowledge and confidence to teach PE (including childhood and initial teacher education experiences) and; iii) schools continue prioritising the development of local links to enhance the quality of opportunities (e.g. tournaments or fixtures) available to children and the shared continued professional development amongst staff.

Once again, thank you for your support, it is greatly appreciated. If you have any further questions about this study please don't hesitate to contact me: ahall1@uea.ac.uk

Kind regards,

Andrea Hall

Semi-Structured Interview – Headteachers

Name John School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a Headteacher? Is this your first Headship? 3 years in January. Yes, first Headship.

Where did you undertake your teacher training? [REDACTED] in London.

Was it a primary specialist course? Yes, it was a specialist course. It was kind of two degrees a PE degree and a primary degree.

Thinking back to your teacher training, how many hours of PE training did you receive? In total? Roughly? Weekly. Did you have weekly inputs then? Yes, yes... I had as much as you had the teaching input on your training, I also then had probably an extra day a week of PE as well – the equivalent, and that was throughout. So, when teacher training stopped, PE hadn't stopped so that carried on until the end of the term. **So, was that a 4 year course?** 3 year course. **Did you find this PE training effective?** Yes, because I was interested in it and it was something that I liked. So, it actually just formalised things. **Did that PE training cover all curriculum areas?** Yes, the lot, athletics, games, swimming, dance, and gymnastics. Everyone then had their own specialisms which they then taught to everyone else on the course as well.

30 **What was your specialism?** Trampolining. **Would you say that you were a confident PE**
31 **teacher when you first trained?** Yes, I suppose when I first trained and also teaching different
32 sports outside of school, I used that as well.

33

34 **Do you have any qualifications in PE or Sport? Past or Present.**

35 Yes gymnastics, trampolining and swimming qualifications. **Whilst on your training?** No that
36 was before. I think gymnastics coach qualified, but I can't remember what that was as they
37 have changed that recently. Trampolining, is, I'm coaching qualified and swimming erm, and
38 I had my full teachers. **Excellent. So, after your training did you have any more training when**
39 **you were in the classroom?** Yes, Val Sabin bits and pieces and I was also part of the [REDACTED]
40 [REDACTED] network which we delivered training to as well. **So, you went out**
41 **to other schools to deliver training?** Yes, and we then had other schools come to us. **Wow**
42 **that sounds really good, can you just talk me through that?** So, there was a gymnastics unit
43 that I was then delivering to other schools. I would do that with my school as well, erm that
44 wasn't in my first year, that was in my second year of teaching and that was probably a couple
45 of times a term. Yes, it was two times and all the PE leaders would get back together at
46 Twickenham stadium and basically plan the next lot of training for the next year.

47

48 **Where does PE fit on your School Development Plan?** Well if you think about the
49 development plan has PE as part of it, so raising and especially as part of the PE funding as
50 well, so it has to be there. Erm it is about upskilling our teachers and at the moment especially
51 for using our priorities in gymnastics because we invested in that last year erm and again just
52 physically enabling children to be fit and seeing what a healthy lifestyle so there is a bigger
53 agenda isn't there, especially about obesity. So, it does fit.

54

55 **When is PE taught in your school?** We mostly try and get it in the afternoons but there are
56 some morning slots. It is a minimum of two hours. Some teachers teach both of their PE slots,
57 some people teach one, and then we have a coach that we employ in school who teaches the
58 other and I think there is one class that has both slots taught by the coach.

59

60 **How is it celebrated?** Assemblies, on the website, we have got a board in school with all the
61 pictures of children that achieve inside of school and outside of school. Erm the beat that
62 challenge, all of the school were part of that a few years ago and we won. That was within
63 [REDACTED] that was a big success erm but again just the amount of competitive erm
64 competitions that we have been to and children are exposed to have grown and the number
65 of children that are actually physically going to has developed so that is important to us.

66

67 **Do you think that PE is valued by children and staff?** Yes, because they enjoy it and I suppose,
68 actually the other thing about PE is that we have 13 different activities at lunchtime all relating
69 to sports leaders and erm children across all KS2 leading those sessions as well so whether
70 that be skipping or whether that be a formal club that the children want to set up. So, Year 6
71 wanted to set up a club for the Y2 children about keeping fit. So, it is everywhere. So, children
72 do understand the importance of keeping fit.

73

74 **Current Provision**

75

76 **On average, how many hours of PE does each class receive?** That will be a minimum of 2
77 hours but then that's not including lunchtime activities. **Would you say that happened every**
78 **week?** 2 hours yes, yes. I would like to think it does, it is timetabled. So yes, it should happen.

79

80 **Do you have a PE Specialist within your school?** [REDACTED] is our PE leader. **Does he have a**
81 **particular qualification?** Erm no, I am trying to think when we appointed him. No, but I think
82 he has got additional qualifications which enable him to advise. We do actually employ a
83 sports coach and he is qualified to advise people as well so technically yes, we do and there
84 is me as well. There are other teachers who have also done specialist primary with PE as well,
85 so they are around. **Would you say that PE is a strength in your school?** Developing strength.

86

87 **I appreciate you must be very busy but how often do you or your SLT team observe the**
88 **teaching of PE?** So that is in [REDACTED] development plan to develop it and to monitor the teaching
89 of PE. Also, SLT have observed the coaches that come into school as well, so that's part of our

90 cycle to make sure it's safe and value for money and the children get what they need to get.

91 That does happen termly. **Termly?** Yes

92

93 **Do your colleagues observe each other teaching PE or do they go to other schools?** Well
94 that's part of ■ role as the leader of PE. He will go and team teach, erm so he will model
95 lessons and then everyone can watch. That's not happened with everyone throughout the
96 school, there are certain people we have identified that need that support. Or they might say
97 can you come and help me with this aspect of PE like dance or athletics. **What would you**
98 **consider good practice to be in PE?** Good practice in PE, well it is ultimately knowing what
99 you are teaching and knowing how to break down those skills, it's enabling the children to be
100 active all the time and also thinking about health and safety, ensuring that that's paramount
101 and that the children are safe.

102

103 **Over the last three years, have you identified any need for support in PE?** Yes, so the
104 gymnastics teaching, having used the PE premium money it funded new wall bars as our old
105 ones were decommissioned as they were not safe, so then ■ put PE training in so that people
106 could use them. So, yes that does happen. **Have you used any specific people to come in to**
107 **help the teachers?** Erm no there was supposed to be an Academy NQT course that we could
108 send people on but that was cancelled. Apart from ■ who is our PE coach, actually we have
109 had ■ gymnastics in. **What did they do?** Modelled lessons with Year 1, they also did an after
110 school club again, so people could see how they were teaching parts of gymnastics, it was
111 floor work – which was quite good and the children enjoyed that. We used erm I can't think
112 of what the company is called, there is another coaching company that we use, that come in
113 and work with teachers, I have a funny feeling that there was also a Tennis workshop last
114 year for that.

115

116 **How is the PE and Sport Premium plan written in your school?** It is looking at what the
117 priorities are, the developments of last year, looking at those strengths and how we can keep
118 them going, but also then thinking about what the gap is, so last year that was gymnastics so
119 that was in there, the year before that was dance and this year it is more competitive
120 elements and athletics. **So, do you write the plan with your Subject Leader?** He writes that
121 by himself, then we have a discussion about it. **What role do the Governors have?** ■ then

122 attends governors meetings, so last year he attended erm so for example in the summer term
123 he had 15 minutes where he met the governors and said this is what we have done
124 throughout the year, this is how I know and this is what we are doing next year. Governors
125 then ask him questions about what his role was through monitoring and how the next steps
126 were accurate. **So, would the governors have asked challenging questions?** Yes, they would.
127 **Do they come into school and observe any PE?** Not at that stage, they come in to monitor
128 different things but not in PE. They did ask challenging questions but I would need to check
129 the minutes.

130

131 **Past Teaching**

132

133 **Are you aware of any government initiatives/funding regarding PE that have been**
134 **introduced in the past?** Yes, there was the funding for SSCOs and that money which was used
135 and actually I was part of that enrichment and the money for that was directly used for us in
136 the borough for tournaments and athletics. **Was that working with a High School?** Yes, and
137 a special school. **Did they run events in your school then?** Yes, we ran things in school, around
138 the borough and it always ended up with a big celebration in the summer term, where all
139 schools used to come and take part at [REDACTED]. **Do you think that experience in**
140 **your past has had an impact on how you have led your school?** Yes, I think so, definitely
141 about the competitive tournaments as that was something that was really strong and that
142 wasn't as strong here in Suffolk. Working with [REDACTED] that has really improved erm the exposure I
143 suppose to tournaments, also the exposure to outside clubs which we can get into schools as
144 well. We have so many clubs here that children can go to, it is making sure they are a part of
145 what we do to. **Do they pay for clubs or are they provided for free?** A mixture, some are paid
146 for primarily we try not to let children pay.

147

148 **Do you feel you have had more support to improve the teaching of PE recently or in the**
149 **past?** External support? **Yes, so thinking about the PESS strategy you mentioned and the**
150 **SSCO work you have talked about. Did you have more then or more now?** Probably more
151 then, I suppose now as we have only targeted certain areas using that money and we have
152 used people that we know have a specialism, whereas before you had a range of schools
153 which could offer a wealth of sports but now it is limited. It is limited now compared to then

154 but we still do that now, I am not saying we don't. **Do you feel the teachers in your school**
155 **want to teach PE?** There are a couple of teachers who are unable to teach PE because of
156 mobility problems but apart from that everyone is really willing and wants to participate in
157 lessons and model good lessons as well. **Have you ever gone down the route of coaches**
158 **teaching all PE?** No, Year 3 have to teach both their lessons because we haven't got a coach
159 to fill their slots because of where they are but the rest of the school do have a coach, as I
160 said they have to teach at least one lesson but no, well I wouldn't be able to fully fund a full
161 time PE coach. **Is that something that you would want to do?** Possibly, something to think
162 about for the future especially thinking about the outcomes in Year 6 in the future and how
163 to ease those teachers up slightly, so that might have an impact on maths and English, possibly
164 it is an idea.

165

166 **Are there any CPD opportunities for PE available in your school?** Yes, peer to peer support,
167 also if there is a particular area that has been identified then we will seek training erm [REDACTED]
168 goes on the regional conferences to make sure he is up to date with his knowledge and skills.
169 I know that he has been talking to another member of staff in a different school who is a
170 leader in sport and PE to come in. **Is that open to everyone?** Would be, yes. **How effective**
171 **are the training sessions in your school?** Well if we go back to the PE bars, actually that was
172 effective because now people are using them within their lessons and they are using them
173 safely and children are using them safely, so I would say effective.

174

175 **What schemes of work have been used in the past? Currently?** Val Sabin, erm Kwik cricket
176 the schemes from them, I know that we use them. Other schemes I am not sure of, those are
177 the two that I can remember for now.

178

179 **How do the children perceive PE within your school?** Children actively talk about what they
180 are doing and want to share and celebrate the range of PE in school and out of school so I
181 think that has developed. KS1 children are talking about it as well especially when they win a
182 tournament or they come back and they have been excited to be part of a tournament. **Is that**
183 **a new thing and who is that organised by?** Yes, primarily that is run by someone at [REDACTED]
184 as part of our trust, so they run those sessions however part of our development plan is that

185 we will be running KS1 tournaments here. **Internally?** Yes, and for other trust schools to come
186 to as well.

187

188 **Closing Questions**

189

190 **Do you feel there are any key successes within your school which supports the teaching of**
191 **PE?** Key successes. By having ■ who is passionate about developing PE, also making sure that
192 is part of the development plan and the strategic view of what we are doing. Erm and being
193 able to buy in quality people that can deliver good quality PE as well. Actually, we have also
194 had PE days within the summer holidays and half terms and they are also really well attended
195 over various days. **Who runs those?** That's an outside agency, who we use ■■■■■ or it might
196 be our sports coach, who runs things as well. We fund some of those places, especially if they
197 are for pupil premium children or target children.

198

199 **Do you feel there are any barriers to the successful teaching of PE within your school?**

200 Time constraints of making sure maths and English are on every agenda. Yes, we need to get
201 our children to expected or better. So, unfortunately that takes priority, however we can
202 make everything cross-curricular so last year we knew that we wanted to target outside PE
203 during the week in the summer term so we made everything possible be cross curricular but
204 being active and fit as well and giving children new experiences. So, it is there. **Do you feel**
205 **under pressure?** Yes, you have a lot to do in a short amount of time, so you do have to
206 prioritise and unfortunately PE I suppose is on that priority list but it comes under maths and
207 English.

208

209 **What do you feel has been the impact of the PE premium within your school?** There are a
210 larger range of clubs which children are going to across the school. We listen to the children
211 about what new things they would like, for example we offer fencing and archery. We have
212 got table tennis tables that we bought now for table tennis club out of that money, so it is just
213 making sure that we are using it wisely and it is sustainable. **And teachers?** The impact of the
214 premium for them is that they have good quality CPD and they have someone to do team

215 teaching with and they get good feedback about what is going well and what they can do even
216 better so for teaching and learning it has had an impact.

217

218 **Is there anything else you would like to share about the PE provision within your school? I**

219 suppose we are promoting it more on the website, there is a section that says so come and
220 look at what we are doing, that's new this year and has just started.

221

222 **Final Comments**

223

224 *Thank you for providing these comments for my study. Would you like the opportunity to*
225 *review your answers now? Please can I remind you that all answers will be treated in the*
226 *strictest confidence and will be kept anonymous, as detailed in the consent form. Do you have*
227 *any questions? Once again, thank you for your time.*

1

2

Semi-Structured Interview – PE Co-ordinators

3

4

Name Jared School: A B C

5

6 **Introductory Comments:**

7

8 *Thank you for giving up your time by volunteering to take part in this interview, it is greatly*
9 *appreciated. Please can I remind you that this interview will be audio recorded and you have*
10 *the right to stop the recording at any time or withdraw from the interview/process. Do you*
11 *have any questions about the arrangements before we start?*

12

13 **Warm-up Questions/Biographical Information:**

14

15 **How long have you been a primary school teacher?** This will be my sixth-year teaching.

16

17 **Where did you undertake your teacher training?** ■■■

18

19 **How long have you been responsible for co-ordinating PE?** I took this on in my NQT year, I
20 did it in an unofficial capacity. I wasn't properly the PE Co-ordinator, so for five years after
21 my NQT year. **Have you had any specific training for this role?** I have never been on the
22 official Suffolk 3-day PE co-ordinator training but I have been on various courses but nothing
23 specific to the role of co-ordinator.

24

25 **Thinking back to your teacher training, how many hours of PE training did you receive?** I
26 know it wasn't many. Thinking back, we had two-hour sessions, like a two-hour block. I would
27 think we had three of those. It could be on the negative side but it wasn't many. 10 hours
28 maximum I would say. **Do you think this was effective at the time?** Erm, at the time I wasn't

29 sure but as I have now been in school longer, I think it needed to be more at the time. **So,**
30 **did it cover all curriculum areas?** I remember doing dance, I don't remember athletics, I can
31 remember doing games, but I don't remember anything on specific sports like football or
32 rugby, I remember it was just a general overview.

33

34 **Do you have any qualifications in PE or Sport?** Erm I took a course on fundamental
35 movement skills that was quite a while ago now. **Was that through the Schools Partnership?**
36 Yes, that was through ■ at the sports partnership, but it wasn't run by him but by another
37 company that delivered the training. Lots of ■ courses around every area of PE really,
38 orienteering and games. I haven't got anything official, what I would call official courses, or
39 badges but I have been on pretty much every sports partnership course based on games,
40 orienteering and that sort of thing, never anything official. **Not at University either?** No.

41

42 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** Yes, I do.
43 Well I think that I was massive on sport when I was at school and I always thought I would
44 be a PE teacher, that was always my ultimate goal but then when I did some work experience
45 before I trained to be a teacher I decided I actually really enjoyed working with the younger
46 children, but I think I thought I would enjoy it more, but I do really enjoy it, I thought I would
47 enjoy that more than anything else but I think actually it is on the same level as every other
48 subject. I wouldn't say I enjoyed it more than any other subject. All the same, if that makes
49 any sense.

50

51 **Do you think PE is valued on the curriculum in your school?** Yes, I do. So, every class has
52 two hours a week, erm that's the statutory time. We have erm we are constantly at
53 tournaments so very week it is celebrated through the competitive side, so certificates in
54 assembly and yes, I would say once every two weeks there is something in assembly where
55 sport is celebrated.

56

57 **Current Teaching**

58

59 **You have said every class has two hours of PE a week, how many lessons of PE do you**
60 **currently teach a week?** Me, personally I teach two lessons, both my PE lessons. **Does this**
61 **happen every week?** So most of the other teachers would teach one hour a week and that
62 would be for most teachers the indoor, gym or dance then our sports coach ■ would teach
63 the other hour, the outdoor games, athletics erm for most teachers. So, most teachers would
64 do one hour of the two.

65

66 **Do you have a PE Specialist within your school?** No, we have someone that we employ, ■
67 who does most of the PPA cover but no we don't have a specialist specifically. I am the PE
68 co-ordinator but I wouldn't call myself a specialist as such. But I obviously deliver to my class
69 as I am the co-ordinator so it makes sense for me to do both hours.

70

71 **Have you observed the teaching of PE?** Yes, I have. **What would be typical?** In a year, yes, I
72 probably try to drop into everybody during the year and more so I drop into ■, I'd see him
73 more as he teaches a higher amount, so yeah at least once a year. I think this year one of the
74 aims is to develop that. I have been here now for, this is coming up for my third year, so
75 when I first started it was about building up clubs and things as there wasn't really a lot of
76 that going on so the PE premium was kind of just being introduced, so that was a big target
77 for us, you know really getting into lessons a lot more. **Do you do that on your own?** I have
78 done some by myself more recently, but to begin with I've done some joint observations
79 with the Deputy Headteacher here, I have done that on two occasions. That was really helpful
80 for me as I had not done that before, so it was helpful to have someone with me, I kind of
81 knew, I was really familiar and confident with the PE side of things but because I was also
82 quite new, it was two or so years ago, it was nice to have someone with me to help with the
83 nitty gritty side of what they were looking for within the lesson.

84

85 **Over the last three years, what support have you had with regards to the teaching of PE?**
86 From the school I have had a lot, I have lots of talks with SLT talking about what my plans are
87 going to be and how to develop that and what the next steps will be. That has been really
88 helpful for me because when I was at my last school I was only a nqt and one more year so I
89 didn't really get to grips with things. Here it is has been much better, lots of talks with the
90 HT, I haven't been on any specific PE subject leadership course but I get to go on really

91 everything else so I get a really good idea about what I should be seeing, when I see lessons.
92 Actually, with the PE premium it has been a lot more important now that actually my kind of
93 professional role. Actually, to have those chats with the HT is good, everything has to be
94 done correctly and I don't want to be signing off on things if they are not correct so it is really
95 important. They've been really supportive.

96

97 **Who was responsible for writing the PE and Sport Premium plan in your school?** So, I wrote
98 it, and then kind of in collaboration with the HT really. I would write it then he would send
99 me back my draft, have you thought about this etc. then we would meet and talk about it
100 then we could come up with it, finalise the plan on a joint basis but I wrote it. **What are the**
101 **key features on your plan?** For this year, we are, our plan is to continue to get more children
102 to go to more competitive tournaments, using the PE premium for that. Introducing new
103 sports through extra-curricular clubs again. After sort of three years or so it is becoming
104 trickier to think of more and more new sports, so we are doing that. Another big thing is
105 ensuring there is good teaching across the school; that is something I am confident that it is
106 happening but I need to really evidence that better and make it a bit more formal really. I
107 know really that there is great stuff going on when I see it, I need to make more of that if
108 that makes any sort of sense. And also, within the hub (academy), there is a lot going on
109 within the hub, so it is maintaining that and growing that. It is maintaining the tournaments
110 that are putting on and trying to introduce more for Key Stage 1 really, because Key Stage 1
111 are for reasons I am not really sure about, I don't really know why, but from my time in L
112 there doesn't seem to be that many tournaments for KS1, actually there weren't any until
113 the hub started doing them actually. I had never been to one for KS1, so that's really good
114 that we are doing that. **I notice on your plan that is about hiring specialists sport coaches**
115 **to work with teachers, has that happened?** I don't think we did that last year but the
116 previous academic year we had a lead teacher come in, I can't remember, oh yes, alongside
117 a Year ■ teacher in gymnastics. We also had a specialist from ■ Gymnastics to come in and
118 work alongside Year ■ as well. That was really good actually because gymnastics I think that
119 teachers are not confident in gymnastics. I know personally that is the one I am least
120 confident with and I don't think I can always demonstrate things brilliantly. I went in and saw
121 the way in the specialist actually worked alongside the teacher and it was fantastic because
122 the level of the work the children were doing was so high because you had that specialist in
123 there. The year before we had, can't think of his name now, the chap that does the FA skills,
124 ■ he came in. He worked with me and I did some sessions with him and he also worked

125 alongside another Y1 teacher that was really good, that worked out really nicely. **Do you**
126 **have any evidence of any confidence building with teachers?** Yes, I popped back after the
127 coach had gone and the confidence has grown. After speaking to the teachers, taking notes
128 from what they have said his, confidence has improved. Actually, I think this is something we
129 need to develop. We have done a little bit of it, we have dipped our toe into the water with
130 it but I think, I know the HT wants me to do that sort of thing this year after the observations
131 I have completed this year, he wants me to be that person who actually goes in and improves
132 the PE. I am happy to do, I am keen to try do this really as I haven't done a lot but I did this
133 with the sports coach, ■ after an observation as there was a few things that he needed to do
134 differently. I went in with him to team teach and improve things but I think this is something
135 we need to do more of. **Do you think you are quite clear on how the money has been spent**
136 **then?** Yes, yes, I would like to think that I have. The HT seems pleased with the reports. So
137 yes, I am 100% confident I have spent it correctly.

138

139 **Past Teaching**

140

141 **Are you aware of any government initiatives/funding regarding PE that has been**
142 **introduced in the past?** So, there was the change for life clubs was something that came
143 around, that was something that was mentioned but it is not something that has really been
144 pushed by anybody. I know what it is but never had any exposure to it. It is not something
145 we have done here. **Any other strategies you have known before the PE premium?** No, not
146 really. I can't think of.

147

148 **Do you feel you have had more support with the teaching of PE recently?** Yes, without a
149 doubt. With the premium it raises the profile of PE massively. I just, it means personally for
150 myself I came here to this school and it was the perfect timing for me, I came here as the PE,
151 co-ordinator, this role was bigger, it was more important, the PE Premium made PE more
152 high profile and it was before but I don't think I was in a place, as I was so new, it came hand
153 in hand, after speaking to every other PE Co-ordinator, obviously I know loads, you see them
154 all the time - their role as a PE Co-ordinator is so much more important for the school as a
155 whole than it ever was, I think.

156

157 **What CPD opportunities for PE are available in your school? Are these open to everyone?**

158 Lots of the teachers go on to specific courses that I have been on before. We have Val Sabin
159 here kind of like the basic lesson plan package, however you want to word it. Erm, so lots of
160 the teachers have been on those courses to develop their skills, that's kind of ongoing as that
161 happens when they feel they need it. We also ask teachers how they feel and what they want
162 to go on courses as that is important because some teachers have some teacher have specific
163 areas they are not 100% confident with though. We want to gauge that and improve that.
164 We didn't do as much last year but the year before there were loads of courses people went
165 on. We had two NQTS they went on games, dance and gymnastics training for Val Sabin.
166 Suffolk PE is now disbanded from as far as I am concerned, I know that AFPE is trying to come
167 in, The Val Sabin in the ■ area is the thing that is offered and that's the best thing that we
168 have got. **Is this training open to everyone?** Oh yes of course. **How do staff disseminate**
169 **information they have gained from courses?** So, they would speak to their year team. All
170 the plans are in the staff room so they are all there, and often I am on the course as well so
171 I will do most of the disseminating. So, I went on the orienteering course because that was
172 massive thing for Key Stage 2. I disseminated that and did a KS2 staff meeting and spoke to
173 the Key Stage team and sorted them out with plans and how to resource it and where the
174 resources were. We make sure they know what is going on and what the new ideas are.

175

176 **You mention the Val Sabin schemes of work have you used any others?** No that is what we
177 use. We encourage and we would expect that they don't just pick them up and follow, they
178 are good but the only reservation is that they are a starting point for the lesson, that's the
179 key message we want to get across. They are great for your structure but they need to be
180 adapted for your class. **Do you monitor the planning?** Yes.

181

182 **Closing Questions**

183

184 **Do you feel there are any key successes within your school which supports the teaching of**
185 **PE?** I think the profile of PE, through the premium, like whereas before perhaps where
186 tournaments happened ad hoc or on a sort of sporadic basis they were happening, now
187 because it is pretty much every tournament we go to, it is a thing in this school that everyone
188 gets an opportunity to go to a tournament. There are so many tournaments that the children

189 get to go on. I can't remember the figure but it is so high of the percentage of children going
190 to tournaments and the percentage of children coming to clubs because there are so many
191 clubs, I just think that is as success and I think that that has a positive impact on the lessons
192 as well, as the children are more engaged and it is used as a tool, we are doing hockey this
193 half-term and there is a tournament at the end, so we will be looking to choose the children
194 who are working really hard etc. etc. The whole profile is bigger and I think the whole attitude
195 towards PE, I felt has improved across the whole school, in the last two or three years really.
196 **What do you think the cause of this is then?** I mean, it has to be the money. Actually, without
197 the money, I couldn't do the things that I do. The HT couldn't give me ■ amount of money
198 each year and say spend this on clubs and take every single child to a tournament, and here
199 is the money for the coaches. That is even less possible with all the problems in funding that
200 are coming up in education that you hear about and that we know about. Without that £9000
201 or however much it equates to a year since the increase it would be impossible, I couldn't do
202 it. I do worry, if at some point that money just goes well I am not quite sure what will happen
203 to the PE across the school. I would imagine this is happening everywhere. If the schools are
204 spending the money correctly and all these great things are happening if that's it, if the
205 money disappears, I am not quite sure what will happen, schools can't just say here is the
206 money from somewhere, I am not sure where that is going to come from. It will be a real
207 shame; that will be awful I think.

208

209 **Do you feel there are any barriers to the successful teaching of PE within your school?** Erm
210 confidence, confidence from staff, I think definitely. That's me included. I was massive in
211 sport when I was younger, really loved sport but I think that in certain areas teachers are
212 quite confident like games but confidence in dance and gym, I think that is an area they are
213 less confident in. I don't know I may be speaking out of turn, I'd have a guess that that is
214 possibly quite common everywhere really. I know myself I am more confident now, I am
215 more confident as a teacher because I know I am going to teach dance to a song I am happy
216 with. I know I have actually got to meet these criteria for them to make progress and I know
217 that I can do it in a different way. I know other teachers may feel less confident to do that. I
218 don't think, I know at this time of year time is an issue and I know sometimes PE becomes
219 the thing that gets dropped, we have got to do the Christmas play so we won't do PE and I
220 know that happens a couple of weeks before Christmas. I don't believe, I know for a fact that
221 that doesn't happen here often, only at Christmas time. I could imagine it does happen, we
222 have got to do, we have got to do, we have got to finish our English so PE we will give it a

223 miss, which is a shame but I don't believe that's the right type of thing. I know it doesn't
224 happen here, only at Christmas. Confidence and possibly time. Space here, we have a great
225 field but I know when it is tipping with rain and I am teaching indoors and X is outside or
226 whoever that might be, that's it we are stumped. There is nothing else we can do. Someone's
227 not having the quality PE lesson they're supposed to. I do look at this school and think we
228 are in an old Victorian building and look over to the new High School and that's incredible,
229 so that's something we should do. I have spoken to the HT and said that is something we
230 should tap in to their resources but I know of schools that have to use a room not much
231 bigger than the room we are in now, which is tiny, to do PE and that's a real issue. Especially
232 now, as before I started, now that Y5/6 are part of the whole primary school system, I
233 sometimes look at Year 5 and Year 6 and they've outgrown that hall, they're too small for it.
234 That can be an issue can't it.

235

236 **Do you feel that the PE premium has had an impact within your school?** Yes massively. Yes,
237 I think for everyone, without it, I just think without it all the great things like the tournaments
238 and clubs, supporting teachers, erm the golden mile thing which we have been doing and
239 lots of other schools as well. Erm, I am just trying to think of all the things we have done. All
240 the things like, links with football clubs and all those kinds of things. We had a link with ITFC,
241 we had a season ticket and the children went to watch football. I just don't believe that would
242 happen because companies tap into it, they know there is money there and they put things
243 on, without all that, the money it wouldn't, it didn't happen before the money. It must have.
244 For me, I think it has been brilliant really.

245

246 **Do you feel as the PE co-ordinator that any teachers are particularly supportive/resistant**
247 **to teaching PE?** I wouldn't say any one was resistant to teaching PE at all. I would just say
248 some are less confident than others. Nobody has ever said it to me oh, they probably
249 wouldn't say it to me erm no one ever says they don't want to teach PE. I think it is a nice
250 balance for teachers having a coach come in and do that side of it and they teach the inside
251 part. My only worry is, we don't pay for the sports coach through the premium so that's not
252 an issue, if the premium disappeared that wouldn't be an issue that all of a sudden, every
253 single teacher has got to teach something. He was here before the premium so that is fine.
254 Erm, sorry I have gone off on a tangent. Can you repeat the question? **Do you feel as the PE**
255 **co-ordinator that any teachers are particularly supportive/resistant to teaching PE?** I don't

256 think anyone is particularly resistant they are more supportive because I think they love
257 seeing children go to tournaments and having all these great clubs as it creates a bit of a buzz
258 erm and we have been mildly successful as we have won tournaments. So, having the
259 academy hub, so a smaller crop of schools so we are coming back with trophies occasionally,
260 which was never happening before because you were competing against 30 schools, private
261 schools as well we were never winning anything. So, when we come back from the hub
262 tournaments, it is fantastic and it shows the children you can be successful in sport. Whereas,
263 without the money the hub tournaments wouldn't have happened and that success in PE
264 and Sport, yes wasn't happening. They were going to tournaments, having a great time and
265 were doing well but I know it is not all about winning but it is nice and it creates a nice
266 atmosphere in front of assembly with a successful sports team it breeds that kind of wanting
267 to go and join in. I think teachers here are really supportive about the money and how it is
268 spent and they are aware. Not one teacher has ever said to me erm, I don't want you taking
269 Joe blogs to a rugby tournament today because we have got to do this today. No one has
270 ever, ever said this which is great, it doesn't matter what time of day it is, I will take children
271 half way through an English lesson but they are aware of that, it is a big thing it is important
272 that we do it.

273

274 **Is there anything else you would like to share about your teaching of PE or your school's**
275 **provision?** I don't think so no.

276

277 **Final Comments**

278

279 *Thank you for providing these comments for my study. Would you like the opportunity to*
280 *review your answers now? Please can I remind you that all answers will be treated in the*
281 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
282 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Julie School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? This is my 3rd year of teaching. **Do you have a subject specialism?** Art specialism

Where did you undertake your teacher training? [REDACTED] **How many years was the training over?** It was a four year BA (Hons). **How many placements did you have?** Four.

Over your teacher training, how many hours of PE training did you receive? I know this exactly. It was a four hour slot over the four years. **Did you think this was effective** No it was only in dance and it was in my first year of training. You could only do extra if you took it as a specialism and I applied but I didn't get on to be a PE specialist route. **Do you feel confident teaching PE?** In some aspects of it, yes I do feel confident as I took GCSE and A level PE, so I am quite confident in my own knowledge, in terms on teaching the skill as a progression, I find that quite tricky.

29

30 **Do you have any qualifications in PE or Sport? Past or Present.** A level PE, GCSE PE and I had
31 FA sports football coach level 1 and triathlon coaching level 1. **Did you do that at University?**
32 No, at High School so it is a while back.

33

34 **Do you enjoy teaching PE?** Yes, I wish I got to do it more. **How would you rate PE against**
35 **other subjects, 1 being the best?** Yes, Literacy is probably my favourite then Art, then
36 probably PE is my third really. **What sort of experiences did you have when you were at**
37 **school?** I loved it, I was going to train as a Secondary PE teacher but then I dropped out for
38 personal reasons and became a primary school teacher, so I still get to do PE.

39

40 **Do you think PE is valued on the curriculum in your school?** Sometimes, sometimes not. In
41 terms of equipment this is not always available, for instance in Year 11 they have one half-
42 term of swimming and then half a term where the teacher teaches PE so indoor PE you don't
43 often get the hall when you need it, that'll be taken up by other things so this half-term is my
44 slot and I have only done PE three times because the hall is used for other things. **Like what?**
45 Plays, practices for Christmas, reading cafes and things like that. They seem to take priority.
46 **How do you think it is celebrated in your school?** We enter a lot of competitions, the hub
47 (academy) competitions are great, they are working really well and the children are buzzing
48 about those. 11 who comes in to teach outdoor PE he is fantastic with the children and they
49 can't rate him enough.

50

51 **Current Teaching**

52

53 **How many lessons of PE do you currently teach a week?** I teach indoor PE and I meant to
54 do it once every half term on a Monday afternoon. **Is that because they go swimming to in**
55 **other lesson?** Yes, they have two swimming teachers and I assist with that if they need my
56 help but I am not swimming trained so it is more about confidence. **What have you taught**
57 **indoors this year?** Gymnastics.

58

59 **Do you have a PE Specialist within your school?** Yes, [REDACTED] is our PE Co-ordinator.

60

61 **Have you been observed teaching PE?** Never. **Have you observed colleagues in your school**
62 **or other schools?** In other schools I have, but that was only because I asked to when I was
63 training. **But not since you have been here?** No.

64

65 **Over the last three years, what support have you had with regards to the teaching of PE?** I
66 wouldn't say I had any. I did have a gymnastics coach come in last year from [REDACTED] Gymnastics
67 and he was fantastic, he took my whole slots of lessons for the whole 6 weeks and I
68 supported him as a TA role and I was able to take notes, so this year I have based my whole
69 3 weeks that I have had on what he did. The children have loved that and it has been really
70 helpful, he was brilliant. **Do you think that has enhanced your knowledge?** Absolutely, I
71 learned so many new things, like a word called conditioning, conditioning the muscles, I had
72 never heard of that before. The children love it.

73

74 **Are you aware of the PE and Sport Premium plan in your school?** I have heard of it but I
75 haven't seen the plan. **Have you helped to write it?** No. **Do you know how the money is**
76 **spent?** Nope. **Or if it has been effective?** No, not a clue, I haven't been told anything.

77

78 **Past Teaching**

79

80 **Are you aware of any government initiatives/funding regarding PE that have been**
81 **introduced in the past?** No.

82

83 **Do you feel you have had more support with the teaching of PE recently or in the past?** In
84 the past in my training schools, I did all my training in [REDACTED], and they were really hot
85 on sport in schools. **So, was this within your teaching placements?** Yes, I taught all of the PE
86 inside and outside, we had training within the schools, they brought in people to train with,
87 that was really good. **How long were you on those placements?** The first one was 5 weeks,
88 the second one was 7 or 8 weeks, and then the third and fourth were three month

89 placements, so they were really longer ones. **So, you got to teach lots of PE?** Yes. **Since you**
90 **have been here how much PE have you taught compared to the coach?** Always swimming
91 in Year 5, so once every term, so that other half will be me, so I teach about 18 weeks of PE
92 probably a year, not much more than that, if I get my hall time.

93

94 **Are you aware of any CPD opportunities for PE in your school?** No. **Do you know if they are**
95 **open to everyone?** No, it is like little things like training and when you get to take the children
96 to competition it is always ■ who does it we never get an opportunity to take them even if
97 we ask. **Would you like an opportunity to take part in supporting competitions?** Yes,
98 definitely, I have taken a group to a swimming gala before because I knew the swimming
99 teachers and I loved doing that. I would love to have more influence in the sport and take
100 the children to competitions.

101

102 **What schemes of work have been used in the past?** We have erm schemes of work in the
103 folders, but for the life of me I can't remember what they are. If you go in the staff room and
104 in the cupboard and open it up there are lots of folders, dance, gymnastics, and all the indoor
105 things you do in the hall and they have schemes and you follow lesson 1, they have lesson
106 plans in there. **Have you sat down with a colleague and planned PE?** No never. I just got told
107 when I started, they are in there that's what you use.

108

109 **Closing Questions**

110

111 **Do you feel there are any key successes within your school which supports the teaching of**
112 **PE?** I think when we had the coach in; that was for me the only success we really had. Like I
113 said he was fantastic and so good with the children. A lot of the coaches who we have had
114 brought in have been really helpful for me to watch just to get ideas from and they have
115 been really good for the children as they do have better subject knowledge as that is what
116 they do as a full time job. **Do you think you can learn from them?** Yes, definitely, the
117 gymnastics coach I learnt so much from, he was brilliant. I went to, he did an after school
118 club as well, so I went to a couple of them to watch, so see what he would do differently as

119 well. We were doing jumping and he was teaching handstands and cartwheels and stuff, he
120 was really good.

121

122 **Do you feel there are any barriers to the successful teaching of PE within your school?** Time,
123 it is not considered important I don't think. I feel like it is maths, reading and writing and
124 that's it. We try and get other things in but PE is on the bottom of the list along with art. They
125 are the two. **Are there any pressures as a teacher?** Yes, it is as if even when I do teach PE,
126 the TAs are taking children out to do interventions at the same time, so they are missing that
127 time when it would be beneficial for them because that's what they enjoy doing. **Personally,**
128 **you feel confident to teach PE?** Yes, most of it but not all of it. Most confident, gymnastics
129 now and outdoor sports like basketball and netball but I never get to teach these rounders,
130 anything like that they were the sports I took at A level, football as well. **Do you think if you**
131 **were teaching in a different year group, would you have the opportunity to teach more**
132 **PE?** I am not sure as ■ takes the children outside all of the time for PE, so I don't know what
133 I would do. I do gymnastics, dance, and fitness. So, they are the three areas I have taught
134 since I have been here. I don't know how it works if they don't go swimming as I have always
135 been in Year ■.

136

137 **Do you feel that the PE premium has had an impact within your school?** I couldn't tell you,
138 I don't know.

139

140 **Is there anything else you would like to share about your teaching of PE or your school's**
141 **provision?** I think it needs to be better, I am being so honest here. More coaches in as this is
142 really helpful, help with skill progression because that is something I do struggle with. I think
143 equipment we are quite good with. More time, well not more time for it but ensuring that
144 the hall is free for when we need it for PE slots.

145

146 **Final Comments**

147

148 *Thank you for providing these comments for my study. Would you like the opportunity to*
149 *review your answers now? Please can I remind you that all answers will be treated in the*

150 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
151 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name June School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? I am in my 2nd year of teaching. **Do you have a particular specialism?** No, I just did general primary teaching.

Where did you undertake your teacher training? I did School Direct and that was led by [REDACTED] because I did the PGCE separate. **Was that training over 1 year?** Yes

Over your teacher training, how many hours of PE training did you receive? One whole day which was about 5 hours I think in total. **What did that cover?** It was mostly games, it was a bit of theory but it was Norfolk based because the course was in Norfolk so it was following Norfolk schemes of work rather than general, erm we had 5 hours all about games so we played a lot of games, looked at starters and warm-ups. So that was like the formal training. **When you were on your teaching placement did you get to teach much PE?** No none, not really. I think I had about two hours watching.

29 **Do you have any qualifications in PE or Sport? Past or Present.** No, none.

30

31 **Do you enjoy teaching PE?** Yes, more indoor than outdoor. **How would you rate PE against**
32 **other subjects, 1 being the best?** It is not my favourite but I do like it but I prefer teaching
33 maths and English. **Do you think you are more confident in those areas?** Yes, PE makes me
34 a bit anxious because I think of all the safety aspects – what could go wrong. **What sort of**
35 **experiences did you have when you were at school?** I loved PE when I was at school and
36 when I was a TA, I used to help the sports coach quite a lot with PE so I have a lot of ideas in
37 my idea bank from working with him. It is only through experience that I have gained that
38 not through training.

39

40 **Do you think PE is valued on the curriculum in your school?** Yes definitely. **How do you**
41 **know it is valued?** We have the sports coach who teaches most PE across the school, erm
42 our PE leader is very active in promoting PE across the school as well, so there is a lot of
43 whole school initiatives like the daily mile that was brought in to promote PE across the
44 school. **Are there any celebration events?** There are a lot of tournaments and things, in
45 assembly we highlight achievements and participation of all pupils in those and then we have
46 two PE display boards that are updated regularly as well again to promote that.

47

48 **Current Teaching**

49

50 **How many lessons of PE do you currently teach a week?** I teach both my PE lessons, two
51 times a week, every week. **Do you have any other adults with you?** Only support staff and a
52 volunteer who has got an interest in PE so I use him a lot in my PE lessons because he has an
53 interest. **You have only taught for two years so was last year the same?** Yes, I have taught
54 all my PE since I have been here. **Have you had anyone within your PE lessons to support**
55 **you?** As last year was my first year and because my year group partner was the sports leader
56 we planned PE together a lot of the time so my confidence has definitely improved this year
57 because he is not my year group partner anymore, my confidence has definitely grown so
58 having the PE leader with me gave me my confidence to do

59

60 **Do you have a PE Specialist within your school?** Yes [redacted] comes into school and teaches most
61 groups PE and [redacted] is our PE Leader and I think he has a specialism in PE. **Is [redacted] the sports coach?**
62 Yes, he sort of covers all the PPA across the school, yes PPA cover

63

64 **Have you been observed teaching PE?** No, I don't think I have.

65

66 **Do you observe colleagues in your school or other schools?** No, I don't think so. **What do**
67 **you think good practice is in PE?** Yes, I think so, I think I have a good enough understanding
68 of what PE should look like, but I wouldn't be able to judge it on my own, I would need
69 someone a specialist with me but I could definitely say that wasn't quite good. I wouldn't
70 feel most confident looking at someone else's lesson, than I would another lesson maybe.

71 **What lesson would you feel confident observing?** Yes, English but I would be more confident
72 with outdoor PE than indoor PE like gymnastics and things like that.

73

74 **Over the last three years, what support have you had with regards to the teaching of PE?**
75 Working with colleagues last year. The academy was going to arrange training for the NQTs
76 last year but that never happened. I don't think there was enough time in the NQT
77 programme to fit that in. **Have you had any training yourself? Been on any courses?** No, not
78 related to PE.

79

80 **Are you aware of the PE and Sport Premium plan in your school?** Yes, I have seen that. **Did**
81 **you help to write this?** No. **On the plan it says about supporting children at clubs and**
82 **events, have you seen that happen?** Yes, and I have been to tournaments with my year
83 group. **Has that been a good experience?** It has been brilliant. It is really interesting to see
84 what happens, how nicely children work across the schools.

85

86 **Past Teaching**

87

88 **Are you aware of any government initiatives/funding regarding PE that have been**
89 **introduced in the past?** No. Not that I can think of.

90

91 **Do you feel you have had more support with the teaching of PE recently or in the past?**

92 When I was a TA I saw quite a lot of PE and because I was an HLTA I took part in a lot of
93 training through that as well. We had some yoga, we took part in something that could be
94 used with the children. I did have some help from the DHT last year who has now retired,
95 she came to support me in PE as well last year.

96

97 **Are you aware of any CPD opportunities for PE in your school? Are these open to everyone?**

98 I have spoken to the PE lead about courses, because I teach both of my lessons I have said if
99 something comes up I would be interested in going just to develop my teaching as this is an
100 area that I am less confident. **What would you choose to attend?** Probably gymnastics and
101 this year I have worked with a child with [REDACTED] so he is not always able to access all
102 the lesson, when you have got the equipment out, what can he access and so I want him to
103 access it as he loves PE, so I would find that level of support really useful. **When people go
104 on PE courses do they share their knowledge?** Yes, quite a lot of times and we have staff
105 meetings which are linked to subjects, so if someone's been on something they come back
106 and feedback what they have found out and if there is anything we are going to sort of follow
107 on and put in place from that.

108

109 **What schemes of work do you use?** I am not sure.

110

111 **Closing Questions**

112

113 **Do you feel there are any key successes within your school which supports the teaching of**

114 **PE?** I think the lead, the success of the PE Lead, he is very active in his role and the fact we
115 have all the tournaments that we attend and the children love going for them. It is really
116 hard to pick children for them because they are all so keen to go, I think that is very telling
117 that the children want to go and take part in sports and the number of girls that want to take
118 part in sport as well. The girls here, in both classes I have had since being here, the girls are
119 really interested in PE, it's not like the boys are really keen and the girls unenthusiastic, they
120 seem just as keen as the boys.

121

122 **Do you feel there are any barriers to the successful teaching of PE within your school?** The
123 only thing that I would say is that if we have got a sports coach, I think it would be useful if
124 we could work together, as I teach both my PEs - that would be the only thing, because if it
125 is an area where you're less confident, the sports coach could come along and support. **What**
126 **do you mean?** Working alongside, working collaboratively, team teaching maybe, sharing
127 planning maybe – he plans with me for what we are going to do.

128

129 **Do you feel that the PE premium has had an impact within your school?** Yes, definitely, you
130 can tell it is being used well. **What suggests it is being used well?** We have a good range of
131 equipment, there's always new resources to use, erm you don't get out to a lesson and there
132 is not enough hockey sticks or something for you. It is funding put into the sports coach and
133 after school clubs we have got as well, it is promoting that enjoyment isn't it.

134

135 **Is there anything else you would like to share about your teaching of PE or your school's**
136 **provision?** I don't think so.

137

138 **Final Comments**

139

140 *Thank you for providing these comments for my study. Would you like the opportunity to*
141 *review your answers now? Please can I remind you that all answers will be treated in the*
142 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
143 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Jenny School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? This is my fourth year of teaching. **Do you have a particular specialism?** At the moment it is PSHE and also SMSC as well

Where did you undertake your teacher training? [REDACTED]. **Was that a PGCE?** Yes, it was.

Over your teacher training, how many hours of PE training did you receive? They were in 2 hour slots, I think. I am sure they were in 2 hour slots and they must have been once every term, linking in with the school terms. So, one between September and Christmas and one in spring and summer. **What did that cover?** There were lots of building skills, how to teach skills. It took place in the [REDACTED], they would have one of the halls hired out and everyone would go in from our group would go in one time, so it was teaching skills like throwing and catching, ball skills erm there was also one session that was completely sort of linked with how to be inclusive, for children who have different disabilities, whether it be a physical disability for someone in a wheelchair and whether it is someone with a learning behaviour/difficulty. I found that really interesting and I remember that one in

30 particular. **So, would you say you were confident teaching PE from your training?** Yes, once
31 I got into practice but maybe not initially but after I actually taught it with my first class then
32 yes. After the first year, yes, I was.

33

34 **Do you have any qualifications in PE or Sport?** No.

35

36 **Do you enjoy teaching PE?** Yes, I quite like doing team games, hockey, basketball, games
37 with the rules because I think the children really benefit from that in the playground as well
38 so we link it to PSHE, SMSC, turn taking, fair discussions. I used to enjoy playing sports as
39 well. **What sort of experiences did you have when you were at school?** All the way through
40 school I was in sports teams as well. I started football quite young so in primary and middle
41 schools I was on the team, we used to play tournaments and cups erm, playing ■ and ■ teams
42 as well as the ■ area. In High School I was on the basketball team, goalie for 5 aside, I was on
43 the house team for hockey erm and the rounders team but I wasn't very good at rounders.

44 **Do you think that has an impact on the way that you teach?** Definitely because I enjoy it, I
45 think I am confident to be able to demonstrate the skills at a primary school level, things like
46 how to hold the ball, the hockey stick erm your posture and stance and how you need to do
47 it for different sports. Because I know that from practising then I can teach the child. **How**
48 **would you rate this against other subjects? (1-10)** Quite high actually, yes because it is
49 something different, because it is the exercise it helps me to de stress and calm me down
50 and I really think the children get that. So, I think on a scale, probably a three, my least
51 favourite would be French because I can't speak French, so I find that really difficult but we
52 use rigolo, that's about my limit. I have to look it up and do the lesson before I teach it. I can't
53 do that so much.

54

55 **Do you think PE is valued on the curriculum in your school?** I think so, I think especially with
56 after school clubs. Erm the children want to do it and the PE Co-ordinator works really hard
57 to include all the children in extra-curricular activities and things and he has also done
58 observations, I know he has watched one of my PE lessons this term, at the start of the year.
59 So, I do feel it is valued. **When is it taught?** I have a morning slot for indoor PE because the
60 hall is being used by everyone else at every other time, normally on a Thursday morning. My
61 outdoor PE is now a Friday afternoon. **Do you see much evidence of celebration in PE?** We

62 have one PE board in the main area near the lunch hall but that's mainly about the clubs
63 rather than the PE lessons themselves.

64

65 **Current Teaching**

66

67 **How many lessons of PE do you currently teach a week?** Two, I teach both. **Do you have**
68 **any other adults with you?** I have learning support assistants within the lessons but I do all
69 the planning myself and teach all the lessons myself.

70

71 **Do you have a PE Specialist within your school?** Yes, ■ is the PE Co-ordinator.

72

73 **Do you observe colleagues in your school or other schools teach PE?** No, I haven't observed
74 others. **Did you observe PE on your placement?** I think at the beginning before the
75 placements it was all about observing lessons and I would have done that as part of the PGCE
76 programme. **Did you teach PE on your placements?** Yes, I did. I taught a dance lesson. It was
77 in November as it was around fire work time and the teacher had chosen Katy Perry, Firework
78 and she started the lesson and asked me to come up with the rest of it, so I helped the
79 children to learn it and come up with different parts.

80

81 **What do you think good practice looks like in PE?** The children physically engaged in the
82 lesson as much as possible, erm the fact that they are willing to sort of try out new things
83 and they are not sitting there not wanting to have a go but actually having a go, especially in
84 hockey as the children have found it very difficult to hold a hockey stick, because it is such a
85 different thing to do yet my class are all willing to have a go, I think this is really important as
86 this is how they learn. If it is practical, going to do it.

87

88 **Over the last three years, what support have you had with regards to the teaching of PE?**
89 Last year erm one of the PE lessons a week was taught by an outside person that comes in
90 as a specialist to just teach PE, the other class had him for both lessons because he was
91 covering management time so he gave me his plans. He was always a week ahead so he

92 always gave me his plans, so that I could use it for the next lesson, so that was really
93 supportive. I found this really helpful so I would know what to do next time. **Have you had**
94 **an audit of PE, what your strengths are and what you would like to develop?** No, I don't
95 think I have, not for PE.

96

97 **Are you aware of the PE and Sport Premium plan in your school?** I know that some money
98 is given but I don't know a breakdown of where it goes or how much or if it is dependent on
99 the number of children. I was aware of it in the last school as well. I know there is one but I
100 don't know the details. **So, you did not help to write this?** No.

101

102 **Past Teaching**

103

104 **Are you aware of any government initiatives/funding regarding PE that have been**
105 **introduced in the past?** We have different things come in from PE but I don't know if that is
106 from funding or something we have bought into. We are doing the golden mile at the
107 moment and this is encouraging children to beat their targets and to improve their stamina
108 overall but I don't know whether that is something we have paid into, so I am not sure.

109

110 **Do you feel you have had more support with the teaching of PE recently or in the past?** I
111 would say recently having someone share their plans with me from an expert trained position
112 that was really useful. **Have you taken part in any team teaching?** No.

113

114 **Are you aware of any CPD opportunities for PE in your school? Are these open to everyone?**
115 No, it is not something that I would look for because I feel quite confident in it but I am not
116 aware of any. **Are you aware of how PE training works in your school?** I think what I would
117 do, management have said for anything if you need help with something, they will show you
118 where to look. I imagine it would be the same place to look for PE, but I haven't needed to.
119 **When staff go on training for PE, does any of it get disseminated?** Not that I know of, no. I
120 can't think of anyone who might have been on a PE course.

121

122 **What schemes of work do you use?** I have got, in my cupboard the very old purple Suffolk
123 folders, I know they are not with the new curriculum, they are old, old but I have those in my
124 cupboard so I can look for ideas, lesson plans and tweak. In the staff room we have the Val
125 Sabin planning, I used that quite a lot when we were teaching gymnastics for the structure
126 of the work and how it builds up. **Do you sit down in a team and plan?** No, not PE.

127

128 **Closing Questions**

129

130 **Do you feel there are any key successes within your school which supports the teaching of**
131 **PE?** I think having [REDACTED], outside on the playground. Her job role is to run games and things
132 outside on the playground at lunch and break as well. Also, all the tournaments, because the
133 children get really excited about it and often we will do a demo run with the children, show
134 them how to run the game and talk to them about the rules so that we can select children
135 to attend the tournament. So, they really enjoy that. That's been really helpful.

136

137 **Do you feel there are any barriers to the successful teaching of PE within your school?** Erm,
138 in terms of equipment there isn't anything I have looked for but haven't been able to find.
139 The gymnastics we had everything we needed and the outdoor team games we have had. I
140 don't know really maybe having teaching assistants have to have some training in it because
141 they feel unsure about what to do. They will always watch when I am modelling, I am just
142 thinking about hockey because we have been doing it recently about how to hold a hockey
143 stick, dribbling and they will say it again to the children that need help but I think maybe they
144 don't, I get the feeling they are not very confident with what they need to be doing and what
145 their role is in the PE lesson.

146

147 **Do you feel that the PE premium has had an impact within your school?** I would say yes
148 because we have got all the resources we need. If that's what the money has been spent on
149 then definitely because there are no barriers with the equipment we have got.

150

151 **Is there anything else you would like to share about your teaching of PE or your school's**
152 **provision?** No, not that I can think of.

153

154 **Final Comments**

155

156 *Thank you for providing these comments for my study. Would you like the opportunity to*
157 *review your answers now? Please can I remind you that all answers will be treated in the*
158 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
159 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

3

4

Name Jane

School: A B C

5

6 **Introductory Comments:**

7

8 *Thank you for giving up your time by volunteering to take part in this interview, it is greatly*
9 *appreciated. Please can I remind you that this interview will be audio recorded and you have*
10 *the right to stop the recording at any time or withdraw from the interview/process. Do you*
11 *have any questions about the arrangements before we start?*

12

13 **Warm-up Questions/Biographical Information:**

14

15 **How long have you been a primary school teacher?** Erm in a primary school for 7 years
16 before that in middle school upper primary for 7 years. **Do you have a particular specialism?**
17 Yes, Maths

18

19 **Where did you undertake your teacher training?** [REDACTED]

20 – 4 years, I did a bachelor of education

21

22 **Thinking back to your teacher training, how many hours of PE training did you receive?** On
23 my degree course, oh goodness, I wouldn't be able to answer that, it doesn't figure
24 significantly, so I can't imagine that it was a huge number of hours. We didn't actually do
25 practical, like to learn how to teach it in a practical way, if we did it would have been in a
26 lecture format. **Do you think it was effective?** Not particularly, I think it is more effective
27 when you learn on the job so perhaps more in teaching practice, observing other teachers
28 teaching it and then courses you go on when you are qualified. **When you were on your**
29 **teaching placement did you teach any PE that you can remember?** No not by myself,

30 perhaps erm participated with a qualified teacher in a PE lesson but I didn't take a PE lesson
31 by myself. **Would you say you are confident teaching PE?** I wouldn't necessarily say I am
32 really confident but I am not unconfident if that makes sense, I would quite happily teach PE
33 and I like doing it but I wouldn't say, my knowledge and understanding of PE is what I have
34 learnt as I have gone along so that's not what I having been taught at degree level, but I think
35 I do a lot of research so I can do it properly and that I am not teaching children the wrong
36 skills in the wrong way.

37

38 **Do you have any qualifications in PE or Sport? Past or Present.** No, no, I have done like an
39 after school course on kwik sticks and that type of thing but not any qualifications that says
40 I am qualified to teach.

41

42 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** Yes, I
43 love it. **How would you rate PE against other subjects, 1 being the best?** In terms of my
44 favourite. Yes, I would put it up there as quite high although I quite like teaching most things
45 so I wouldn't say there is anything that I don't particularly like. **Can you think back to your
46 personal experiences, did you like PE?** Yes, I played hockey and netball not so much athletics
47 because I wasn't very good at athletics. I am not really physically built for athletics I don't
48 think, speed is not my strong point but stamina ok but not speed. **Did anybody influence you
49 when you were playing sport at school?** Just my friends as a group we did it together, we
50 enjoyed doing it together so that would have influenced the fact I enjoyed it I think, yes.

51

52 **Do you think PE is valued on the curriculum in your school? When is it taught, celebrated?**
53 Yes. **When do you teach it?** I teach it on a Thursday afternoon, it is also taught on a
54 Wednesday afternoon by our sports coach so it is covered in PPA time, they do PE and indoor
55 PE is taught by me. **What have you been teaching?** Dance this term, so we looked at the
56 Hakka first half-term and then we looked at the Charleston and like the contrasts of the two
57 dances and why they were created and the way they were performed and the influences
58 involved. **Is that [REDACTED] you teach?** Yes. **Does it happen every week?** Yes, pretty much, we
59 have missed the odd couple of lessons for things going on but we have tried to stick to it.

60

61 **Current Teaching**

62

63 **Do you have a PE Specialist within your school?** Yes, ■ is our PE Co-ordinator and then we
64 have ■ who is the sports coach and covers outdoor PE. For ■ it is outdoor PE that he
65 does while we are on PPA.

66

67 **Have you been observed teaching PE? No. Do you know if any of your colleagues have?**
68 Erm, I am not sure to be honest.

69

70 **Do you observe colleagues in your school or other schools?** No, I haven't observed anyone
71 else. **What do you think good practice is in PE?** Children busy, motivated, active,
72 understanding why they are doing certain moves and how that leads to either a team game
73 or performance of some description so they understanding of how individual skills come
74 together and lots and lots of that going on. Along with independent, the understanding that
75 you can do things individually and some things are team activities and group activities
76 because PE is very much like that and sport is very much like that.

77

78 **Over the last three years, what support have you had with regards to the teaching of PE?** I
79 would say none but that sounds really negative but it is not negative because I have only
80 started teaching the PE this year, before that I didn't do any PE before that I only taught
81 maths. It wasn't really appropriate that I had CPD, since I have started this year I haven't
82 been on any courses or anyone coming in but I have spoken to both ■ quite a lot to check
83 if I am doing the right thing and they've offered advice about how to go about things and
84 what to include, so it is very informal but I do feel like I have been supported. Erm and by
85 other members of staff who have taught it before. So, it hasn't been an isolated thing really.

86

87 **Are you aware of the PE and Sport Premium plan in your school?** Is that to do with all the
88 clubs and things in school? I am aware there is lots of sporting clubs that go on and I am not
89 aware of the funding and where that comes from or how that is organised but I know the
90 children get letters and there are a lot of after school sports clubs, lots of certificates given
91 out, so we know there are lots of things going on.

92

93 **Past Teaching**

94

95 **Are you aware of any government initiatives/funding regarding PE that have been**
96 **introduced in the past?** We used to have a school sports partnership. **Do you know how that**
97 **worked?** My understanding was the sports partnership group came into schools and did
98 support teaching and they also organised events, they were also part of the training I did
99 when I did the kwik sticks training, it was run by the school sports partnership, so there was
100 a lot of them, I think coming into schools but schools going to them and other things being
101 organised.

102

103 **Do you feel you have had more support with the teaching of PE recently or in the past?** I
104 think it was different and my circumstances were different too so I wouldn't like to say either
105 or really just because I wasn't teaching the same thing over that period of time, so it is
106 difficult to judge which one is better. The school sports partnership had a lot of activities
107 going on but then the current system and the academies they have a lot going on too, the
108 children are often out, going to different sporting events, so in a lot of ways they are very
109 similar.

110

111 **Are you aware of any CPD opportunities for PE in your school?** Not obviously but I can't say
112 that I have gone looking for them either. So, it is not because they are not there, it is just at
113 the moment I haven't accessed anything.

114

115 **What schemes of work have been used in the past? Currently?** No particular scheme of
116 work, what I looked at were the requirements for the National Curriculum and then talked
117 to the PE co-ordinator about how I approach that and designed my own set of lessons.

118

119 **Closing Questions**

120

121 **Do you feel there are any key successes within your school which supports the teaching of**
122 **PE?** The children are always very enthusiastic about PE and they always throw themselves
123 into doing what they need to do in my experience. In my dance lessons, they embrace what
124 they have got to do, work well as a team, and they are keen to show that off at the end, and
125 to perform to each other so that they can all see how well they have been getting on so I
126 think there is an element of lots of celebrations of how much they achieve and what those
127 achievements are.

128

129 **Do you feel there are any barriers to the successful teaching of PE within your school?** For
130 me personally, no, no I don't think there are. I think if you are not confident about it or if you
131 don't know who to ask. I would know where to go if something came up that I had to teach
132 and I wasn't sure about it, I would go and ask the person for some help. So, in that respect,
133 no I think everybody in school is willing to help, you have just got to ask the right questions
134 and it's fine. **You don't think there is something that stops that from happening?** Events
135 like school plays, then we don't have the space in school to stage anywhere else so the fact
136 that the hall is now half a stage cuts into the amount of indoor PE you can do, unless you can
137 actually use the stage as part of your floor space, that would inhibit it. Generally speaking
138 other than that I think it goes ahead and again I am only doing dance at the moment so I
139 haven't tackled any other area so in terms of things that you need, resources that you would
140 need I wouldn't like to say.

141

142 **Do you feel that the PE premium has had an impact within your school?** Yes, I think the
143 children are doing an awful lot of extra sports and activities, and they really enjoy that. I think
144 that really helps to raise the profile of PE and it's that whole celebratory participation but
145 also when they've done really well. **Do you think that PE has a high profile in your school?**
146 Yes, I think so.

147

148 **Is there anything else you would like to share about your teaching of PE or your school's**
149 **provision?** No, not really.

150

151 **Final Comments**

152

153 *Thank you for providing these comments for my study. Would you like the opportunity to*
154 *review your answers now? Please can I remind you that all answers will be treated in the*
155 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
156 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Josh School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? 7 years. **Do you have a subject specialism?** PE.

Where did you undertake your teacher training? [REDACTED]. **How long was that training over?** 3 year course. **Did that have a lot of PE coverage within it?** Yes, it did.

Over your teacher training, how many hours of PE training did you receive? A lot actually as we received at least 6 hours a week, yes because the degree was focussed on PE with QTS. **So what areas did that cover?** We covered English, Maths, PE was the majority, Science and the rest was through creative curriculum. **What did you cover in terms of the PE curriculum?** Gymnastics, dance, invasion games, swimming. **Would you say you were confident teaching PE?** Yes, I would say I was confident.

29 **Do you have any qualifications in PE or Sport? Past or Present.** No, I have actually got a
30 coaching certificate for Tennis. **Did you get that at University?** Yes

31

32 **Do you enjoy teaching PE?** Yes, I do. **How would you rate PE against other subjects, 1 being**
33 **the best?** I enjoy teaching PE the most out of all the subjects, if I am honest with you, I
34 always have done so number 1. **Did you have good experiences of PE when you were at**
35 **school?** Yes, I did when I was at school my role model was my PE teacher. **Was that in a**
36 **particular discipline?** Rugby, mainly at secondary school.

37

38 **Do you think PE is valued on the curriculum in your school? When is it taught, celebrated?**
39 Yes. **How do you know it is valued?** I know that because we make sure we have got the two
40 hours of PE every week and no matter what happens we try and get that into our curriculum,
41 which is hugely important. Also, after school clubs and lunchtime clubs to try and get children
42 involved and to participate in PE.

43

44 **Current Teaching**

45

46 **How many lessons of PE do you currently teach a week?** I teach one lesson a week. **Who**
47 **teaches the other lesson?** ■ the sports coach. **Would your lesson be the indoor lesson?**
48 Mainly indoor. **Is that typical?** Yes, actually last year I didn't teach any PE as this was covered
49 in my management time, so this year I have requested I teach it again and I have managed
50 to get an hour.

51

52 **Do you have a PE Specialist within your school?** Yes, we do ■ the subject leader.

53

54 **Have you been observed teaching PE?** Not in this setting. **Have you observed anyone**
55 **teaching PE?** No

56

57 **What do you think good practice is in PE?** Good practice is making sure you have got an
58 objective, making sure the children know what they are learning in the lesson and that
59 everyone is included. Trying to keep them as active as possible and trying to keep discussions
60 to an absolute minimum. Erm trying to coach the children, support the children, teach them
61 skills and techniques suitable to their ability. Also trying to help children work collaboratively,
62 together and supporting each other and trying to have a competition element within the
63 lesson, which I think is important also. So, teaching a skill and having a competition element,
64 reviewing practice and having fun!

65

66 **Over the last three years, what support have you had with regards to the teaching of PE?**
67 Trying to think. No not really. If I do need advice I see ■ who will help me as much as possible.
68 **Do you have an audit where they look at the skills of the team?** No.

69

70 **Are you aware of the PE and Sport Premium plan in your school?** Yes. **Did you help to write**
71 **this?** No. **What do you think most of the money is being spent on?** After school clubs and
72 trying to get children to participate in different sports. **Do you think that is working?** Yes, I
73 think they are, I think those are picking up. I know the children from the class are really keen
74 when a letter goes out for a club the children are really keen to get the letters in as soon as
75 possible. **Do they pay for those clubs?** Some children pay others are free, especially your
76 pupil premium.

77

78 **Past Teaching**

79

80 **Are you aware of any government initiatives/funding regarding PE that have been**
81 **introduced in the past?** Yes, I know they had the two hours of high quality PE that was
82 introduced and I know there was funding around that. I know there was another initiative
83 but I can't think of it off the top of my head.

84

85 **Do you feel you have had more support with the teaching of PE recently or in the past?** In
86 the past. **Why do you think that is?** For me my training was around PE in the past and I have
87 also done PE at KS3 as well. So, I think I had more support with that in the past. **Did you**

88 **need help recently?** No. **What is your opinion about the use of sports coaches in school is**
89 **good?** Yes, I think that is positive, because they are specialists they really know their sports
90 erm, it is making sure that they include the teaching skills as well, so as long as they are
91 observed and they do include the teaching skills and the objectives for the lesson and
92 children are assessed at the end of units. **Are you disappointed you can't teach more PE?** In
93 an ideal world I would prefer to teach 2 lesson. PESSCL, that's what the initiative was, sorry.

94

95 **Are you aware of any CPD opportunities for PE in your school? Are these open to everyone?**
96 Not currently, no. **Are these open to everyone?** If I said something I am sure I could find
97 something.

98

99 **What schemes of work have been used?** Val Sabin, I find really useful, also Suffolk and
100 created the schemes of work, which are useful to use and still current. **How many years have**
101 **you been using them?** I would say three or four years.

102

103 **Closing Questions**

104

105 **Do you feel there are any key successes within your school which supports the teaching of**
106 **PE?** Key successes, I couldn't specifically say there was a key success.

107

108 **Do you feel there are any barriers to the successful teaching of PE within your school?** I
109 mean we have barriers this time of year when the stage is up, when you have got
110 performances to plan for and sometimes that can unfortunately take away the two hours of
111 PE. How do you feel about that? Erm, I think it is ok, as long as it is not for too long. So as
112 long as it is managed and controlled that's absolutely fine. Missing a week or two is fine but
113 anything over that is not fine. PE, if you keep children fit and healthy, you keep healthy and
114 active minds they are going to achieve better across the curriculum, I believe.

115

116 **Do you feel that the PE premium has had an impact within your school?** Yes, definitely I
117 think with teachers becoming more under pressure, I think there's less after school clubs and

118 lunchtime clubs run by teachers themselves. I think that has provided the opportunity for
119 that funding to be used to actually get people within the school to run clubs. Professionals
120 in? Yes, and different sports, it is nice that the children have the opportunity to play things
121 like Frisbee and other sports that have been introduced within the school, whereas before it
122 was quite often your traditional football, rugby, gymnastics. **Just to clarify, you think this**
123 **money has helped teachers in a sense that there under so much pressure in English and**
124 **Maths, that they have to do marking rather than clubs?** Yes, definitely, I think English and
125 Maths and the additional paperwork they have to do puts a lot of pressure on teachers, I
126 think the time now has to be focussed on that so it is harder to fit in after school clubs, so
127 much harder than it was previously.

128

129 **Is there anything else you would like to share about your teaching of PE or your school's**
130 **provision?** I think we have got a good provision for PE, we have got quite good facilities which
131 I think is incredibly important and obviously some of the funding goes into that too, making
132 sure we have the equipment ready for the lessons.

133

134 **Final Comments**

135

136 *Thank you for providing these comments for my study. Would you like the opportunity to*
137 *review your answers now? Please can I remind you that all answers will be treated in the*
138 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
139 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Headteachers

Name Vera School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a Headteacher? Since April 2016. **Is this your first Headship?** Yes, it is indeed.

Where did you undertake your teacher training? I did it as part of a graduate teacher programme, so I actually qualified within a school. So, I had a year's placement at a middle school (9-13 years). I taught whilst I was being trained. I completed my degree a few years ago.

Thinking back to your teacher training, how many hours of PE training did you receive? It was so long ago I don't think I can remember. I shadowed PE teachers at the time so I had an allocation of where I would shadow more experienced teachers, so I did shadow the PE Co-ordinator at the time and more experienced teachers and sort of observed their PE lessons but because of the middle school set up I didn't have to teach PE until later. So, it wasn't sort of a priority because that wasn't what I was going to teach. **Do you think this was effective training?** I think it was probably the best training to be honest, because you get it all. You get

30 how the lesson is structured, you see how skills are built up over time. The down side of it is
31 it is limited, you are only observing certain lessons and certain skills. Whilst the training in
32 that is really good there's probably a lot that you miss. So, you don't get that in depth training
33 across the whole PE curriculum, it is only in certain parts. **Do you feel at the time you were**
34 **confident to teach PE when you were in the classroom?** No but I knew who I could go to, to
35 ask. As I said, it wasn't part of my teaching timetable, so I was only focussed on the subjects
36 that I was employed to teach: French and English.

37

38 **Do you have any qualifications in PE or Sport?** No.

39

40 **Where does PE fit on your School Development Plan?** It fits in with the quality of education
41 section, so it is about making sure all our lessons are taught by well-trained confident
42 teachers who have good knowledge of the curriculum, and erm the skills required to teach a
43 progressive curriculum in PE.

44

45 **What is the vision for PE?** My vision for PE is that it becomes less about Physical Education
46 and becomes more about a healthy lifestyle and part of that and part of the importance of
47 self-regulation in your own mental health so it is not just something for sporty people. It is
48 something to educate all children in how to have healthy lifestyles going forward, to have
49 good health, to have good mental health, to be active, so it underpins lots of other things it
50 is not just an isolated subject for the benefit of those who show a natural aptitude for sport.

51 **How is it celebrated/valued within your school?** In a number of ways really. We celebrate
52 through our participation in cross school competitions. We have a set up in our own hub of
53 schools where we compete regularly, we are part of the Suffolk school partnership – we
54 subscribe to. So, through that we aim for every child to participate within a competitive
55 tournaments during PE. So, sometimes that might be through whole classes festivals, it might
56 be whole teams through various sports. The aim is to not necessarily pick the same children
57 for every tournament. Our aim is to ensure 100% of our children get that opportunity to play
58 within a competitive sport. So how we celebrate that, we link that to the oracy work we do
59 in schools so after each tournament the children come back and write their own match
60 report which they then present in our celebration assembly every week, we invite parents
61 into those celebration assemblies so parents can see the sports certificates the children get.

62 We have various incentive charts within school, so we had skip to be fit, so the children were
63 constantly trying to improve their own targets (we had a big display for that). We joined in
64 the Aldi sport competition where again children could collect rewards for not participating
65 in sport necessarily but for healthy activities, for being active. So, they could claim active
66 minutes. We have made it an intrinsic part of our school curriculum, so we were part of the
67 active movement programme – getting children to stand up rather than put their hands up.
68 We have created a hub of school mental health initiative called [REDACTED]
69 [REDACTED]. So, we have got school councils together to find
70 out how they wanted to promote it amongst the children. So, because it is just part of our
71 everyday life and everything we do, I think that raises the importance of it and yes, we
72 celebrate success in sport but we are also celebrating the participation in those events.

73

74 **Current Provision**

75

76 **On average, how many hours of PE does each class receive?** Minimum of two. They have
77 two set sessions each week of one hour but actually, potentially they are getting more than
78 that because we have coaching sessions at lunchtime, we have after school clubs, we have
79 before school clubs erm so depending on the individual child it is a minimum of two hours.

80 **What part of the day do your teachers teach PE?** It depends. Key Stage 2 it tends to be
81 afternoon but we do have some KS1 and EYFS lessons in the morning.

82

83 **Do you have a PE Specialist within your school?** No, no which is one of the directions of the
84 PE premium plan is to make sure we put the training in place for staff that are not specialists.
85 We do employ a specialist coach who does before and after school clubs. He is not part of
86 the school staff, so we have to work really hard on ensuring that we can still give our children
87 that expertise with the staff we have, which I think is an issue that lots of small schools have
88 to face.

89

90 **How often do you or your SLT team observe the teaching of PE?** We have a monitoring
91 calendar, so through our monitoring calendar PE takes the same place as history or
92 geography or maths. It just depends on what part of that rotation we are in. For this year,

93 for example where we have had a focus on staff CPD, we did a whole school learning walk
94 quite early on so that we could gauge a baseline position. We have had drop ins since to see
95 how things are going and we will do an end of year monitoring session again so we can see
96 the impact of the CPD.

97

98

99 **Do your colleagues observe each other teaching PE or do they go to other schools?** Not as
100 often as we would like. We certainly have this year but it is because it has been part of our
101 school development plan. In terms of PE, not so much.

102

103 **What do you think good practice in PE looks like?** I think it is the same good practice you
104 would see in any lesson. It is that subject knowledge, it's carefully paced and built up over
105 time to ensure clear progression of skills, erm it is about the engagement of the children in
106 that learning. I say it is exactly the same things you would see across teacher standards that
107 you would see in other lessons. Assessment and active learning, all those things.

108

109 **Over the last three years, have you identified any need for support in PE?** Yes, that was part
110 of the first work we did for our school development plan this year. We did a whole PE audit
111 of where teachers felt more confident or where they felt they lacked the confidence with
112 their skills and knowledge. We have then tried to target that support to their gaps as far as
113 we can because it is with all the other school priorities at the moment, so you have to try
114 and balance them out. We have had specific staff, bespoke CPD for individual staff, so it is
115 not even that we are sending them on a generic course. We had a PE specialist come in, to
116 work with the teachers throughout the day, you know team teaching with them, leading
117 parts of the lesson to show how you would do certain things in the areas that the teachers
118 felt less confident, so the teachers chose which aspect of PE this specialist to lead. So, that
119 was really successful, that was using the resources we already have in the academy so it was
120 cost effective to be honest because we were just paying for the supply of this specialist. So,
121 it is something that we would look to do to make sure we have addressed any gaps identified
122 in the audit and in fact we have planned for him to come back in the summer term. **Can you**
123 **give me an example of any area of PE he helped?** You are probably best to ask ■ our PE Co-
124 ordinator because she was obviously involved with planning it. But I think it tended to be

125 things like football, rugby, some of the outdoor games, which if you have not played them
126 before you would find them difficult to teach. I think one of the teachers wanted to go
127 through the apparatus and how to use that effectively, so again it depended on what the
128 individual member of staff wanted but they were certainly three examples that I can recall
129 off the top of my head

130

131 **How is the PE and Sport Premium plan written in your school?** Myself and the PE Co-
132 ordinator. As in our school development plan entirely, we have meeting towards the end of
133 the term with governors and staff who input to the school development in terms of our self-
134 evaluation so we have that input as well. But it is pretty much myself and the PE Co-ordinator
135 who determine what the next steps we want to take and what comes out of the previous PE
136 plan. **What has been the key foci?** We continue to be quite a remote, rural school so we
137 spend a lot of money getting the children out to these competitive tournaments I mentioned
138 before. We aim to do about 25 of those a year, so it is 25 coaches which is obviously quite
139 expensive. We employ a sports coach to provide sports clubs before or after school and for
140 adding new clubs that we haven't got the capacity to introduce. One of the things we are
141 working on at the moment is an all-weather track, around the perimeter of the field, because
142 what we find is that in the winter we don't have the facilities to promote that 60 minutes
143 activity for children every day because they are limited to a playground so we have been
144 putting bits of money away to contribute to that and the friends will contribute the other
145 half so it will be a joint PE Premium and friend project. It is quite a lot of money in terms of
146 our school budget, so we think it would be a really effective use of the money and it would
147 give the children so many more options to be active during the winter months when we can't
148 use the field.

149

150 **Past Teaching**

151

152 **Are you aware of any government initiatives/funding regarding PE that have been**
153 **introduced in the past?** Before the PE premium, I can't say – no. There are grants we have
154 applied for this year. There was one we applied for which was to improve outside spaces
155 activity. I haven't heard that has been successful and to be honest I don't put a lot of hope
156 into it, they tend to be very specific. We have had a grant from the co-op to help develop our

157 woodland area so they contributed to that which again is all about children being outside
158 and being able to use the space available. Other than the PE Premium no we do very well
159 with the PE Premium because we are a small school and compared to large schools we
160 probably get a better income. So that is what we have tried to limit ourselves to and not
161 assume that we will get other grants.

162

163 **Do you feel you have had more support to improve the teaching of PE recently or in the**
164 **past?** Recently with the PE Premium. All the teachers teach their own PE. It is not something
165 that we leave for PPA time. It is the teacher responsibility to teach PE.

166

167 **You have talked about specialists coming into school to support the teaching. Are there**
168 **any further CPD opportunities for PE are available in your school? Are these open to**
169 **everyone?** There are specific courses that we have bought into. One of my members of staff
170 attended badminton training because that was one of the things that came up, an area that
171 staff didn't feel confident in. Then she came back and shared that training together with our
172 sports specialist/coach who comes in, they then did an after school staff session on how to
173 teach badminton. We also were due for a member of staff to go on a gymnastics course but
174 that got cancelled. Again, the expectation is if staff go on a course they come back into school
175 and share that. So that's the external CPD that we have bought into, there may be another
176 one but I can't remember what it was.

177

178 **What schemes of work have been used in the past?** We don't, we have developed our own
179 that we feel suits our children. It tends to be guided by the tournaments that we go to as
180 well. It is sort of a rotation of the key skills through the PE curriculum but it is timed to support
181 the tournaments that are coming up, so it gives the children the opportunity to
182 play/practice/learn the rules etc. before they attend a tournament with the other schools.

183

184 **How do the children perceive PE within your school?** I think that this has changed over time.
185 I think, initially it was the fun lesson, it was the have a game of something lesson. It has taken
186 a while to change their thinking to, this is a lesson, you are learning and you will follow the
187 instructions and you will do the things at a pace we feel you need to do it in order to make

188 progress rather than you just go and do whatever you like. I think that came about when we
189 said it was the class teachers' responsibility to teach PE because they can then maintain the
190 same classroom routine, the same behaviour expectations, the same high expectations they
191 have for every area of learning, so the children are now starting to see PE as we are learning
192 something and this is not the opportunity to run around and play games.

193

194 **Closing Questions**

195

196 **Do you feel there are any key successes within your school which supports the teaching of**
197 **PE?** I think I have to say that being part of a hub of schools has really supported us, so
198 collaboration with other schools, using their expertise where they may have a specialist and
199 we haven't. Being able to play competitive sport against the same range of schools each time
200 means it is something the children are quite comfortable doing, they are used to doing, it is
201 not intimidating, it is not frightening. We go to the same schools to play these tournaments
202 so it means it is just more accessible for children. Certainly, the meetings we have had as a
203 hub where the PE co-ordinators can all get together has been really useful. So certainly, that
204 school collaboration has made a big difference.

205

206 **Do you feel there are any barriers to the successful teaching of PE within your school?** I
207 think looking wider than beyond my school I am not convinced that NQTs coming in have the
208 PE training that they need to be able to successfully deliver a PE curriculum without the
209 school actually putting in a lot of work first. So, I just feel that the ITT programmes perhaps
210 don't devote the level of PE teaching that they perhaps need to and I think this is quite
211 historic, so even more experienced staff haven't had that PE background within their
212 training. So, for me, moving forward the most effective way to improve the teaching of PE is
213 in that ITT stage erm because we are often playing catch up. They are very good at teaching
214 English and Maths and the other core subjects but they just don't have the confidence and
215 skill base in PE.

216

217 **What do you feel has been the impact of the PE premium within your school?** Erm, I think
218 it has allowed us to offer a much wider diet of PE and sport activities than otherwise we

219 would have had the capacity to do, I think we would have been very limited to the specialisms
220 of the teachers rather than being able to open it up. We have been able to offer tri-golf,
221 dance and other activities that are teachers haven't got specialisms in. We have been able
222 to offer a more broad and balanced PE curriculum. I think it has provided support for staff
223 CPD and the resources that we have needed to introduce these new sports. So, it has just
224 put the focus more on PE and sports in schools and the accountability to deliver a good
225 quality PE curriculum which perhaps wasn't there before, possibly a poor relation to other
226 subjects in terms of what money was spent on it and the importance of it. So, I think it has
227 just helped raised the whole profile of PE and sport in schools and made them focus on it
228 where they hadn't before.

229

230 **Is there anything else you would like to share about the PE provision within your school?**

231 No. I think that it is ever evolving and I don't think it is isn't where I would want it to be yet
232 but I think it has a starring role in every school development plan. From that we are starting
233 to make improvements in how we teach it but we have quite a long way to go in terms of PE.
234 We don't have a specialist in place so it is working with staff we already have. We have a long
235 way to go but I think we are going about it in the right way making as high profile as possible.

236

237 **Final Comments**

238

239 *Thank you for providing these comments for my study. Would you like the opportunity to*
240 *review your answers now? Please can I remind you that all answers will be treated in the*
241 *strictest confidence and will be kept anonymous, as detailed in the consent form. Do you have*
242 *any questions? Once again, thank you for your time.*

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2

Semi-Structured Interview – PE Co-ordinators

3

4

Name Violet

School: A

B

C

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6 **Introductory Comments:**

7

8 *Thank you for giving up your time by volunteering to take part in this interview, it is greatly*
9 *appreciated. Please can I remind you that this interview will be audio recorded and you have*
10 *the right to stop the recording at any time or withdraw from the interview/process. Do you*
11 *have any questions about the arrangements before we start?*

12

13 **Warm-up Questions/Biographical Information:**

14

15 **How long have you been a primary school teacher?** 8 years. **Do you have a subject**
16 **specialism?** No. I did a degree in Business and Finance a few years ago and then did my 1-
17 year SCITT training to become a teacher.

18

19 **Thinking back to your teacher training, how many hours of PE training did you receive?** I
20 would have said there was no more than two formal training sessions. **Did that cover all**
21 **curriculum areas?** No, it didn't, it just covered the basics, and no it was two full day courses
22 held at ■ Primary School. **Are you confident to teach PE?** No.

23

24 **Do you have any qualifications in PE or Sport?** No, I don't, no.

25

26 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** Yes, I do
27 actually. **How would you rate that against other subjects?** Probably midway about 5 or 6.
28 **Did you have good experiences of PE when you were at school?** That was a long time ago,

29 yes, I don't remember bad experiences and I remember having the opportunity to play on
30 teams and visit other schools at middle and high school, so my school experience was a
31 pleasant one to remember.

32

33 **Do you think PE is valued on the curriculum in your school? When is it taught, celebrated?**

34 I actually think it is valued highly. I think we have a good ethos at the school for PE I think
35 that it is something the children look forward to and enjoy. Because of the amount of
36 participation, we do in tournaments it has a very high profile in the curriculum with us and
37 with parents, I think. It is taught in two-hour blocks, for each class weekly, dependant on
38 timetabling and that. Two one-hour blocks. **How many lessons do you teach of your PE a
39 week?** I teach one because I am part time in class with another teacher so we teach one
40 each. **Do you have any other adult in class that support you?** Not any more, we used to have
41 a PE specialist TA who did quite a lot of the PPA PE cover so we no longer have her, so our
42 PE premium emphasis this year has been on giving more support to teachers to upskill them
43 as they are now teaching all their PE.

44

45 **What do you think good quality PE looks like?** It is demonstrating to the children, it is
46 showing them how to improve their skills, whilst undertaking activities. It is reflecting on
47 what they have been doing, it is lots of demonstrating, lots of practising, lots of feedback,
48 revisiting what they have previously done and doing it in a focussed way so that it is building
49 on their previous skills week on week when they re-visit that particular sport.

50

51 **Current Teaching**

52

53 **Do you have a PE Specialist within your school? Is the PE Co-ordinator the specialist?** No,
54 we don't.

55

56 **Have you been observed teaching PE by the Headteacher? No, I haven't. Have you observed
57 staff teaching PE?** I have on an informal basis to inform us of CPD requirements for individual
58 staff this year.

59

60 **How long have you been responsible for co-ordinating PE?** Since my Headteacher asked me
61 in September.

62

63 **Over the last three years, what support have you had with regards to the teaching of PE?**

64 To be honest since this year, I haven't taught PE at my school as it has been taught by a TA
65 specialist. **Did you teach PE in your previous school?** Yes, I have done, I am just trying to
66 think what I have taught at my previous school. At my current school it has been partly myself
67 and PPA cover. Can you repeat the question? **Over the last three years, what support have**
68 **you had with regards to the teaching of PE?** I can't say that I have had a lot of formal training,
69 albeit I have had the opportunity to work with chance to shine coaches at my previous
70 school, where I have worked alongside a coach that the school have brought in, and the same
71 with rugby coaching at this school.

72

73 **Who was responsible for writing the PE and Sport Premium plan in your school?** This year
74 me. We have looked at what we wanted to build on and the needs of the school. As I have
75 said previously, for us going forward this is the first year we haven't had a PE specialist
76 teaching actual PE lessons so it was again we had experienced teachers who hadn't taught
77 PE for perhaps 2 or 3 years, so we needed to make sure we could upskill them. That was our
78 main focus of our PE premium plan really, as well as continuing that high profile of the
79 subject. A lot of our PE premium goes into attending tournaments and coaches getting the
80 children to tournaments. We have done a lot of work over the last two years of introducing
81 the children to different and new sports as well and continuing with that provision by outside
82 sports coaches coming into school to provide before or after school clubs. Our other main
83 part which we are looking to do is to keep some of our budgeted PE premium to have an
84 outside track around the school field which will be an all-weather one so that the children
85 can do the daily mile. They are the main priorities but the main priority has been looking at
86 how we support the staff and how we upskill them. What schemes of work are out there?
87 What CPD do they need. That has been our main focus. Actually, it hasn't cost us a lot. **Why**
88 **is that?** We have been doing it in conjunction with other specialists in our Academy, so we
89 have used the expertise of ■ at ■ because he is a primary school teacher but a specialist in
90 PE. He has come to us and that's why we did formal observations at the start to see what

91 CPD the staff felt they needed, and then he came in for a day and did 40 minutes with each
92 teacher and their class and demonstrated ideas, skills and how to structure lessons erm to
93 meet their CPD needs. Because it was in house, in trust, we actually didn't pay for that CPD
94 provision by ■ for the day which is obviously a win for us and cheaper for us. It was tailor
95 made for what we needed it wasn't just a person coming teaching sport for a day; that
96 worked really well. **Can you give me an example?** They all know how to structure a PE lesson
97 so it wasn't necessarily the basics it was more about individual subjects within PE. So, for
98 example our ■ and ■ teachers felt they didn't have much knowledge around tag rugby,
99 they haven't taught it before, so he came in and gave them some examples of specific skills,
100 games, how to set it up. One of the things they said was, you've got 30 children, you don't
101 want to play a full game, how do you set the class up into groups, mini games etc. Just some
102 of the actual organisational parts of the lesson, he did that. He did gym with ■, getting out
103 the equipment in the hall, I think he did skittle ball with Year ■ as they hadn't previously
104 taught that. Skittle ball tournaments seem to start Y2 upwards, but there was a KS1
105 tournament so needed to cover this. So, it was all really tailored to what they needed in PE.

106

107 **Past Teaching**

108

109 **Are you aware of any government initiatives/funding regarding PE that has been**
110 **introduced in the past?** No.

111

112 **Do you feel you have had more support with the teaching of PE recently or in the past?** It
113 is really hard to compare the two, working in a school where you are teaching your own PE
114 then to a school where it is covered in PPA or where you are part-time in a class so you are
115 not teaching as much of it, it is not that comparable. Certainly, we have things in place at my
116 school to support staff with the teaching of PE and we are always open to feedback and, if it
117 is something that comes up at a pm review or in a staff meeting or in a conversation then we
118 will always look to see how we can provide that CPD the person needs.

119

120 **What schemes of work do you use?** This is something we have been looking into this year
121 as we have been using Val Sabin which is we find it is good for structure but they are quite

122 long-winded lesson plans, so you need to pick out the parts that are the most relevant for
123 your lesson. If you have little experience teaching PE then they are a good resource to go to
124 because they give you ideas. We have been looking into other schemes of work as well but
125 we have made no formal decision as to what we are going to do. Having spoken to ■ at ■ as
126 well he doesn't tend stick to one thing he tends to pick things out as and when. For example,
127 I have had some Badminton England training this year and they have produced a fantastic
128 resource which is for all year groups, reception up to Year 6 which is structured, it is modular
129 so you can build on it year on year so if it is in your long-term plan for each year group this is
130 brilliant progression as well. So, when you have that excellent resources out there which I
131 got by going on a training course that was free through the North Suffolk Sports Partnership
132 which we are a member of, we got this excellent resource as well. I used this to demonstrate,
133 I did this for half a term and fed back to staff and any issues then they are taking it on board
134 and using it. There's a lot of individual things out there now like chance to shine cricket, that's
135 got some really good resources too. We are sort of at that stage where we will dip into Val
136 Sabin but also see what's out there on an individual sport basis really, otherwise we may be
137 missing out on some really good resources.

138

139 **Closing Questions**

140

141 **Do you feel there are any key successes within your school which supports the teaching of**
142 **PE?** I think one of the key successes at my school is the fact that over the last 3 or 4 years the
143 profile of PE has been really high. The PE specialist TA who was here had an awful lot of
144 enthusiasm for the subject so the children coming through the school automatically want to
145 do PE, so there's a real want there to be part of the school team; to go to tournaments. What
146 we have really made sure is in the last 18 months is that every child is getting chance to do
147 that, so I think all the children to buy into PE not just the ones who are good at it, they all see
148 the advantage of going to Badminton skill development day, it doesn't depend if they are
149 good at badminton it depends on whether they are keen and want to learn. There's a lot of,
150 especially in the North Suffolk Partnership and academy tournaments, there's an awful lot
151 of B team tournaments as well erm to give all children a chance. I am very keen on keeping
152 a rota and I make sure staff record it as well, so that all children are given the opportunity
153 during the year to take part in sport, not just in PE but at tournaments and competitions. I
154 think that has really helped the profile of it and everyone wanting to be part of it as well.

155

156 **Do you feel there are any barriers to the successful teaching of PE within your school?** Often
157 the timetabling and everyone wanting the hall at the same time, but that's just life in primary
158 school. I think it has for some staff been a challenge to get back into teaching PE, because
159 when you are out of something for a while and you come back in, you do feel a bit wary, and
160 you need to feel that you need to get your feet under the table again. But I don't feel that
161 this has been a particular problem as such, it is just back to life. If you don't do something
162 for a while you are going to feel less confident. Other than that, I feel we have the resources
163 and as I said are open to discussions if people feel they need CPD and if there is something
164 we can do we will action it.

165

166 **Do you feel as the PE co-ordinator that any teachers are particularly supportive/resistant**
167 **to teaching PE?** No, I don't, I think the only thing we haven't done enough of for various
168 reasons is perhaps just doing more learning walks in PE to see the quality that is being taught.
169 It is being taught regularly, we are giving CPD, and so to how effective that is, is really where
170 we need to be doing more work.

171

172 **Do you feel that the PE premium has had an impact within your school?** Yes, definitely,
173 because the opportunities we give the children we wouldn't be able to do out of normal
174 school budget, so the opportunities to be doing all these tournaments, to be having specific
175 coaches coming in teaching specific skills, new sports and new games. That money is vital for
176 us to be able to do that otherwise it just wouldn't happen. Possibly where we are, being rural
177 going to tournaments costs us a lot of money, we are paying out £150-£200 per coach every
178 time we go out of school so that's significant to us but you know we need to be able to afford
179 to do that for the children, which is helped by the sport premium.

180

181 **Is there anything else you would like to share about your teaching of PE or your school's**
182 **provision?** Erm, No, I don't think so no. No, not really.

183

184 **Final Comments**

185

186 *Thank you for providing these comments for my study. Would you like the opportunity to*
187 *review your answers now? Please can I remind you that all answers will be treated in the*
188 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
189 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Veronica School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? This is my fifth year now. **Do you have a subject specialism?** History Co-ordinator

Where did you undertake your teacher training? [REDACTED]

Over your teacher training, how many hours of PE training did you receive? PE, other than when I was in school placement, I don't think I actually received anything in the Uni; that I can remember. **Gymnastics or Dance?** No classroom based, not that I can think of. I did do quite a bit of PE in my school placements but I can't think I did anything in Uni.

Do you have any qualifications in PE or Sport? No.

27 **Do you enjoy teaching PE?** Yes, I do actually. Only recently erm I think it is because we used
28 to have a lady come in to do PE and teach PE then she left so I think having to do my own PE
29 more, you get more involved in it and having more CPD, I do really enjoy it now. **How would**
30 **you rate PE against other subjects, 1 being the best?** I probably would say a 7.

31

32 **Do you think PE is valued on the curriculum in your school?** Probably only just recently, we
33 have better CPD recently and all the staff now undertake their own PE lessons, so I would
34 say in the last couple of years it has probably become more valued in the school. **How is it**
35 **celebrated?** So we have sports tournaments, and we make sure each child in school gets to
36 go on a sports tournament, and then in the Monday assembly, the children do a little
37 overview of what their tournament was about, if they have got medals and certificates then
38 they get handed out in celebration assembly, the whole school gives them a clap then it goes
39 in the newsletter, we have a big sports board in the hall now where their match report and
40 photo can be put on display.

41

42 **Current Teaching**

43

44 **How many lessons of PE do you currently teach a week?** I do two a week, I am part time but
45 I do all the PE. **Do you have any adults in the lesson who support you?** Yes, I have a TA, she
46 is really good, she always gets involved with it, and if someone needs a partner she is always
47 happy to join in, partner up with them which the children really enjoy. If for some reason... I
48 have PE first thing in the morning, so for some reason I may have a meeting or a parent, then
49 she is always happy to lead the warm up or start the lesson ready for me. She is always in
50 the lesson with me. **Do you ensure you teach PE every week?** Yes, I do make sure the
51 children have their two hours a week. They really enjoy it and it is nice for them to be out of
52 the classroom, it is nice for them, I think that is why I quite like teaching it as it is less formal,
53 you can have a bit of fun with PE as well. We do tend to do our 2 hours unless it is school
54 plays and things that creep up but generally we do.

55

56 **Do you have a PE Specialist/PE Co-ordinator within your school?** Yes, that's ■ she is the co-
57 ordinator.

58

59 **Have you been observed teaching PE?** Yes, she observed the lesson either just before
60 Christmas or just after. She only took on the PE lead since September so she has seen me
61 once.

62

63 **Have you observed anyone teaching PE?** We had a PE Specialist from █ come over and
64 taught a lesson of PE part of CPD for us. We said an area we didn't feel comfortable teaching.
65 That's the lesson I have observed but I haven't observed any other teacher in the school.

66 **What lesson did you choose for him to watch?** Skittle ball.

67

68 **Over the last three years, what support have you had with regards to the teaching of PE?**

69 So yes, we had a man come in and do skip to get fit training with the whole class and the
70 teachers, he also did box to get fit and then █ went on a badminton course and came back
71 and delivered some CPD in a meeting. One of the coaches who runs the before and after
72 school clubs led that with her as he was more knowledgeable.

73

74 **Are you aware of the PE and Sport Premium plan in your school?** Yes, I was before I went
75 on Maternity leave, I am not quite so sure about it now. **What do you think most of the**
76 **money is being spent on?** So, I think, the skip to be fit, box to be fit, we have had CPD, and
77 then we have introduced sports leaders into the school as well. **Were you involved in writing**
78 **it?** It was presented in a staff meeting and that was presenting what the money had been
79 spent on and then being part of the Governors as well it got explained there. I wasn't involved
80 in writing it.

81

82 **Past Teaching**

83

84 **Are you aware of any government initiatives/funding regarding PE that have been**
85 **introduced in the past?** No, I wouldn't say so.

86

87 **Do you feel you have had more support with the teaching of PE recently or in the past?**
88 Erm definitely recently. **Can I just clarify did you have someone in your school who used to**
89 **teach PE?** Yes, that has only been the last year, since I have been back in September, this is
90 the only time since I have taught PE. **What did she used to teach?** Well she used to teach
91 one lesson a week then we had a man come in and teach Tennis as well.

92

93 **If you wanted to go on training are you able to?** Actually yes, I went on a gymnastics course
94 that was at ■ with the other hub schools that was about 2 years ago. **Was that good?** Yes,
95 when they first say about PE courses I am always a bit dubious, I don't want to make an idiot
96 of myself. But actually, I think going on the courses they are good and they are handy as well
97 and I did enjoy it.

98

99 **Do you think you are confident teaching PE?** I am getting better. I would say I am a lot more
100 confident now than I was at the start. I think that is through, ■ is very good at making sure
101 you know what you are teaching and making you feel confident in teaching even if you don't,
102 you can go to her. I definitely think since I have been back that I feel a lot more confident
103 than what I did before. I think I would have been just getting plans of the internet and just
104 following that and not really getting involved with the children erm but definitely now it is a
105 lot better.

106

107 **What schemes of work are you using** Erm we have, I don't know what they are called, they
108 are really big folders, erm I would have to message ■, I think it is a county scheme, I don't
109 know. There are big folders in our PE cupboard that you can just go and get out, look at the
110 plans and adapt them for our classes. I think we have always had them but I don't think they
111 were explained that well. I think now having a PE co-ordinator in school and a senior leader
112 it is more structured and you know a little bit more about what you are doing and where the
113 resources are.

114

115 **Closing Questions**

116

117 **Do you feel there are any key successes within your school which supports the teaching of**
118 **PE?** Yes, I think with PE and our school, I think the success is getting every child involved it,
119 we make sure every child gets to go on a sports tournament, we track which children go on
120 them, we make sure the SEN children get to go on tournaments too and there is opportunity
121 for them to go, they went on the pentathlon recently. I took the ■ on a creative sports
122 festival at P High. It is just making sure all children have the opportunity to go on these and
123 that it is not the same sporty children, so I think that is one of the key successes we have.

124

125 **Do you feel there are any barriers to the successful teaching of PE within your school?** I
126 think a barrier for the school is just space really, because when I only work three days a week
127 trying to fit in two PE lessons, you kind of have to make sure you do one in the morning, one
128 in the afternoon and make sure no one's in the hall, we have had a drama project going on
129 using the hall, so also if the weather is not permitting it is just trying to find something to do
130 in your classroom. So, when you have 27 children all in a classroom it is not always practical,
131 so that is one of the barriers being in a smaller school is the space really. I think one of the
132 barriers for myself is confidence. I do feel more confident now but it is just growing in
133 confidence and whilst we continue to have more CPD then that will help a lot more.

134

135 **Do you feel that the PE premium has had an impact within your school?** Yes, when it was
136 introduced we have had so much more training and the children have had lots more
137 opportunities. So, I feel like PE has become a more front line subject, not one of those
138 subjects if you run out of time you think I won't do PE this week, it has become a front line
139 subject and a lot more importance has now been put on PE.

140

141 **Is there anything else you would like to share about your teaching of PE or your school's**
142 **provision?** I don't know. No, I just think before I would stand on the side lines and tell the
143 children what to do and let them get on with it but now I get more involved and they see if
144 you enjoy the PE then they enjoy it as well. I think especially, I work in ■, like even some of
145 the ■ girls don't always want to join in with PE they think I don't want to touch the ball, it is
146 going to hit me. I think if they see you getting involved then as well I think it is important that
147 you model it as well, they then want to be involved and then they want to be on your team.
148 I think that is the one thing.

149

150 **Final Comments**

151

152 *Thank you for providing these comments for my study. Would you like the opportunity to*
153 *review your answers now? Please can I remind you that all answers will be treated in the*
154 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
155 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

3

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Name Vicky

School: A

B

C

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6 **Introductory Comments:**

7

8 *Thank you for giving up your time by volunteering to take part in this interview, it is greatly*
9 *appreciated. Please can I remind you that this interview will be audio recorded and you have*
10 *the right to stop the recording at any time or withdraw from the interview/process. Do you*
11 *have any questions about the arrangements before we start?*

12

13 **Warm-up Questions/Biographical Information:**

14

15 **How long have you been a primary school teacher?** 4 years **Do you have a subject**
16 **specialism?** Not as such, no.

17

18 **Where did you undertake your teacher training?** ■ Primary School, it was School Direct
19 Salaried. My main placement school was ■ which was attached to ■ and my second
20 placement was at ■.

21

22 **Over your teacher training, how many hours of PE training did you receive?** I was sent on a
23 day's course, I believe, it is difficult to remember **Did that cover all PE curriculum areas?** It
24 was mostly focussed on gymnastics. **How confident at the time were you teaching PE when**
25 **you were training?** Not the whole areas of PE, no. Gymnastics - I feel confident with it that
26 was probably more partnered work, balance if we are talking about work you do at a full
27 level in gymnastics. There was some element of games, they mentioned competitive games
28 and orienteering was mentioned as well, that is what I remember from the day. **Did you have**

29 **a chance to teach PE on your placement schools?** No, an instructor came in and we worked
30 together as a cohort of trainees.

31

32 **Do you have any qualifications in PE or Sport?** No.

33

34 **Do you enjoy teaching PE?** I do, probably like the side of gymnastics mostly. **How would you**
35 **rate PE against other subjects, 1 being the best?** It seems like a simple question but when
36 you put it like that, erm it would depend on the unit. I would revel in gymnastics so my
37 number would be pretty high a 2/3 maybe. If it is games where I am not confident with then
38 the number would be lower. **Did you have good experiences of PE when you were at**
39 **school?** For me, I enjoyed the more independent side of things when I could do sprinting,
40 running as opposed to the competitive teams games, although I would be in a netball team
41 or basketball team, at times but yeah for me it was cross-country running, sprinting that
42 element.

43

44 **Do you think PE is valued on the curriculum in your school?** Yes, I say more so in recent
45 years than it was when I first started there has been more of an impact of PE in the school
46 with the development of where we wanted it to go. **Do you teach 2 hours of PE?** Yes, I do.
47 **When is it taught?** For most of us it is in the afternoon, for some rotas and year groups it is
48 the morning, I have had experience of teaching PE in the morning before I went on maternity
49 leave and core subjects in the afternoon so I have had experience of both. **How do you know**
50 **it is valued/celebrated?** We have celebration assemblies, we have sports leader awards,
51 tournaments are discussed in those assemblies, so children get to write match reports, so at
52 lunchtime they will focus on that and yes describe what took place and parents might get
53 invited into that as well for certificates and medals. There is a display board in the hall with
54 all their achievements and they go on these tournaments, erm that is how I would say it is
55 celebrated as a school. We have some initiatives that have been put in place as well.

56

57 **Current Teaching**

58

59 **You say that you teach two hours of PE a week, do you ensure this happens every week?** I
60 do get those hours in, I think when you say it is a solid two hours, by the time they are
61 changed and the instructions are given it is not the two hours but I do think when we have
62 our slots I do cover PE definitely. **Do you have an additional adult supporting in PE?** I do
63 have a TA, yes. **Do you think that she is confident?** No, I don't think she is necessarily
64 confident in PE, she always has smaller groups, she will encourage them but it is more of a
65 hands off approach.

66

67 **Do you have a PE Specialist/PE Co-ordinator within your school?** We have a PE subject
68 leader, yes, she is new to that role, yes [REDACTED]. She took on PE so she has had some
69 involvement with the trust and working towards improvements in PE in the school as well -
70 that was a new post for her.

71

72 **Have you been observed teaching PE?** No, I haven't.

73

74 **Have you observed anyone teaching PE?** During my training year, yes but not at my school,
75 other than when we had coaches in. There was a cricket coach that came in and worked with
76 the children for a half-term and I went outside and I was able to observe that sequence of
77 lessons. **Did you find that useful?** Yes, because I wouldn't have known where to start with
78 that. It is good to see someone take on a different approach, someone teach the skill sets as
79 opposed to the rules of the game - that was what I found interesting. My partner is a
80 sports/fitness instructor so he has a sports background, so I can go to him if I want. I feel
81 uniquely placed in that sense.

82

83 **What do you think good practice is in PE?** Active engagement with the children. For me it
84 is going back to the skills, I think. Teaching them the skills they can use in other games as
85 opposed to focus on the actual competitive end goal. I think children are so focussed on, let's
86 have a game of football, and they are not focussed on the skills, thinking about the basics.
87 For me, I think that has to be central to the lesson, scheme of work - it is building on those
88 so that they can transfer those to other games, so the similarities you can find between

89 rounders and cricket and making those links and the children have an involvement as well,
90 yes as time goes on is going to be important as well.

91

92 **Over the last three years, what support have you had with regards to the teaching of PE?**

93 I was put on a gymnastics training course, it was an after school session, practical. I have had
94 in house leaders come in for initiatives, like Box to be fit or Skip to be fit came in and
95 instructed us on how to run a session with the children and how to implement them like
96 starters in lessons we might have. I know that there was a member of staff that had a lot of
97 training but that wasn't involving myself, so I think that is the difficult thing, we don't always
98 get the training.

99

100 **Are you aware of the PE and Sport Premium plan in your school?** Yes, we have that posted
101 on our website. **Did you help to write this?** As far as to say when we have staff meetings,
102 what has worked well at school and we are currently achieving and what we want to do well
103 in the future and that is across all subjects, that curriculum development – that is as far as I
104 would say that I have been involved. **What do you think most of the money is being spent**
105 **on?** Some of it I would say, so from my point of view I would imagine it has been spent on
106 the instructors coming in to do box to be fit and skip to be fit. Perhaps resources we have
107 had, probably getting to tournaments, well I think there is quite a lot with the admin sort of
108 thing which you might not necessarily sort of see.

109

110 **Past Teaching**

111

112 **Are you aware of any government initiatives/funding regarding PE that have been**
113 **introduced in the past?** Just there is the Norfolk and Suffolk programmes erm that I am
114 aware of where some people go into schools to teach the children where perhaps the teacher
115 wouldn't they take that on themselves through the partnerships – that is the one I am aware
116 of.

117

118 **Do you feel you have had more support with the teaching of PE recently or in the past?** I
119 would say more recently, with those initiatives coming in. **Do you have coaches in school at**

120 **the moment?** We have one, we used to have two that came in to lead PE and games. It is
121 now a recent move for staff to teach their own PE, we have one gentleman that comes in to
122 teach PE in the morning for breakfast club then after school club but not during school
123 sessions. **Do you like this model of teaching your own PE?** I like the idea of teaching it myself,
124 I would just like to have more knowledge behind me to do that, so having that CPD. I know
125 not everyone can get it, yes I would like to feel more confident in the skills aspect of
126 competitive sports.

127

128 **If you wanted to go on training are you able to? Are they open to everyone?** With having
129 the specialist teacher if you will, we had before, it was only open to that individual. Whilst I
130 was invited to the gymnastics course with another member of staff, that was open to three
131 of us. I wouldn't say that it was available to everybody. I don't know how long the placements
132 are, how open they are or how many they can take.

133

134 **What schemes of work do you use?** We have Val Sabin for gymnastics. We have, I have
135 noticed, since my return from maternity leave a badminton scheme but I was only able to
136 teach two of them before we closed, so I can't go into too much detail about that. I know
137 that we have Val Sabin for gymnastics but beyond that I couldn't say I am aware of any
138 others.

139

140 **Closing Questions**

141

142 **Do you feel there are any key successes within your school which supports the teaching of**
143 **PE?** A number of the children last year were invited on to do their own qualification in PE.
144 They had an instructor come in and they were actually in my class and they loved working
145 towards that goal, then taking it on themselves, so they would then generate games at break
146 and lunchtimes for the other children, they revelled in that and they do still have that
147 responsibility. So, every week they volunteer or they are told they are going to work towards
148 that aspect for this week. They will be there for all the children to generate games. I think
149 that's been really nice. That reaches a lot of children for their level of enjoyment. I think that
150 is really important.

151

152 **Do you feel there are any barriers to the successful teaching of PE within your school?** I

153 think it comes down to the subject knowledge again and the CPD opportunities. It is all well

154 and good having the equipment, because I think we are pretty well stocked to be fair but it

155 is having the confidence and the knowledge base to back that up actually to use the

156 resources, rather than rely on - we can have a game of dodgeball or we can play a little bit of

157 badminton, but are you really playing badminton or are you just using the shuttlecock.

158

159 **Do you feel that the PE premium has had an impact within your school?** I think the use of

160 PE premium for the skip to be fit and the active minutes has certainly worked initially. I think

161 the PE culture has improved with that. I feel that perhaps maybe the mental health side of

162 things could be worked on more with the PE Premium money, yoga practice or the

163 meditative aspect to it, maybe that is something we could look into going forward. I definitely

164 think it has had an impact, with the children doing the sports leaders award.

165

166 **Is there anything else you would like to share about your teaching of PE or your school's**

167 **provision?** No, I think I am good thanks.

168

169 **Final Comments**

170

171 *Thank you for providing these comments for my study. Would you like the opportunity to*

172 *review your answers now? Please can I remind you that all answers will be treated in the*

173 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*

174 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Verity School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? 5 and a half years. **Do you have a subject specialism?** Yes, English

Where did you undertake your teacher training? [REDACTED]
[REDACTED] **Did you have to undertake a teaching conversion when you moved to England?** No, [REDACTED] which is the province I am from, their teacher training is recognised globally as being on par with QTS, so I didn't have to do any NQT time. Just straight in with the QTS when I came.

Over your teacher training, how many hours of PE training did you receive? We had an hour a week for 12 weeks roughly, so 12 hours. **Did that cover all PE curriculum areas?** Yes, we did the health side, obviously we did the [REDACTED] curriculum based but we did the health and the PE as well. **Would that have included dance, gymnastics, and games?** Yes. **How confident at the time were you teaching PE when you were training?** Erm more confident in some areas than others. At the time I was very sporty, so I was ok with some. Gymnastics

30 and dance are the ones I have never been great at, so my confidence waivers a bit there but
31 anything else I generally felt quite good.

32

33 **Do you have any qualifications in PE or Sport?** No.

34

35 **Do you enjoy teaching PE?** Yes, I enjoy teaching it. **How would you rate PE against other**
36 **subjects, 1 being the best?** I would put it at about a 3. The only parts that are quite
37 challenging is when you are outside alone and the children get quite competitive and you're
38 trying to break that up, so things like that. **Did you have good experiences of PE when you**
39 **were at school?** Yes, generally speaking I did. I remember the dance units I didn't like as
40 they used to make us learn the chicken dance and horrible things like that, I remember
41 thinking I am never going to make children do things like that.

42

43 **Do you think PE is valued on the curriculum in your school?** Yes absolutely. **How do you**
44 **know it is valued?** We do a lot around PE, not just in the lessons, the lessons are a priority
45 and we always make sure we get our lessons in every week. We always do a lot to encourage
46 children to do a lot extra-curricular wise, so we go to a lot of tournaments. We do get a lot
47 of CPD, specialists coming in, before and after school clubs, so there is a lot around it that
48 allows children to be active and enjoy it.

49

50 **Current Teaching**

51

52 **How many lessons of PE do you currently teach a week?** I teach one lesson on a Thursday
53 morning and one lesson on a Friday afternoon, although that would change because that
54 was when the hall was available. Before the weather was a bit dodgy so we always have to
55 have a hall slot just in case. **Do you have any adults in the lesson who support you?** An LSA,
56 is there on a Thursday morning so she would support me and I am on my own Friday which
57 is generally ok. We have had a cricket coach come in before as part of our CPD for PE, so she
58 has taught the lesson and I have been the adult supporting to get a handle on how to teach
59 cricket. **Do you ensure you teach PE every week?** I do and the children don't let me forget
60 it. If I run over in a lesson, the children will remind me it is 15 minutes tomorrow.

61

62 **Do you have a PE Specialist/PE Co-ordinator within your school?** Yes, that's ■ she is the co-
63 ordinator.

64

65 **Have you been observed teaching PE?** Not this year, we were due to do them. I have had
66 people pop in, the HT has been in lots, just walking through checking what we are doing, so
67 I have no worries about that.

68

69 **Have you observed anyone teaching PE?** Not in our school. We have had ■ from ■ come
70 over, who is the co-ordinator there and he is quite good/skilled at what he does. He came
71 over and actually taught a rugby lesson to my class and gave me a rugby lesson plan and I
72 saw exactly how he organised it. That was really good to see someone whose specialism is
73 that and how they would organise it, rugby was something that I wasn't super confident in.
74 I can manage it but it was positive to see how he organised the different skills and things.

75

76 **What do you think good practice is in PE?** I think that it gets everyone involved, you actually
77 learn the skills before playing a game, it is not just about giving them a football and allowing
78 them to kick it around. It is actually about how to control the ball, pass the ball, move with
79 the ball, what parts of your feet you should be using before sending them into a game. I think
80 quite often, from my experience is that people's ideas are PE is often go out there and play
81 a game. You actually need to learn the skills before you learn the game otherwise they play
82 the game inappropriately. I have a background in basketball, I used to play competitively
83 when I was growing up, so that's one of my biggest bugaboos is the kids get out there and
84 go oh we are going to play, I say no you are going to do defence, you are not going to touch
85 a ball, you are going to learn how your body should be. They don't like it to start but they
86 laugh after. It is just one of those things that gets overlooked in primary erm then it doesn't
87 set them up nicely for High School either if they want to get out there and play competitively
88 but they can't.

89

90 **Over the last three years, what support have you had with regards to the teaching of PE?**
91 So, we have had specialist teachers. We did have at one point a coach who taught some our

92 PE, which was nice as he is a specialist. He did different CPD for us in sort of how to set up
93 the apparatus in the hall, so we could see how to manoeuvre them, where they needed to
94 go, which was obviously really helpful. I looked at them and obviously thought they were
95 terrifying. We have had cricket CPD which was in a lesson, badminton CPD which was in a
96 staff meeting by ■ he does a lot of our before and after school clubs now, so he did
97 badminton with us which was quite nice. We were offered a couple of gymnastic places at ■
98 school but another member of staff went to that, so I lucked out; missed doing the tumbles
99 I'm afraid. We have had box to be fit training, where they came in and told us how to set that
100 up and we did that with the kids, skip to be fit as well and all the children got skipping ropes,
101 so we got trained on that as well. Quite a lot really, actually we have been very lucky.

102

103 **Are you aware of the PE and Sport Premium plan in your school?** Yes, it is part of our school
104 development plan. **Did you help to write this?** No that's for ■ and the Headteacher, they
105 spend their time doing that. We get told what we are doing. **What do you think most of the**
106 **money is being spent on?** I know in general terms, transport for tournaments for when we
107 go to things. We encourage all children to take part, so ■ will have the exact figures but last
108 year there were only a couple of children who didn't do a tournament. We try our best to
109 get every child involved. Obviously, it goes into transport and having ■ do the extra-curricular
110 clubs before and after school, some of it is spent on that. That's really good. I know that we
111 have sports leaders and money went into training and they went to ■, to help the children
112 with their leadership. Obviously the CPD we have had as well like the cricket coaching.

113

114 **Past Teaching**

115

116 **Are you aware of any government initiatives/funding regarding PE that have been**
117 **introduced in the past?** No

118

119 **Do you feel you have had more support with the teaching of PE recently or in the past?**
120 More recently, I would say. **Do you know why this is?** Erm, no I would say we are working
121 our way through the curriculum really and certain things become priority at the right time
122 and PE has been one of those things the last couple of years that has come to the forefront.

123 Particularly, probably because we don't have sports coaches any more we used to have a
124 sports TA who taught our PPA as well and now we don't so it is important that teachers can
125 teach their lessons.

126

127 **If you wanted to go on training are you able to?** Oh yes, you just say. ■ has already asked us
128 on a form how confident we were on certain things. You then get the CPD to meet your needs
129 from that.

130

131 **What schemes of work do you use?** They do have Val Sabin, but they are looking into
132 changing that as they are quite dry. Erm ■ has got a badminton one, I can't remember who it
133 is through but she showed us that through google drive but I haven't got to that yet. So, we
134 do have schemes of work but depending on the sport I don't always use a scheme for
135 example basketball, I know how to do that, I am confident to teach that so I don't necessarily
136 need a scheme of work for things like that.

137

138 **Closing Questions**

139

140 **Do you feel there are any key successes within your school which supports the teaching of**
141 **PE?** I think that we know where to go to get help. I think that it is great that we have the
142 academy hub because even though ■ might not be the sportiest co-ordinator we've had, she
143 knows who to access if we need help like ■ from ■ and he can come over to help us. We have
144 the provision to go over to other schools, so the children have those tournament experiences
145 which are really valuable.

146

147 **Do you feel there are any barriers to the successful teaching of PE within your school?** Erm
148 no, I think it is just what staff are comfortable with. I think it is difficult when we have had
149 sport coaches for so long and then we don't have them anymore. So, I am quite lucky, I don't
150 mind getting stuck in with sport but there are some teachers who are not so comfortable
151 with teaching PE and that varies by year group. I am lucky being in ■ as it might be someone
152 else and they might look at ■ and go oh my gosh no way, where as I am alright, I go let's get
153 stuck in and I know which kids to say can you show them how to travel around the cones

154 with this football, if I can't do it one of them can. They can use the inside of their foot to
155 know what they are doing. I can be quite clever with that. I would just say it is staff confidence
156 but it is growing with CPD.

157

158 **Do you feel that the PE premium has had an impact within your school?** Absolutely, I think
159 it has been good for both. We get the training as teachers, the children get specialists in
160 some areas, they get the extra-curricular clubs, plus they get the experience of going to
161 tournaments, it wouldn't be possible without the PE Premium.

162

163 **Is there anything else you would like to share about your teaching of PE or your school's**
164 **provision?** No, I think that is it.

165

166 **Final Comments**

167

168 *Thank you for providing these comments for my study. Would you like the opportunity to*
169 *review your answers now? Please can I remind you that all answers will be treated in the*
170 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
171 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Headteachers

Name Angela School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a Headteacher? I have been a Headteacher for 8 years. **Is this your first Headship?** No, this the fourth school I have been Headteacher at.

Where did you undertake your teacher training? I completed my four year teaching degree in [REDACTED]. Most of my training placements were in [REDACTED], though.

Thinking back to your teacher training, how many hours of PE training did you receive? I actually undertook a PE degree, so most of my training was PE based so it was probably about 10 hours a week. **Do you think this was effective training?** It was fantastic training and covered all areas of the PE curriculum, you were also expected to take a second subject so I chose English. **Do you feel at the time you were confident to teach PE when you were in the classroom?** Yes, as it was a four year degree, I had three placements, so we were able to practise all the time.

29 **Do you have any qualifications in PE or Sport? Past or Present.** Yes, at the time I had
30 coaching qualifications in netball, hockey, football, cricket, trampolining and many more
31 volleyball and basketball.

32

33 **Where does PE fit on your School Development Plan?** Currently we are developing all
34 foundation subjects. However, I invested significantly in PE when I arrived at the school 3
35 years ago as the provision was poor erm, many children were unable to access clubs etc and
36 behaviour was not as good as I wanted it to be so, I decided that PE can help with this area,
37 so I completely changed the teaching of it.

38

39 **What is the vision for PE? When is it taught, celebrated? Is it a priority? Valued?** Our vision
40 for PE is that it is at the heart of curriculum. We want all children to be able to access PE
41 within the curriculum and beyond. We want the children to be physically active and have
42 many opportunities that they will take into their adult lives. PE is a priority as I have a
43 dedicated PE specialist within school who drives all our changes and engages staff and
44 children. We attend lots of local sports events and articles always feature in our weekly
45 newsletter. So, yes I would say that it is highly valued.

46

47 **Current Provision**

48

49 **On average, how many hours of PE does each class receive?** Each class has a minimum of
50 two hours PE a week, but there are loads of opportunities for the children to attend clubs
51 before and after school to keep them physically fit. The lessons are either taught by the
52 teacher or our PE specialist, who is a qualified teacher. **What part of the day do your**
53 **teachers teach PE?** Most classes teach PE in the afternoon. Due to the fact my school was RI,
54 we had to spend time prioritising Maths and English to raise standards in the mornings, so I
55 am reluctant to change this.

56

57 **Do you have a PE Specialist within your school? If yes why?** Yes, we do he is fantastic. When
58 I first arrived at the school there were sports companies employed by the school, so there
59 were several young coaches that would come into school and teach the children a variety of

60 sports/activities but they didn't have any commitment to the school or our routines, it was
61 just an easy/cheap way to cover PPA. So, I decided to employ a specialist to lead the subject,
62 upskill teachers to teach their own PE and to ensure that we had a more sustainable
63 approach.

64

65 **I appreciate you must be very busy but how often do you or your SLT team observe the**
66 **teaching of PE?** We regularly observe all lessons and PE is no exception. I have seen the PE
67 specialist teach PE several times, I have observed many of our NQTS and my Deputy teach
68 PE. PE teaching is a strength in our school.

69

70 **Do your colleagues observe each other teaching PE or do they go to other schools?** Yes,
71 we have peer observations in our school so we regularly pair teachers up to observe each
72 other to increase confidence and subject knowledge, this has proved very successful. We
73 have an open-door policy. Also, as part of the PE premium our PE specialist has worked
74 alongside the teachers in Reception to upskill them – this was very successful. Also, what
75 happened was the children adored being taught by ■ and so their early experiences of PE
76 have been great, thus they are keen to take part.

77

78 **What do you think good practice in PE looks like?** Good practice in PE is the building up of
79 skills that can be transferred into a game's situation, sequence etc. I would expect to see a
80 warm-up, skill development then a conditioned game or building up of a sequence. I would
81 also expect to see the children fully engaged in the lesson and enjoying it! All lessons should
82 have a clear learning objective and success criteria.

83

84 **Over the last three years, have you identified any need for support in PE?** Yes, our PE co-
85 ordinator regularly surveys the staff to check on what support they may need. We have
86 completed whole school training on gymnastics, we were also aware of a lack of teacher
87 confidence in Reception so our PE specialist teacher taught with staff for a whole year, we
88 have under gone swimming training etc. There are regular emails asking staff if they need
89 support and our PE specialist has planned many lesson plans for staff.

90

91 **How is the PE and Sport Premium plan written in your school?** I delegate the writing of the
92 PE premium plan to the PE specialist as this is his area of expertise and forms part of his job
93 description. We meet regularly to discuss the strengths and areas for development and then
94 he writes and evaluates the document. It is important that we have a shared understanding
95 of the plan. The plan is very detailed and shows how PE has improved over the last 3 years.
96 We have spent a significant amount of money on clubs and tournament provision. We have
97 invested in swimming so all children in Year 6 can meet the national standard, staff have
98 attended courses and we have spent time upskilling staff. We have invested in some new
99 sports such as table tennis but only where we can see that this will be sustainable.

100

101 **Past Teaching**

102

103 **Are you aware of any government initiatives/funding regarding PE that have been**
104 **introduced in the past?** Yes, I was part of the School Sports Partnership in a previous role.
105 So, the SSCO asked if I would go into primary schools and model the teaching of PE for less
106 confident staff such as dance and netball. I really enjoyed this aspect of my role and so when
107 I became a Headteacher I have always ensured that PE is high profile because of the many
108 benefits it brings to a school.

109

110 **Do you feel you have had more support to improve the teaching of PE recently or in the**
111 **past?** The two approaches are very different as the SSCO role was building up hubs of schools
112 to work together whereas the PE premium is focused on individual school developments. I
113 feel that the PE premium has been very beneficial in raising the profile of PE and allowing
114 schools to spend the money where they feel it is appropriate. We haven't used the money
115 on sports coaches but increasing the provision for our children and upskilling staff so they
116 can confidently teach PE.

117

118 **Are there any further CPD opportunities for PE available in your school? Are these open**
119 **to everyone?** There have been specific courses that we have bought into when needed. We
120 are at an advantage because our PE specialist can lead training within school, so we don't
121 always have to buy courses. If we do buy in specialists, this is often for a short amount of

122 time, so that the teachers can learn, then develop their teaching. For example, recently we
123 had a handball coach come into school to run a club, the staff observed him teach and the
124 build-up of skills, now they run the club.

125

126 **What schemes of work have been used in the past? Currently?** We don't use any schemes
127 of work our PE specialist has written them to meet the needs of the school and to ensure
128 there is a build-up of skills. I have also modelled how to build up a dance unit based on our
129 one of our topics. We are very fortunate to have a number of staff who have completed PE
130 specialisms and are passionate about ensuring the provision is high quality.

131

132 **How do the children perceive PE within your school? *Has this changed over time?***

133 Over the last three years this has gone from strength to strength. Many children did not even
134 attend a club, now over two thirds of the children do and we have 555 children in school. We
135 have sports leaders at lunchtime running clubs, we have a PE uniform and PE attire for
136 matches, we have a PE newsletter for parents celebrating all the great work. Many of our
137 children would not be able to afford to attend clubs out of school so what we offer as a
138 school is good, we also do not charge for any clubs they are all free.

139

140 **Closing Questions**

141

142 **Do you feel there are any key successes within your school which supports the teaching of**
143 **PE?** I think the role of the PE specialist has been pivotal in raising the profile of PE across the
144 school. Many of our children attend a plethora of clubs and tournaments. I think staff are
145 increasingly confident in teaching PE.

146

147 **Do you feel there are any barriers to the successful teaching of PE within your school?** I am
148 still surprised with the lack of training many teachers receive at University or on their training
149 courses. I feel that this is a barrier, as I do not feel one day training in PE is adequate for the
150 demands of the primary curriculum. Schools have to do a lot of upskilling when NQTs join
151 the school.

152

153 **What do you feel has been the impact of the PE premium within your school?** Erm..I think
154 that it has enabled PE to be a high-profile subject. It has given it clear focus in a crowded
155 curriculum.

156

157 **Is there anything else you would like to share about the PE provision within your school?**
158 No thank you.

159

160 **Final Comments**

161

162 *Thank you for providing these comments for my study. Would you like the opportunity to*
163 *review your answers now? Please can I remind you that all answers will be treated in the*
164 *strictest confidence and will be kept anonymous, as detailed in the consent form. Do you have*
165 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – PE Co-ordinators

Name: Angus School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? This is now my third year in primary school.

Where did you undertake your teacher training? I did the [REDACTED] SCITT, Secondary.

How long have you been responsible for co-ordinating PE in your school? The three years that I have been there. **Has your school provided you with any CPD opportunities for this role?** In house training with things like safeguarding, but also, we did also do a whole school gymnastics CPD when I first arrived and I have also been placed onto the shallow water and the fundamental aquatics course as well so I was able to teach swimming to our Year 5 and Year 6 children.

28 **Thinking back to your teacher training, how many hours of PE training did you receive?**

29 Well after my degree I did my SCITT, a whole year course/training that was over two
30 placements, so I did a term in one school and then did two terms in a contrasting school.

31 **Was that purely PE? Yes. Did you find this teacher training effective? Yes, it was really good**

32 erm quite a few people obviously do the PGCE where they go to University and do the theory
33 and practical during their University course but I found for me doing my degree and then
34 looking at the options and then doing the years training was really, really beneficial for me.

35 It was quite an intensive training year which then gave me a whole array of skills I needed to
36 teach different elements of PE. **Do you feel confident teaching PE to 5-year olds? Yes, I think**

37 I can differentiate definitely between the ages. If you had of asked me 5 years ago, I would
38 definitely have said I wouldn't have been able to teach younger children but now in the
39 position I am in now I feel confident to teach all ages right from Nursery which I did last year
40 through to Year 11s which I did a few years ago.

41

42 **Do you have any qualifications in PE or Sport? Past or Present.** Obviously the PGCE, I am

43 trying to think what else I have done. Erm when we did the SCITT year we were put on
44 gymnastics courses and things like that, so we have level 1s and foundations in gymnastics

45 more recently swimming. I can't think off the top of my head, it was all covered in the SCITT

46 year. I think once we did the SCITT modules you were then qualified and have qualifications
47 to be able teach the different aspects and different parts of the curriculum. **Was your degree**

48 **in PE as well? It was in sport and exercise science, it wasn't the specific pedagogy of teaching**
49 **PE, it was more sport science based. At the time was it do I become a PE teacher or**
50 **physiotherapist. It gave me that open ended avenue to go down to do the SCITT.**

51

52 **Do you enjoy teaching PE? Yes? I love teaching PE, it is the best job in the world. In your**

53 **current role do you teach any other subject? No, unless I cover which is very rare. It is**

54 primarily just PE. **Did you have good PE experiences when you were at school? Yes most, if**
55 not all the teachers that I got on with influenced me and were all PE teachers since primary

56 school. There were only a few male teachers in the whole of my primary school and one of
57 them was my Year 6 teacher and sort of PE lead back then, and thinking about it he kind of

58 was into sport and took us away to competitions against other schools and things like that. I

59 think that he enthused my interests to start with. I think that every teacher I got on with or

60 had a positive relationship with was a PE teacher.

61

62 **Do you think PE is valued on the curriculum in your school?** Yes, 100% I think PE is valued.
63 It is kind of one of those things that is pushed. I think it is also one of the strengths of the
64 school as well or it has become one of the strengths of the school. Definitely valued. **When**
65 **is it taught and how is it celebrated?** It is taught across the whole of the school from Nursery
66 to Year 6, primarily done in the afternoons. You have the got the PPA sessions that it is done
67 in and the class teachers teaches the indoor lesson, so they are taught primarily in the
68 afternoon as well. In terms of celebrating it, it is through the school website, we have a really
69 good PE page on our website, we celebrate it through our weekly newsletter that goes home,
70 twitter, and we use twitter quite a bit as well. Also, I as the PE Co-ordinator update our Sports
71 Co-ordinator who is linked to us through the Ipswich School Games and let her know what
72 we are doing and she celebrates that as well through our half termly meetings when all
73 schools come together.

74

75 **Current Teaching**

76

77 **How many lessons of PE do you currently teach a week?** I teach PE everyday whether it be
78 in school or on a Monday at the local swimming pool and on a Friday in the summer term. I
79 teach two lessons in the afternoon, I also teach in the morning, I taught reception last year
80 alongside the class teacher as CPD. They are hour blocks so I teach two hours in the afternoon
81 and occasionally an hour or two in the morning. I also do before and after school clubs every
82 day. **When do the teachers teach their PE?** They teach PE in the afternoons as well for one
83 hour indoors, but when it was not taught on the PPA rotation, so if their class is not part of
84 the PPA rotation taught by me then the class teachers will teach two hours of PE, one hour
85 indoors and the other outdoors. However, that is all planned for them and set up for them
86 by myself. **How many other adults support you in class?** I have a sports coach who
87 effectively supports me, she is linked to me in the afternoon for PE sessions, she's my TA
88 supporting the class. She also helps to take teams to fixtures, she runs after school clubs and
89 we are kind of a double act so we can offer more of PE provision to our children.

90

91 **Are you the only PE Specialist within your school?** I think the DHT has a PE background but
92 I am the only current PE Specialist in post. We are quite fortunate in our school we have quite

93 a few other teachers who are sporty or have a sports background so they can use their
94 knowledge to support our PE provision and help with clubs at school.

95

96 **Have you observed the teaching of PE?** Not as much as I would have liked to. That was one
97 of our targets for this year. So, we will look to roll this over to next year. I have sent emails
98 out to staff offering for them to come and watch my lessons, and the newest members of
99 staff and nqts regularly come out to watch my lessons or I take their PE lesson for them and
100 they observe what I am doing so they know how to set things up. For some of the teachers,
101 who are less confident teaching PE, I plan their lessons for them or walk them through the
102 lesson which is another form of CPD. Next year I definitely want to do more observations
103 with staff.

104

105 **Have you been observed teaching PE?** Yes, lots and lots through performance management,
106 yes and as I said NQTS observe. I have also been part of peer observations with members of
107 staff where you give each other feedback. I had my lesson observed recently before we broke
108 up and due to go and watch them. Lots and lots of observations. **Has your Headteacher**
109 **observed you teaching PE?** Yes, she has observed me on a couple of occasions.

110

111 **What do you think good practice in PE looks like?** I think good practice in PE is an engaging
112 lesson, differentiated to all levels, so that all can access the lessons, encourage the children
113 to become more independent in the lessons as well, giving them some responsibilities and
114 roles within the lesson. Seeing them progress throughout the lesson but also the main part
115 of it is getting that enjoyment and the excitement in the lesson. A lesson that is enjoyable
116 and exciting is also a lesson that will stick in the minds of the children, so it will be that lesson
117 learnt for life, not just that hour you are teaching.

118

119 **Over the last three years, what support have you had with regards to the teaching of PE?**
120 **Was the training leadership focused?** I have had lots and lots of support, our phase meetings
121 where we meet together as leads, we then have subject lead meetings with SLT and again I
122 have been part of those and have gone in and discussed what is happening in PE. My
123 Headteacher is really approachable so I have been able to just go in and we have regular

124 updates of where PE is and where we want it to be. What is going well and what we need to
125 improve on, so it is that constant reassurance but also that support in trying to improve the
126 PE provision.

127

128 **Who was responsible for writing the PE and Sport Premium plan in your school?** I wrote
129 the PE premium plan, I was solely responsible, so it was put on me to write that and plan
130 that, and then I fed it back to the Headteacher who shared that with the governors who then
131 fed back to me to add bits or amend things as needed to be. **What are the key features on
132 your plan?** Over the last three years of the plans I have written we have heavily invested on
133 key indicator number 4 which is the broader experience and range of sports for our pupils,
134 so a lot of our focus over that last three years has been putting the money back into the
135 children and providing them with the best opportunities, experience a range of activities that
136 they may not be able to access at school. That has been really, really positive because the
137 whole atmosphere the whole feel of PE and excitement in PE has grown and grown since I
138 have been there. We also invest money in additional swimming, we set aside additional
139 money for Y6 to swim each year so they have the opportunity to achieve the national
140 standard within swimming. We also put our money into CPD but again it is a bit of a unique
141 situation for us because I am a PE specialist, I come from a PE background, so we do a lot of
142 CPD in house erm with myself. So, there is probably not as much spending as other schools
143 where they haven't got PE specialists, so we can tap into our resources as well at school. **Is
144 your school in a deprived area?** Yes, our area is deprived.

145

146 **Past Teaching**

147

148 **Are you aware of any government initiatives/funding regarding PE that has been
149 introduced in the past?** To be honest coming from a Secondary background we had our
150 budget within school for PE but we didn't really access any budgets outside of this. We had
151 a disadvantaged fund that we could have kind of access for uniform and trips and things like
152 that that we could dip into. But before I came to primary school, I didn't really know of any
153 funding before the PE premium. **So, you weren't part of a High School hub where you went
154 out to help primary schools?** We were, we had a triangle of schools we used to help out. We
155 had an SSCO role that I did, which was funded. So, I used to go into the primary schools there

156 and teach some PE lessons, but it was mainly competitions, we used to do competitions
157 between our local schools in the area but I never got involved in the funding side of things I
158 just taught the lessons, the funding was done through the finance team. So, I was too aware
159 of where the money came from. My role was an additional role for being an SSCO.

160

161 **Do you feel you have had more support with the teaching of PE recently or in the past?** I
162 would say recently because my training was in Secondary, so coming into primary is
163 completely different in terms of not knowing the age group, not so much different in terms
164 of what I am delivering in sports or in terms of the activities because I have brought that
165 model from Secondary into Primary, in my school, in particular as this is working really, really
166 well. It is just in general it is the difference in age group, and trying to support them at that
167 younger age rather than the older pupils that I have had a lot of experience teaching. **Have**
168 **you considered going down the route of having external coaches' other adults in school to**
169 **teach PE?** Well I think before I arrived the school had other external coach companies coming
170 in ■ and ■, they used to come in and do paid before school clubs and lessons. Again, since I
171 arrived we no longer have those come in because I am employed as the PE specialist now so
172 I am in charge of PE, the whole curriculum, what teachers are teaching and the time. I
173 sometimes plan lessons for them as well. So, part of the PE plan is investing in some coaches
174 coming in to provide us with a broader range of sports and range of activities for our children
175 to experience for example we had a handball coach come in, we did a handball competition
176 as part of our level 1 competitions so classes versus classes and it went down really well with
177 the children. So, we invested again for the handball coach to come in and deliver a 6 week
178 after school club, which gave us the opportunity to have a bit of handball CPD, so now in the
179 future it is sustainable so I can deliver handball club after school. **So just to confirm it is just**
180 **teachers teaching PE?** It is all teachers.

181

182 **What CPD opportunities for PE are available in your school? Are these open to everyone?**
183 **How does the training work? Have any training sessions been repeated? Are they effective?**
184 Yes, they are definitely open to everyone. I get emails regularly from the Suffolk School
185 Games Co-ordinator with CPD opportunities, I forward them on to the whole staff not just to
186 teachers, but to all staff TAs, midday supervisors, so they are more than welcome to sign up
187 to those via myself. The CPD we have offered in the past is shallow water training for
188 teachers, when they take their own classes swimming. Myself and the sports coach go to the

189 annual PE/Sport conference every year to find out about the initiatives for that year, or those
190 coming out, the Ofsted criteria, so things like that. Also, CPD that I provide in school is open
191 to all staff, not just teaching staff. So, the invitation to watch my lessons is not just for
192 teachers, it is for TAs who want to help in the lesson too. **Have you been involved in team**
193 **teaching with some staff?** Yes, recently peer observations. I had SLT and another member
194 of staff come and observe my PE lesson. Both members of staff said this was really beneficial.
195 In the past I have had people come and observe. I have been team teaching with EYFS staff,
196 upskilling them for the last two years. Overall, it hasn't quite worked out as I would have
197 wanted it to this year but it will be a focus for next year. I want to do more informal
198 observations of PE next year. I don't want it to be a judgement but more of a learning
199 experience. I observe them, they observe me and we learn from each other. They would then
200 get feedback from myself, then watch myself and they can then model good practice in their
201 lessons.

202

203 **What schemes of work have you used any others? Who is responsible for writing them?**

204 So, when I first arrived there was a curriculum plan but it was unstructured I would say.
205 Things were being taught in the wrong order. Not that there is a right order but they were
206 out of order for the time of year, so it wasn't appropriate that some things were taught at
207 that particular time. So, I completely rewrote and redesigned the curriculum plan and did
208 that for the whole school from reception to Year 6 and made it progressive so that the skills
209 learnt in one-year group were progressive and then move on to the next year group so each
210 year they are building on their skills for the prior year. In terms of schemes of work, we
211 invested in the Cambridgeshire Scheme of Work, with the PE plan which then gave staff more
212 confidence to teach a particular lesson such as dance and gymnastics which has a lesson by
213 lesson plan as well. Again, I have planned quite a lot of the units myself and shared those
214 with staff or given staff an outline of what I would like them to teach, they would then write
215 it and send it to me to check. So, it is not a case of your teaching football in Year 5, away you
216 go, it is clear what needs to be taught so it is not replicated in Year 6 or a repeat from the
217 previous year. **What has been the impact?** I think in terms of the ability of the children you
218 can visually see children are more confident in PE now, when they come from one year to
219 another. It is not having to start from scratch. It is just building on what they learnt
220 previously. Their knowledge and understanding are now a lot better, in the three years that
221 I have been there. You can ask them a question and they would have remembered from the
222 year before. Talking to members of staff, in previous years this wasn't the case, as it wasn't

223 structured, children would say I think we did that last year with Mr so and so, and someone
224 else would say we didn't do this - it was all a bit hazy, whereas now there is a definite sort of
225 flight path with exactly what they are doing and what they have done before.

226

227 **Closing Questions**

228

229 **Do you feel there are any key successes within your school which supports the teaching of**
230 **PE?** I think the number of children who access an after-school club is one of our key successes
231 and how successful our PE provision has become. The year that I started, the previous year
232 there wasn't really tracking of how many people were involved in PE. I have just done the
233 figures so far for this year and 67% of Yr1-6 pupils have accessed at least one sports club so
234 far this year, 68% was the previous year's total of Yr1-6 pupils accessing at least one sports
235 club. That's a total of 329/489 pupils in Yr1-6. Also, some of those children are accessing 4 or
236 5 clubs. But I think that now children are engaged in PE, they love PE, all they talk about is
237 doing PE and that shows in the numbers that are coming to after school clubs, they just want
238 to learn more and improve their skills further. And again, we are quite a deprived area, so
239 the fact that we have got 68% of the school Y1-Y6 attending a club where actually in the past
240 they wouldn't have bothered is amazing. **Are all the clubs free or do children have to pay**
241 **for them?** No they are completely free, myself and the Headteacher we set it out straight
242 away that we didn't want clubs to be a chargeable thing, we didn't want children or parents
243 to have to pay for clubs, that is not what we are about as a school, we are inclusive school
244 and we want as many children to have these opportunities as possible, so by making it free
245 and by funding some of them through the PE premium we have been able to offer free clubs
246 and that is why we have had so many children able to access them.

247

248 **Do you feel there are any barriers to the successful teaching of PE within your school?** I
249 think, well I had this discussion with the Headteacher before, I think with me as a PE specialist
250 I teach PE mainly in the afternoons, as part of PPA time slots but we have had conversations
251 before about extending that with me teaching PE in the morning as well. All the PE is taught
252 in the afternoons at the moment, so by teaching PE in the morning and spreading it out, it
253 will give me an opportunity for me to access teaching more of the classes and hopefully
254 teaching all of them at some point, so passing on my experience and expertise to all of the

255 classes as there are some classes that I don't teach because of the way the PPA is organised
256 or the days that I have in school. **Why do you think you can't teach in the morning?** Well I
257 think you have a broad curriculum that is different to Secondary School as I said you have set
258 lessons that you teach at set times based on your timetable but in Primary School, English
259 and Maths have to be prioritised in the morning, is when you have them engaged at the
260 initial start of the day, so I think English and Maths is a major push and importance, so that
261 is probably why PE is not taught in the morning slots.

262

263 **Do you feel that the PE premium has had an impact within your school?** Yes, it definitely
264 has because without the PE Premium plan we wouldn't be able to fund as many
265 opportunities as we do, we wouldn't be able to offer as many CPD opportunities as we do as
266 well, erm things like additional swimming, this helps massively with our Year 6 children and
267 again over the last three years we have seen that percentage rise each, with the number of
268 children at the end of the year to be able swim competently. Without the PE premium we
269 would be struggling, to kind of facilitate all the experiences and opportunities we provide for
270 the children and staff.

271

272 **Do you feel as the PE co-ordinator that any teachers are particularly supportive/resistant**
273 **to teaching PE?** I don't think any of them are resistant, I feel all of them fully support what
274 is going on at school. They can see the motive behind it, it is not a case of me barking orders
275 at them telling them to teach this and teach that. I think because I have lead staff meetings
276 with the importance of PE, and the vision we have got for PE at our school, they are full on
277 board with it because they can see how much the children benefit from PE. Not just from the
278 skill progression but for their mental health point of view, because they can see what two
279 hours of PE does to the pupils in their classes each week and it gives them the opportunity
280 to interact with their children than being in the classroom, so I think they are fully on board.
281 I think with the structure of the curriculum again they can see the worth of it, so progressing
282 the children is helping to develop their skills and understanding.

283

284 **Is there anything else you would like to share about your teaching of PE or your school's**
285 **provision?** To be honest if someone had said to me 5 years ago, how do you feel about
286 teaching children in a Primary School it would have scared me a little bit I think. These last

287 three years have been probably the best three years I have had of teaching PE. The children
288 are so receptive to it, they have got no preconceptions of PE unlike when they get to
289 Secondary school, and they have already got that. That was part of the reason why I wanted
290 to go into Primary School, I know from my own children, my daughter, it pains me to say, she
291 would often say that PE is not her favourite lesson, she doesn't enjoy it, she feels that
292 sometimes she isn't supported in the lesson it is only the sporty ones that get praised and
293 things like that and by the time they get to Secondary School they have that preconception
294 whether they enjoy it or they don't which is a real shame. I feel that every child at that age
295 should enjoy taking part in physical activity. So, I have really, really enjoyed it and that I can
296 bring some of that Secondary School kind of structure and curriculum and bring it into
297 Primary School to prove its worth and I think it has been excellent.

298

299 **Final Comments**

300

301 *Thank you for providing these comments for my study. Would you like the opportunity to*
302 *review your answers now? Please can I remind you that all answers will be treated in the*
303 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
304 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Anne School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? 16 years. **Do you have a subject specialism?** My formal subject specialism is PE but I have since trained and specialise in Maths. **Did you undertake a PGCE?** I did a four year teaching degree with PE as my formal degree with QTS.

Where did you undertake your teacher training? [REDACTED] which has now become the [REDACTED].

Over your teacher training, how many hours of PE training did you receive? As a PE specialist I couldn't give you an exact amount but it took up half of my time. If you looked at the timetable for the QTS it would have been without the specialism no more than 20 hours in four years. **Did that cover all PE curriculum areas?** Again, within my specialist training, yes it was actually very thorough but if I wasn't a PE specialist from what I recall it was mainly invasion games, it would have been a little bit of striking and fielding and perhaps some net games, what was not covered within that training would have been OAA, swimming and any

30 kind of HRE or theoretical training for PE. **As you took the PE specialist route do you feel**
31 **confident to teach PE?** Yes, in all areas. The other area that was missing from the non
32 specialist route was gymnastics. We had a lot of gymnastics training and extra-curricular
33 training for gymnastics through our specialist training but you didn't get that through the
34 non-specialist route.

35

36 **Do you have any qualifications in PE or Sport? Past or Present.** I did but they are now
37 outdated. I think because as I trained as a PE specialist was widely considered that PE
38 specialism was needed in primary school so I got coaching qualifications. I am a badminton
39 coach, assistant swimming coach, I have also had formal training in pretty much every sport
40 you can name at primary level and some other specialisms like trampolining.

41

42 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** I enjoy
43 teaching PE in a well-resourced school erm unfortunately I haven't been in well-resourced
44 schools in my teaching career or if they have been well-resourced I have made them well-
45 resourced. I would probably rate it as a 5. **Did you have good experiences of PE when you**
46 **were at school?** Yes, but that's because I was sporty and I was able at PE and I was picked
47 through teachers and peers to participate, so yes I had very positive experiences.

48

49 **Do you think PE is valued on the curriculum in your school? When is it taught, celebrated?**
50 Yes but only because we have a PE specialist. **When is taught?** Mainly in the afternoons due
51 to timetable restrictions and maybe some in the morning but it is linked through PPA. It
52 would honestly depend on what resources were available and when the PE specialist is
53 available. I think if it is taught in the morning it is often to younger children and it is prioritised
54 in the afternoon for older children because the priorities become English and Maths the
55 higher they get up the school.

56

57 **Current Teaching**

58

59 **How many lessons of PE do you currently teach a week?** None. I was teaching some this
60 year, I was teaching one a week but again that was linked to PPA, if the specialist teacher
61 was able to teach then it would have been him instead.

62

63 **Have you been observed teaching PE?** No.

64

65 **Have you observed anyone teaching PE?** I have in this school but only because I am the
66 performance manager of the PE specialist, that is the only reason.

67

68 **How would you describe good practice is in PE?** Good practice in PE, I think for me
69 personally is inclusion for all. So good practice would involve getting everyone involved in
70 some way whether that's through differentiated resources, some people don't realise you
71 can differentiate resources within PE. Whether that is giving different roles within PE lessons.
72 I think whatever you are teaching, whatever sport you are teaching it has to be inclusive. I
73 do know many, many people who have had negative memories of PE lessons and that is
74 because it wasn't inclusive and that has been carried on later in life for many, many years.

75

76 **Over the last three years, what support have you had with regards to the teaching of PE?**

77 None, hang on that's a lie, I was actually discussing this with a friend of mine about
78 professional development within PE in my 16 years teaching, other than within my own
79 specialism and when I have led PE the only PE development I have had was at my current
80 school in gymnastics, a gymnastics specialist came in for a PD day. **Was that useful?** For me
81 personally no, I was skilled in that but for others it was incredibly useful as gymnastics in
82 particular is an area that teachers will avoid, will try not to teach or dropped from their
83 overview or unfortunately taught incorrectly or dangerously. It was really useful for less
84 skilled teachers. **Do you know if your PE specialist has undertaken an audit of skills across**
85 **the staff?** Not that I am aware of, he may have done but that's passed me by but not that I
86 am aware of.

87

88 **Are you aware of the PE and Sport Premium plan in your school?** I am aware of it, I don't
89 know if I have ever read it and I don't know where I would find it, but no. **So, you couldn't**
90 **tell me what was on the plan?** No.

91

92 **Past Teaching**

93

94 **Are you aware of any government initiatives/funding regarding PE that have been**
95 **introduced in the past?** In more recent years no, earlier in my career I was more aware of
96 them but I also think a lot of schools, in my own experience will say it is because they getting
97 funding from outside agencies for example or vouchers from supermarkets for equipment as
98 they do tend to rely heavily on other schemes or what they should be spending it on. So more
99 recently no I don't.

100

101 **Do you feel you have had more support with the teaching of PE recently or in the past?**
102 Through my own choices probably in the past because that was what I focussed on. More
103 recently, like I say that's the only time I have received CPD as a whole school initiative but I
104 also haven't sought it out to develop it as I haven't needed it. Perhaps on reflection I may
105 need updating. My current knowledge is based on more than 10 years ago.

106

107 **You are clearly aware of the CPD opportunities for PE in your school? If you wanted to go**
108 **on training are you able to?** No, I am not.

109

110 **What schemes of work have been used in the past? Currently?** I do know that a Suffolk
111 scheme is dipped into. I do know that we are very fortunate to have a PE specialist who helps
112 with planning and who puts planning on the system. Where that is taken from, I must admit
113 I don't know. As a very confident PE teacher, I know how to use the curriculum and what
114 skills are important in each of the areas. So, I am quite happy to pick up a lesson and just
115 teach it so I have never paid attention to what schemes need to be used.

116

117 **Closing Questions**

118

119 **Do you feel there are any key successes within your school which supports the teaching of**
120 **PE?** Again, having a PE specialist is really good, I do know that within the last year I have been
121 supporting newer staff and they have identified PE as something they feel less confident in
122 so I have been able to work with the PE specialist to support them. I also think the PE
123 specialist has tried to raise the profile of PE within the school, my current school is the only
124 school where I have seen so many PE displays. When I reflect back to other schools I can't
125 even remember seeing many PE displays other than perhaps results of tournaments, but I
126 think having the PE specialist and having the PE specialist support newer members of staff,
127 perhaps displays, raising the profile and also the clubs are probably the key things my current
128 school has in place.

129

130 **Do you feel there are any barriers to the successful teaching of PE within your school?** Yes,
131 under skilled staff and I think sometimes the under skilled staff are reluctant to take on CPD.
132 I would assume and it is an assumption that they are members of staff who didn't enjoy PE
133 when they were younger and don't feel confident in their own physicality when teaching PE,
134 and whilst having a PE specialist is fantastic I think it can actually also become a barrier so it
135 is passed over. I won't teach PE the PE specialist can, so they almost wash their hands of it.
136 But I would be the same if we had a music specialist, it would be great, you can teach it and
137 I don't have to upskill myself. I think that the PE specialist does become a barrier for some.

138

139 **Do you feel that the PE premium has had an impact within your school?** For pupils I would
140 say so because again I am assuming that the money obviously goes towards the PE specialist
141 and certainly the clubs I think for the school I am working in it is vital. The amount of clubs
142 that are offered, I have never seen that again in any other school. For staff, like I said there
143 was that fantastic CPD opportunity for one day, but whether that goes to supporting other
144 staff I don't know. I think it is probably the upskilling of staff it is not being used as much.

145

146 **Is there anything else you would like to share about your teaching of PE or your school's**
147 **provision?** Our school is really well resourced which is lovely and that is a big barrier for some
148 schools resourcing. Otherwise no I don't think so.

149

150 **Final Comments**

151

152 *Thank you for providing these comments for my study. Would you like the opportunity to*
153 *review your answers now? Please can I remind you that all answers will be treated in the*
154 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
155 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Annabel School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? I have been a primary school teacher for nearly 7 years. **Do you have a subject specialism?** My degree is in Art, History and English Literature. **Did you complete a PGCE?** Yes, a PGCE.

Where did you undertake your teacher training? [REDACTED].

Over your PGCE teacher training, how many hours of PE training did you receive? None, not at University. **Did you have any training when you went into your Primary placements?** That would have been planning time, looking at PE lessons but nothing structured with a PE teacher. Everything has been self-taught or looking up schemes of work for PE. **Was this effective training for PE?** No, I didn't think it was. **Would you say you are confident teaching PE?** Through my teaching career I would say I have learnt on the job so when I worked in Year 5 and 6 on a different curriculum, I had a lot of PE PD days as throughout being a teacher they realised the gaps in PE knowledge and specialism has been there so a lot of PD days have been based around sport, just how to make an outstanding lesson outside of the

30 classroom because we have lots of help constructing lessons, so to actually write down a
31 lesson really helps. We had some training to take out our flip charts, to share the learning
32 objective and what that lesson was. That was quite a good skill but I don't do that in my
33 current school.

34

35 **Do you have any qualifications in PE or Sport?** Erm no but I did a few on line training courses,
36 with rugby, netball and football.

37

38 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** Yes, I do
39 if I am confident. **How would you rate PE against other subjects, 1 being the best?** Erm I
40 would probably say a 4. **Did you have good experiences of PE when you were at school?** No,
41 I didn't really enjoy PE, I wasn't into sport then. I think I was good at running, I liked the
42 athletics, I really enjoyed hockey and I didn't like netball at all. It wasn't a sport I liked. I loved
43 rounders, I really love the summer sports, the athletics side of sports. I really liked hockey
44 and javelin. With primary you don't have those lessons as such, in year 1 and 2 you have a
45 lot of hand/ball control. It is all those basic skills that children still don't know how to catch
46 a ball, you would hope that they learn that at home.

47

48 **Do you think PE is valued on the curriculum in your school? *When is it taught, celebrated?***

49 Yes, I do, we have to teach it twice a week for an hour and teachers know what they are
50 doing because we have long and medium term plans, and lesson plans. So, at the beginning
51 of the term we print them all out and discuss them in PPA, how they are going to look and
52 what we are going to do. We do try to think about the MA children and how we can push
53 them on. If there is a basic ball skills activity – how do we extend that on. Equally if we have
54 children in wheelchairs or needing that extra support, how can they access the lesson and
55 how can we make it enjoyable for them.

56

57 **Current Teaching**

58

59 **Do you teach your own PE lessons?** It all depends when my management time is. Usually
60 once a week I teach it but some terms I do teach them both.

61

62 **Do you have a PE Specialist/PE Co-ordinator within your school?** Yes, we do and he is very
63 good. **In what way?** If you ask him for help and guidance he will always come and talk to you
64 about the lesson plan. We do try and put a lot into our PE. How is this going to look? What
65 should we do? If it is in the playground where will the children be. He just comes up with
66 fresh ideas which is good. We have actually got a scheme of work on our system which is the
67 Cambridgeshire scheme of work.

68

69 **Have you been observed teaching PE?** Yes, I have. The NQT has observed me and I think our
70 PE specialist came to watch us for some little lessons, he popped in to see what we were
71 doing and asked the children what they were learning.

72

73 **Have you observed anyone teaching PE?** Yes, I have again, NQTs.

74

75 **Over the last three years, what support have you had with regards to the teaching of PE?**
76 We have had our PE specialist erm with his plans, we know about the sports funding, new
77 equipment that has been really good, things out on the playground, we have had PD days on
78 gymnastics that was really good, and I think it is just teachers know how to teach PE it is just
79 having those fresh ideas, different warm ups and cool downs, different activities and making
80 it exciting. The gymnastics we tied in with dance which was a really good unit of work and
81 children really enjoyed that. We practised that on our PD Day so we were more confident
82 with that.

83

84 **Are you aware of the PE and Sport Premium plan in your school?** I would like to say yes, yes
85 but don't ask me a tricky question on it! **Did you help to write it?** It is written by someone
86 else but I was in a meeting about it and I have heard of it.

87

88 **Past Teaching**

89

90 **Are you aware of any government initiatives/funding regarding PE that have been**
91 **introduced in the past?** Each school has money to use how they want to for PE. **Have you**
92 **heard of any other models?** I think that you just had to apply for them, school grants. In my
93 last school we applied for a grant and created an outside gym with all the soft rubber turfing
94 and that was really good for our school.

95

96 **Do you feel you have had more support with the teaching of PE recently or in the past?**
97 More recently, I think there is a clearer system, all the plans are on the system, so you can
98 look at different plans from other year groups to get ideas. It is a clear system we have in this
99 school. **Do you have sports coaches?** No not in my year group.

100

101 **You are clearly aware of the CPD opportunities for PE in your school? If you wanted to go**
102 **on training are you able to?** I did some certificates sent to us by our PE Co-ordinator but not
103 anymore, whether they will be tied into our PD days I don't know.

104

105 **You have said you use the Cambridge scheme of work do you just use that one?** Just that
106 one.

107

108 **Closing Questions**

109

110 **Do you feel there are any key successes within your school which supports the teaching of**
111 **PE?** There are lots and lots of outdoor fixtures, is that the right term, with other schools. My
112 current school is really good at working with a network of schools in the local area. There
113 always seems to be something whether it is netball, football and rugby. There are lots of
114 sporting events in our newsletter which is lovely to see. A lot of the children want to do sport.

115

116 **Do you feel there are any barriers to the successful teaching of PE within your school?** I
117 think it is confidence of teaching PE. When I am confident in a subject I know exactly what I

118 am doing and that goes for a lot of teachers. If you are confident then you can execute the
119 lesson well. If you are still not sure what you are doing then, I play tennis and I am quite
120 confident teaching this, hockey I can do that. Football, I don't play that so if I were teach a
121 girls or boys football team they would be telling me the offside rule. It is just the knowledge
122 and experience of having lessons shared and watched together.

123

124 **Do you feel that the PE premium has had an impact within your school?** Yes definitely. We
125 have a lot more equipment which is good, new equipment whereas a lot of schools have
126 outdated equipment, yes. A lot of our equipment is up to date and kept in different areas of
127 the school. Our PE specialist makes sure that everything goes back, he does cupboard checks.
128 Yes, and training, we have a sports specialist assistant as well that helps him. So, we have
129 two key sports teachers in school.

130

131 **Is there anything else you would like to share about your teaching of PE or your school's**
132 **provision?** I like PE I think Year 1 and Year 2 really like PE but they are learning basic skills. I
133 think if they don't have that underpinning skill of catching a ball, knowing the low, middle
134 and high ground before you can move on, so I don't want to move on to anything before
135 they have got those skills. Obviously, some children play a lot of sports outside of school and
136 some and it is noticeable.

137

138 **Final Comments**

139

140 *Thank you for providing these comments for my study. Would you like the opportunity to*
141 *review your answers now? Please can I remind you that all answers will be treated in the*
142 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
143 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Arthur School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? This is my fourth year in Year 1, so 6 years. **Do you have a subject specialism?** Not currently no.

Where did you undertake your teacher training? [REDACTED] School, Ipswich. **Was that a PGCE?** [REDACTED] Teacher Training.

Over your teacher training, how many hours of PE training did you receive? Not a lot, for any subject we were released every Thursday, we had a training day in Norwich. The core subjects got covered quite a lot but I think PE was just one day then I observed it at [REDACTED] Primary. **Do you think this was effective training?** It was a mix of theory and practical, I don't think it was enough in terms of teaching gymnastics, erm which I didn't feel confident in teaching after that. Contact sports fine but I don't think it was. **Do you feel confident teaching PE now?** Most things because I worked for [REDACTED] but I still wouldn't say I am fully confident teaching gymnastics. Dance I am getting there as I have developed that more but I think it is the health and safety aspect with gymnastics that I would be concerned about.

30

31 **Do you have any qualifications in PE or Sport?** I have a level 2 hockey qualification and that's
32 it.

33

34 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10).** I do
35 enjoy teaching PE but it depends what PE subject I have to teach. I enjoy gymnastics but
36 again it is that safety aspect. Dance I am not that keen on, it depends on the subject material,
37 erm against other subjects I would say it is about a 3 or 4.

38

39 **Do you think PE is valued on the curriculum in your school? *When is it taught, celebrated?***

40 Yes I do. So for Year ■ we try and get two sessions in a week but this will depend what else is
41 going on. Last year it was taught on a Tuesday or Wednesday but it depended on what we
42 had going on. They also had swimming on a Friday but that depended on what class they
43 were in. This coming year it will be taught in PPA, again I would imagine we will try to get
44 one other session in but that will depend on timetable constraints. I do think it is celebrated
45 as we have a PE Co-ordinator, ■ and I think he does a massive amount of work in school
46 to promote PE in the school. We have had lots of emails about online sports courses we could
47 do, we have lots and lots of sports teams, and we have so many sports clubs running after
48 school, amazing presentations for sports day, so I do think that PE is celebrated massively
49 within the school.

50

51 **Current Teaching**

52

53 **How many lessons of PE do you actually teach a week?** This year just gone, it has been one
54 a week. **Who would teach the other one?** We only had one because we couldn't fit the other
55 one in. The other classes had swimming as well.

56

57 **You have stated that you have a PE specialist in school, is he effective?** I think he is brilliant.
58 His organisational skills and his motivational skills get people involved and on board with
59 sport. He is also really approachable if you need to be taught any skills. I watched him teach

60 ■ how to throw a discus as he wasn't particularly confident in breaking the skills down to
61 teach the children, his whole school overviews for PE are really effective, he thinks about
62 spaces required, making sure we have a breadth of curriculum being taught, making sure
63 that ensure that all the skills are taught. I know if you need help with planning he is there.
64 He planned our OAA for PE this year as he had so many resources from his previous school,
65 and he adapted them as I know he taught in a High School and they really enjoyed those
66 lessons. He makes sure we have all the equipment, he will let you know where it is or where
67 to find it or if you have the right amount. Yes, he is really good.

68

69 **Have you been observed teaching PE?** Not for a long time. Probably not since I was in Year
70 ■, I think.

71

72 **Have you observed any of your colleagues teaching PE?** Yes, I watched ■ with the
73 Headteacher for a peer review.

74

75 **How would you describe good practice is in PE?** That's interesting we don't talk about this
76 very often. I think you should see at least 80% of the time should be children engaged in a
77 doing activity. I know there is a tendency to over talk and break the activity down too much
78 so good practice is 80% of the time children actually doing something physical otherwise they
79 are actually not getting that time. I think that you should see a progression of skills
80 throughout the lesson, differentiation should still be occurring within PE lessons because you
81 do get children that are much more able than others so you should be able to clearly see, I
82 know this is something that is difficult especially in a team sport, even if it is not the activity
83 the outcome should be differentiated for pupils. I think all pupils should be taking part if they
84 don't have their PE kit they should be doing something because they can walk the daily mile
85 because they are expected to unless they have a particular reason that they really, really
86 can't do it. I think the children should be involved in the games in terms of running them as
87 well, so that they understand the rules, so they are having to referee. I think this is really
88 good practice. Also, to help them to develop into leaders which will help with our school
89 development plan next year. Having fun would be quite a good one as well. Using the correct
90 language in terms of warming up and cooling down, so they start to link that to science and

91 they get to know the muscles and why they need to do those things. Yes, that's what a good
92 PE session would look like.

93

94 **Over the last three years, what support have you had with regards to the teaching of PE?**

95 What has ■ done for us? We have a full curriculum map, what we need to teach and when
96 we need to teach it. That curriculum map has also been linked to resources we have like the
97 Cambridge scheme of work, so if we are teaching gymnastics 1 there is a link to that, with
98 lesson plans, if it is dance the same thing, lesson plans and music. We have been offered
99 CPD. We did have ■ try to pair up teachers with different skills in different sports and go and
100 watch lessons and do some team teaching to become more confident. ■ has led staff
101 meetings around Sports Day, and also provision of sports clubs and how we can improve
102 that. He is always there if you need to ask any questions, how to teach something or the best
103 way to differentiate etc. etc. **Have you attended any courses?** We had a gymnastics lady that
104 came in who was brilliant, that was 2 years ago maybe, and other than that I don't think so.

105

106 **Are you aware of the PE and Sport Premium plan in your school?** Not in depth. L is in charge
107 of it and I know we get quite a lot of money per pupil and it is spent various ways. I know we
108 have PE equipment, sports kits for the children, that's as far as my knowledge goes. **Could**
109 **you tell me what was on the plan?** Not particularly. I know for ■■■■■, I believe some of it
110 was spent on extra swimming lessons to get them to where they needed to be and that was
111 quite successful as we got another of our 50% of children where they needed to be. Other
112 than sports equipment and sports team clothing. I know some of it has been put to achieving
113 our sports marks as well and sports prefects. I also think some of it has gone towards buying
114 the lunch time games as well.

115

116 **Past Teaching**

117

118 **Are you aware of any government initiatives/funding regarding PE that have been**
119 **introduced in the past?** No, all I know rounding up to the Olympics they said we had to do
120 two hours of PE a week then just after the Olympics they said if it is not possible don't do
121 that, I believe. That's the limit of my knowledge.

122

123 **Do you feel you have had more support with the teaching of PE recently or in the past?**

124 Definitely more recently. Although it has been limited. I have to admit that PE has not been
125 my focus working in Year █ unfortunately, I know it should be but you are spreading yourself
126 too thin essentially. Definitely having a PE Co-ordinator is absolutely massive for our school.

127 I definitely think there is more we could do with it, it is not for █ not trying or anything like
128 that, it is resources and money. I definitely feel supported more recently than I have ever
129 done. **In the whole time you have taught in the school have you ever had a different model?**

130 Yes, we had █ sport in to begin with, who covered PE in PPA and delivered afterschool clubs.

131 **Was this effective?** Having worked as a sports coach I definitely feel that teachers have the
132 skills to teach the sport, the behaviour management skills to deliver the lessons. I just think
133 that teachers may need a bit more upskilling and a bit more confidence in delivering them.

134 It is difficult because everything seems to be focussed on English and Maths and reading as
135 it has been for a while, it shouldn't be but it is. Teachers delivering the lessons is the way
136 forward not sports coaches unless it is an after school club or someone who is a sportsperson
137 who can come in and inspire the children other than that I think it should be the teachers.

138

139 **Are you aware of all the CPD opportunities for PE in your school? If you wanted to go on
140 training are you able to?** If anything comes up █ emails everyone so you can choose to come

141 forward yourself, recently we were offered online tag rugby and England hockey. It was
142 emailed to all, so I assume it was open to everyone. I think the type of training I would like it
143 to be is whole days training. I think it would be good in school as we have enough people
144 who would want to do it, I just think we need so much of it. It would need to be broken down
145 into, this is how you teach invasion games lessons, so it is generic so that you could teach
146 any sport within that invasion games, this is how you teach net games, gymnastics, dance
147 but also looking at how you would plan a series of lessons, so you are looking at the whole
148 process from start to finish, how to differentiate but trying to keep it realistic to school and
149 realistic to the time constraints you have, and just making it like real life rather than someone
150 coming in which is all singing and dancing and you know you can't do it unfortunately
151 because we do not have the time, resources or the space.

152

153 **You stated you use Cambridgeshire scheme of work for PE now, have you always used**
154 **that?** No, I think in terms of plans previously we didn't have any clear direction, it was this is
155 what I am roughly supposed to teach here, I will google and see what plans were out there
156 and adapt them. I think we had some very old style PE plans but I can't remember what they
157 were called. It would have been a massive folder, but I can't remember what it was called. It
158 gave you lots of lesson ideas and resources that we dipped into.

159

160 **Closing Questions**

161

162 **Do you feel there are any key successes within your school which supports the teaching of**
163 **PE?** I definitely feel the curriculum overview so everyone knows what they are teaching,
164 when they are teaching and the space they have. I think that is massive as the children should
165 be getting a progression of skills in their time they get to us in [REDACTED]. That is the biggest one.
166 I do think that training and INSET days would be the way forward really.

167

168 **Do you feel there are any barriers to the successful teaching of PE within your school?** Yes,
169 I think confidence, I think room - space, the amount of equipment, ideally you want 30 pieces
170 so all children have their own equipment. Space is a massive one. I do think confidence and
171 training would be massive and just to set high expectations as I don't think necessarily they
172 always come across in some of the foundation subjects and within PE a lot of time is spent
173 getting changed, I think sometimes you are outside for 30 minutes and that is not enough. I
174 do think it is better but a lot of the children not having PE kit is a massive issue, I also think a
175 lot of parents don't see PE as a necessity so they don't support it so we get lots of notes, they
176 are not well enough to do PE, lots of arguments around jewellery, the wrong footwear, yes
177 there are quite a few barriers around it and the children not having any resilience, I don't
178 think they are healthy enough, fit enough to take part, there is a problem there - if you do a
179 warm up that's a fun game and they are out of breathe in 10 seconds, you just think no you
180 can do this, come on. As soon as they get a little bit out of breathe that's good, it is meant to
181 happen, they just get tired so I think the children's attitude in lessons is not particularly great.
182 I don't know whether that stems from adults who may not see the value of PE or aren't
183 necessarily the greatest role models for PE. **So did you have a positive experience of PE at**
184 **school?** Yes I absolutely adored PE, I couldn't get enough of it. I loved GCSE PE in particular,

185 as we had five hours of PE a week, which was absolutely amazing – four hours of that were
186 practical so it was good to get outside, I also quite liked the Science side when it came to PE
187 as well. Inadvertently is actually why I gave up college because we did five hours of theory,
188 copying of a whiteboard which was nothing like I had hoped it would be. That’s why I stopped
189 doing it in the end. I had a very positive experience in High School, the PE teachers are why I
190 was introduced to hockey and why I am still playing and still enjoy sport. I think it is massive,
191 when I went to University because I played hockey I was able to make friends easily because
192 I joined a club and that just made that transition easier. I would like my children to play sport,
193 I am not really fussed what sport, it develops you all round as a person as well and it develops
194 a lot of the skills we are trying to embed in the school such as, resilience, reflection,
195 perseverance and courage. It underpins all of them as well.

196

197 **Do you feel that the PE premium has had an impact within your school?** It is hard to know
198 in terms of, I don’t know what it has always been spent on and that is no fault of ■ as I know
199 he produces massive documents, it is time to read them and different focuses, as I know
200 from just the amount of clubs. I don’t know if the pupil premium goes into this, the amount
201 of clubs, the number of participants, the range of clubs, I think it has had a massive impact.
202 To hear the children speak about them, taking part in them. I know we have sports teams,
203 lots of fixtures for them to take part in and I don’t know if the PE premium helps with that
204 but it has a high profile within the school.

205

206 **Is there anything else you would like to share about your teaching of PE or your school’s**
207 **provision?** No not particularly.

208

209 **Final Comments**

210

211 *Thank you for providing these comments for my study. Would you like the opportunity to*
212 *review your answers now? Please can I remind you that all answers will be treated in the*
213 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
214 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Anthony School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? 3 years. **Do you have a subject specialism?** PE. **Was that a PGCE course?** PGCE for one year specialising in PE.

Where did you undertake your teacher training? [REDACTED] University.

Over your teacher training, how many hours of PE training did you receive? It was split 50/50 so whatever a week's learning was, it was about 40 hours in the classroom so I suppose it was 20 hours. It was a 50/50 split. **Did that cover all PE curriculum areas?** Yes, we did swimming badges, dance, gymnastics and OAA. I think we covered all of them. **After finishing the course how confident did you feel teaching PE?** I felt reasonably confident, I think it was the only difficulty was adapting it to the children that you teach. This is what you need to do, this is an example how to do it – off you go. But it varies with each class. I would say I am moderately confident.

31 **Do you have any qualifications in PE or Sport? Past or Present.** I have got level 1 and 2
32 coaching in football, FA referee and then lots of little ones like hockey kwiksticks, tag rugby
33 and a swimming coaching course.

34

35 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** Yes, I
36 would probably say PE is my favourite lesson to teach. **Did you have good experiences of**
37 **PE when you were at school?** Yes, particularly when I went to High School/Secondary School
38 when I went higher up the school. I enjoyed my PE and got along with the teachers well.

39

40 **Do you think PE is valued on the curriculum in your school? When is it taught, celebrated?**
41 I think so, I think a lot of teachers value PE. I think having a specialist pushes the importance
42 of PE through staff and the children get a guaranteed two sessions a week by having a
43 specialist. So yes, I think it is valued.

44

45 **Current Teaching**

46

47 **Do you currently teach your two hours a week?** At the moment it varies. It changes each
48 term whether you teach two or the PE specialist teaches one and then I teach the other. Do
49 you make sure that the children always get two hours of PE in your class? Yes, if not more
50 with the daily mile, that's an extra 5/10 minutes every day.

51

52 **You have said you have a PE Specialist/PE Co-ordinator within your school, is that an**
53 **effective model?** I think so, I like having a PE specialist. I think it is good for people who are
54 less confident teaching PE as it is someone they can go to. I think PE comes down to
55 confidence more than any other knowledge. If you know PE reasonably well then you can be
56 a confident teacher and ask them all sorts of questions where you have to teach a range of
57 different things.

58

59 **Have you been observed teaching PE?** I have yes. **Who undertook that?** My Headteacher,
60 also by my Phase Leader and also through my teacher training by the course instructors as
61 well as the teachers within those schools.

62

63 **Have you observed anyone teaching PE?** I don't think I have done an official observation of
64 someone teaching PE but I have helped another teacher in my year group, I watched a lesson
65 then helped with the sequence of the following lesson. So, it wasn't an official observation.

66

67 **What do you think good practice is in PE?** I think good practice is about children always
68 moving so there isn't too much standing still and ensuring that the children enjoy PE. Not
69 necessarily focussing on the sport itself but not being taught we are doing rugby today, we
70 are doing football today- it is we are learning how to pass, we are learning how to attack. I
71 think that is the key to ensuring that the children develop those basic skills that they can use
72 in any sport.

73

74 **Over the last three years, what support have you had with regards to the teaching of PE?**
75 We have had training on things like dance and gymnastics led by specialists that have come
76 into school. We have also had training delivered by our PE specialist at staff meetings. **Do**
77 **you feel if have a concern that you could go to the PE specialist?** Yes, I would, he is definitely
78 the first person that I would go to.

79

80 **Are you aware of the PE and Sport Premium plan in your school?** Parts of it, yes I think.
81 **Would you be able to explain what was in it?** I don't know if I could. I know that the money
82 that comes in is spent in different ways and that it is put on there what the PE premium is
83 spent on like equipment, teacher training and how that spreads across the school as well as
84 different things we undertake as a school like the daily mile and I can't remember what it is
85 called but the gold award for the school. I can't remember what the award for schools PE is.
86 That is probably as much as I could recall.

87

88 **Past Teaching**

89

90 **Are you aware of any government initiatives/funding regarding PE that have been**
91 **introduced in the past?** No, I don't think so.

92

93 **Do you feel you have had more support with the teaching of PE recently or in the past?**

94 This is difficult to say, I obviously had a lot more support when I was doing my teacher
95 training but I think it has been similar in school each year so I couldn't say whether it has
96 changed. We have had quite a lot, at least one or two updates each year.

97

98 **You are clearly aware of the CPD opportunities for PE in your school?** If you wanted to go
99 on training are you able to? I don't know any available at the moment but they are always
100 open to everyone. We often have someone come in from an outside agency and this is
101 offered to everyone. A lot of people may have the qualification already. As far as I am aware
102 it is open to everyone.

103

104 **What schemes of work have been used in the past? Currently?** Oh I can't remember the
105 ones we use. I know there is a gymnastics and dance one and I know where to find them but
106 I couldn't tell you what they were called.

107

108 **Closing Questions**

109

110 **Do you feel there are any key successes within your school which supports the teaching of**

111 **PE?** I would definitely say the PE specialist is a positive, the daily mile promotes activity and
112 I think we have quite a few teachers who are confident in PE as a school. There are lots of
113 ports of call for people to go to. Yes, that is what I would say.

114

115 **Do you feel there are any barriers to the successful teaching of PE within your school?** Yes,

116 I think the major barrier is if you are not confident undertaking sport yourself, if you are not
117 a sporty person then initially or if you don't have any knowledge of PE then this can be a

118 tricky subject to do. Particularly modelling something or understanding what something
119 looks like it's not written, lots of things like that comes from experience so I would say that
120 is the biggest barrier to teaching PE. **When do you teach your PE?** In the afternoon. We have
121 Maths and English every morning. The routine is important for the children we have got, they
122 need routine. Also, PPA is covered by the PE specialist and this is in the afternoon.

123

124 **Do you feel that the PE premium has had an impact within your school?** I think so, I think
125 that it is evident children look exactly the same in their uniform and I know some of the PE
126 funding was used for that. It is quite obvious in that sense.

127

128 **Is there anything else you would like to share about your teaching of PE or your school's**
129 **provision?** No, I don't think so off the top of my head.

130

131 **Final Comments**

132

133 *Thank you for providing these comments for my study. Would you like the opportunity to*
134 *review your answers now? Please can I remind you that all answers will be treated in the*
135 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
136 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Abigail School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? Oh gosh, 25 plus years **Do you have a subject specialism?** Yes, we all had a subject specialism, mine was English.

Where did you undertake your teacher training? [REDACTED]

Over your teacher training, how many hours of PE training did you receive? I am sure we did do it but, how many hours, I really can't tell. We did every single subject and I remember being out on the field, practically doing it but I really can't tell. I really can't say – sorry. You said you completed every subject do you mean English, Maths, History etc. or Games, Gymnastics etc. Yes, it was really quite rigid and we covered everything that you could cover, lots of it was just theoretical.

If you can remember, after finishing the course, did you feel confident teaching PE? Yes. I did.

29

30 **Do you have any qualifications in PE or Sport?** No. Actually I do lie, I did have a qualification
31 in teaching swimming, that was an add on when I was doing my degree but you have to keep
32 that up and every year renew it. So, in the past I have had a swimming qualification.

33

34 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** Yes, I
35 think I enjoy teaching PE to reception because I feel confident with it now but it would be
36 mid-5.

37

38 **Do you think PE is valued on the curriculum in your school? Yes. How do you know that?** I
39 think we have had the new Specialist brought in, we have had CPD in PE and there's been
40 lots of initiatives, like the daily mile. So yes, it is valued in the school.

41

42 **Current Teaching**

43

44 **Do you currently teach two hours of PE a week?** One formal lesson but obviously with
45 reception there is lots of physical things going on all of the time.

46

47 **Did you say you have a PE Specialist within your school? Yes. How does that work?** It ranges.
48 It was particular good a few years ago when we could watch and team teach with the
49 specialist, I think this was the best way of upskilling us, we realised there were so many gaps
50 in our knowledge in PE, it came so naturally to him, there were tips that he has given us that
51 will last with us forever in our PE teaching. I think currently we are due to have him for PPA
52 this year so we won't get to see him teaching PE but the children will get the benefit of his
53 experience once a week.

54

55 **Have you been observed teaching PE?** Erm not recently I don't think. I have in the past but
56 not recently.

57

58 **Have you observed anyone teaching PE?** I don't think so, not a formal one.

59

60 **What do you think good practice is in PE?** The same as good practice in other areas of the
61 curriculum quite honestly. So, if the teacher is managing the class well, the children are
62 engaged in what they are doing, if you watched more than one lesson, you can see clear
63 progression in the children's learning so it is much the same as any other subject across the
64 curriculum.

65

66 **Over the last three years, what support have you had with regards to the teaching of PE?**

67 What I said earlier about the upskilling from the PE Specialist; that was the main thing I think.

68 We have had some CPD on a PD Day on gymnastics and I think that was what we had. **Can**

69 **you talk me through how the PE Specialist work with your team?** Initially because the PE

70 Specialist was High School trained and then suddenly he had all these reception children,

71 initially we showed him how to work with that aged children really and we did what we

72 thought a PE lesson should look like and then he gradually did more and more then it got to

73 the PE Specialist doing the teaching and then we were watching him, then we would team

74 teach. We tried a lot of different varieties with it, it was definitely a two way communication

75 at the end of it. **Was it successful?** Yes, it is the best CPD I have ever had. **Would you want**

76 **this to continue?** Yes because there were so many things that came naturally to him that I

77 would have to stop and think about, like teaching a child how to throw, I would just have

78 given them a ball or whatever and he has taught them rhymes which they will take

79 throughout their PE education that will be in their minds which we wouldn't have thought

80 of, so yes I think the children will have things go on for them in the future.

81

82 **Are you aware of the PE and Sport Premium plan in your school?** I should be, shouldn't I, in

83 truth I couldn't find it. **Would you be able to explain what was in it?** No sorry.

84

85 **Past Teaching**

86

87 **Are you aware of any government initiatives/funding regarding PE that have been**

88 **introduced in the past?** Not really.

89

90 **Do you feel you have had more support with the teaching of PE recently or in the past?**

91 Recently. **Have you always had the PE specialist model then?** No, no, it has often been hand
92 over the children to the sports person and go and do something else, so you are not really
93 learning from that person, in the past. Other schools I have worked in there hasn't been a
94 big push in PE, just it was something that just happened. I can't recall having had an
95 observation in PE so I don't think it happened very often.

96

97 **Are you aware of the CPD opportunities for PE in your school? Are they open to everyone?**

98 It is not something that I search out. I am sure if I looked I would find out. I suppose it is not
99 something that gets me really enthused, so I don't search out CPD for that.

100

101 **Do you think that you are more confident teaching PE?** Yes, but I am still not comfortable.

102 **So, did you enjoy PE when you were at school?** No, I hated it – I was sent out on a cross
103 country run in the mud, having to shower. They were my awful memories. No school turned
104 me off PE.

105

106 **What schemes of work have been used in the past? Currently?** The one that is on the T
107 drive, the Cambridgeshire Scheme of Work. **Have you always used that?** No there is a Suffolk
108 one when I first came to the school with lots of disks and folders and that of work, lots of
109 paper. We also have to look at the EYFS curriculum because physical development is not just
110 PE for the Early Years it is much broader, we probably do what you call PE in handwriting
111 time because we do yoga, gross motor skills in handwriting so it comes into other places
112 rather than a formal PE lesson in Early Years.

113

114 **Closing Questions**

115

116 **Do you feel there are any key successes within your school which supports the teaching of**

117 **PE?** Yes [REDACTED]. He is so open, if I say how do I teach such and such, he will get back to you and
118 give you amazing ideas quickly. He is the go to person, he really is.

119

120 **Do you feel there are any barriers to the successful teaching of PE within your school?** Well,
121 I suppose like me there are personal barriers for particular people. I think in the past it hasn't
122 always been a top priority and so people assume you can just teach it without always having
123 specialist advice or training on it.

124

125 **Do you feel that the PE premium has had an impact within your school?** Yes, indeed. There
126 has been a big focus on it in school. I think in the way that the money that has been spent on
127 it has been great, it has definitely had personal impact and I am sure it has impact all around,
128 particularly on the children as they move through the school and have that PE specialism.

129

130 **Is there anything else you would like to share about your teaching of PE or your school's**
131 **provision?** I think we have got it right.

132

133 **Final Comments**

134

135 *Thank you for providing these comments for my study. Would you like the opportunity to*
136 *review your answers now? Please can I remind you that all answers will be treated in the*
137 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
138 *any questions? Once again, thank you for your time.*

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Semi-Structured Interview – Classroom Teachers

Name Anastasia School: A B C

Introductory Comments:

Thank you for giving up your time by volunteering to take part in this interview, it is greatly appreciated. Please can I remind you that this interview will be audio recorded and you have the right to stop the recording at any time or withdraw from the interview/process. Do you have any questions about the arrangements before we start?

Warm-up Questions/Biographical Information:

How long have you been a primary school teacher? Do you have a subject specialism? I have been a primary school teacher for 3 years, no I don't have a specialism. **Did you complete a PGCE?** Yes a PGCE at [REDACTED]

Over your PGCE teacher training, how many hours of PE training did you receive? I think we had about 10 hours training – 2 days. **Did you have any training when you went into your Primary placements?** I was able to observe teaching but I didn't take any lessons myself. **Was this effective training for PE?** No, I didn't think it was as I don't feel very confident teaching PE. **Why do you think you are not confident?** To be honest, I don't really enjoy PE myself so I don't feel that I am a good role model to the children. Gymnastics makes me nervous, as my teacher at school was really strict and all I can remember is being shouted at. I do try and be confident in front of the children but I feel erm I am lacking in knowledge. I really like it when our PE specialist is able to teach PE once a week to my class.

Do you have any qualifications in PE or Sport? Past or Present. No.

30

31 **Do you enjoy teaching PE? How would you rate this against other subjects? (1-10)** No, I
32 don't enjoy teaching PE apart from dance, which I like. **How would you rate PE against other**
33 **subjects, 1 being the best?** Erm I would probably say a 9. **Did you have good experiences of**
34 **PE when you were at school?** No, I hated it.

35

36 **Do you think PE is valued on the curriculum in your school? *When is it taught, celebrated?***
37 Yes, a lot of time in the school is devoted to PE. We are all encouraged to offer one club a
38 year so the children have lots of sports clubs to choose from. We have had a PE specialist in
39 school since I have been here and he is really helpful, he writes newsletters, shares resources,
40 promotes sport all the time.

41

42 **Current Teaching**

43

44 **Do you teach your own PE lessons?** Yes, I teach one lesson of PE a week and the PE specialist
45 teaches the other – which is great.

46

47 **Do you have a PE Specialist/PE Co-ordinator within your school?** Yes, we do and he is very
48 good. **In what way?** He is really helpful and cheery. He clearly loves sport and tries to get us
49 all interested in teaching sport. He shares his planning with us and models examples.

50

51 **Have you been observed teaching PE?** Yes, I have during my NQT year in school.

52

53 **Have you observed anyone teaching PE?** Yes, when I was an NQT I was encouraged to
54 observe as many teachers as possible.

55

56 **Over the last three years, what support have you had with regards to the teaching of PE?**
57 We had a specialist come into school and teach us how to teach gymnastics. This was really
58 good and helped my confidence at the time, although you soon forget. We had to email the

59 specialist with what support we wanted. He is always sending us reminders about courses,
60 help so I know it is there if we need it.

61

62 **Are you aware of the PE and Sport Premium plan in your school?** Yes, it was shared with us
63 in a staff meeting. ■■■ is working on increasing the number of children attending clubs,
64 additional swimming for the Year 6 children, all the children were bought a PE top and
65 resources for new sports. That's all I can remember.

66

67 **Past Teaching**

68

69 **Are you aware of any government initiatives/funding regarding PE that have been**
70 **introduced in the past?** No, sorry.

71

72 **Do you feel you have had more support with the teaching of PE recently or in the past?**
73 More recently, I think, as I know that there is help if I need it.

74

75 **Are you aware of the CPD opportunities for PE in your school? If you wanted to go on**
76 **training are you able to?** Yes, ■■■ asks us if we want to attend any courses.

77

78 **What scheme of work do you use?** Erm, I think it is the Cambridgeshire scheme of work but
79 I also go to Twinkl or look at previous years planning.

80

81 **Closing Questions**

82

83 **Do you feel there are any key successes within your school which supports the teaching of**
84 **PE?** I think that we are lucky to have a PE specialist as he is really helpful. In one of my school
85 placements they had sports coaches so the teachers didn't teach PE at all. This would have
86 been better for me but I know I can't really hide away from teaching it forever.

87

88 **Do you feel there are any barriers to the successful teaching of PE within your school?** I am
89 not sure if there is anyone else in the school like me but I would say confidence. I know I am
90 not confident and this can't be good for the children.

91

92 **Do you feel that the PE premium has had an impact within your school?** Yes, I think that
93 the children are really lucky to have so many clubs to attend for free.

94

95 **Is there anything else you would like to share about your teaching of PE or your school's**
96 **provision?** No – thanks.

97

98 **Final Comments**

99

100 *Thank you for providing these comments for my study. Would you like the opportunity to*
101 *review your answers now? Please can I remind you that all answers will be treated in the*
102 *strictest confidence and will be kept anonymous as detailed in the consent form. Do you have*
103 *any questions? Once again, thank you for your time.*