Believing in every child’s future
Suffolk Primary PE Conference

‘Evidencing impact on whole-school priorities’
Danny Burton – Secondary PE Lead
Aims:

- YOUR PRIORITIES
- THINGS TO EXPLORE
- WHOLE-SCHOOL IMPACT
Your priorities – Top 3

1. Fighting declining emotional wellbeing and developing resilience
2. Developing character traits, life skills and leadership/employability in young people
3. Ensuring the inclusion of all young people
4. Evidencing and assessing impact for students and the school
5. Improving student behaviour, attitudes to learning and supporting transition
6. Knowledge, skills and confidence to deliver high quality lessons
7. Parental engagement
8. Raising aspirations, narrowing the gap and enabling social mobility
9. Supporting progress and attainment across the whole school
10. Tackling inactivity and physical wellbeing
1. What does great PE look and feel like?

2. What factors influence what activities go on your PE curriculum and what don’t?
Why PE?
What is the purpose of PE/What would SLT say?
The vision for PE

Is the vision for PE understood . . .
• PE department
• School staff
• SLT
• Students
• Wider community (Parents, Governors, etc . . .)

Is the vision for PE aligned with whole-school priorities? What could you do to help advocate the importance of the subject?
<table>
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<tr>
<th>Stage</th>
<th>Personal Development</th>
<th>Progressive Outcome</th>
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<td>EYFS</td>
<td>Physical Competence</td>
<td>Building a foundation</td>
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<td>Physical Activity</td>
<td>Building and developing</td>
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<tr>
<td>Key Stage 1</td>
<td>Physical Competence</td>
<td>Developing and embedding</td>
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<td></td>
<td>Physical Activity</td>
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<td>Key Stage 2</td>
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<td>PC</td>
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<td>Key Stage 4</td>
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**Healthy lifestyle behaviours:**

- Social
- Emotional
- Meta Cognition

**Mc:**
What are your PE curriculum outcomes? - IMPACT

Discussion: What should you assess / monitor within PE?
Teaching Life Skills explicitly through a multi ability approach in Physical Education
Measuring the impact of PA

What ways can you ‘measure’ the impact of PE, School Sport, and Physical Activity?
Gathering data:
Healthy Active Lifestyles - Update

### Average Progress 8 Score by HAL Level
- HAL Level 4: 0.23
- HAL Level 3: 0.13
- HAL Level 2: 0.05
- HAL Level 1: -0.52

### Pupil Attendance % by HAL Level
- HAL Level 4: 95.69%
- HAL Level 3: 94.18%
- HAL Level 2: 94.53%
- HAL Level 1: 89.76%
Evidence of Impact - Attendance

**Level 1** = outstanding engagement, competence and positive attitude towards PE, school sport and physical activity - attends fixtures/ clubs and healthy active lifestyle habits beyond school

**Level 2** = good engagement and positive attitude towards PE, school sport and physical activity and has healthy active lifestyle habits

**Level 3** = satisfactory engagement and attitude towards PE, sport, physical activity and/ or healthy active lifestyle habits

**Level 4** = poor engagement and attitude towards PE, sport, physical activity and/ or very little healthy active lifestyle behaviours outside of school
Evidence of Impact - Attainment

Level 1 = outstanding engagement, competence and positive attitude towards PE, school sport and physical activity - attends fixtures/ clubs and healthy active lifestyle habits beyond school

Level 2 = good engagement and positive attitude towards PE, school sport and physical activity and has healthy active lifestyle habits

Level 3 = satisfactory engagement and attitude towards PE, sport, physical activity and/ or healthy active lifestyle habits

Level 4 = poor engagement and attitude towards PE, sport, physical activity and/ or very little healthy active lifestyle behaviours outside of school
Health and Wellbeing

“We need to address the societal well-being of our nation, not just the economic well-being.”

Jacinda Ardern
Prime Minister of New Zealand
The challenge

- Lack of physical activity
- Low resilience and confidence
- Pressure of social media, exam stress and high youth unemployment

Children’s physical, social and emotional wellbeing in decline

Issues magnified at transition points:
- Starting school
- Changing schools
- Starting work

- Reduced life chances
- Limited aspirations
- Lack of social mobility

Youth Sport Trust
The opportunity

We use the power of:

- **SPORT**
- **PHYSICAL EDUCATION**
- **PHYSICAL ACTIVITY**

To build:

**LIFE SKILLS**
- Confidence
- Resilience
- Teamwork
- Creativity

**CONNECTIONS**
- Community cohesion
- Inclusive opportunities
- Equality of access

**SUPPORT NETWORKS**
- Young people
- Teachers/schools
- Families
- Community partners
- Decision makers

Increasing life chances through:

- Greater attainment and achievement
- Improved physical, social and emotional wellbeing
- Healthier lifestyles

HAPPIER, HEALTHIER YOUNG PEOPLE ACHIEVING THEIR POTENTIAL

Better friends, family and neighbours

Better employees, colleagues and citizens
Understanding the issues

**Health**
- 10% of 11-16 year-olds have a diagnosable mental health issue.
- 33% of 11-16 year-olds have poor body confidence.
- 20% of 15 year-olds could be self-harming.
- 20% of 15-16 year-olds suffer examination stress.
- 1-in-4 15 year-olds will have been bullied.
- 13% of 16 year-olds are not in education, employment or training (13% NEET).

**Education**
- Declining emotional wellbeing and resilience.
- Parental engagement and activity at home.
- Developing character traits, life skills and leadership and employability.
- Raising aspirations, narrowing the gap and enabling social mobility.
- Improving student behaviour, attitudes to learning and supporting transition services.
- Tackling inactivity and physical wellbeing.
Physical Activity Inventions

- Is there an opportunity to use PA as a pro-active intervention to support any whole-school priorities?

- How can we measure the IMPACT?
WHO ARE YOU GOING TO RECRUIT?

RECRUITING THE RIGHT PEOPLE

Mentors = Health & Wellbeing Leaders or Wellbeing Champions, aged 15 – 18.

- Empathetic
- Effective communicator
- Creative
- Good listening skills
- Aware of issues
- Non-judgemental
- Show positive regard
- Try different solutions
- Are willing to try new challenges
- Maturity
- Reliable
- Emotional intelligence
- Adaptable
- Resilience
- Able to develop good relationships
- Social skills (able to form relationships with others)

Mentors should also have a passion for health & wellbeing and generally demonstrate commitment to academic studies across the school.

INVITING MENTEEES TO THE PROGRAMME:

Who = those requiring interventions but not necessarily already receiving them = showing signs of mental health issues but may not be receiving formal support from school or outside agencies.

MENTEES (GENERALLY YEARS 7 – 9)

- Low school attendance
- Learning support
- Social issues/anxiety
- Nervous traits
- Exam stress
- Transition fears
- Shy
- Lacking self-esteem /self-confidence

Mentees
Nurture group
Reframing Competition
Reframing Competition

Number of Events Covering a Particular Year Group in 2018/19: National Picture
Girls Active insight

Top 10 motivators for taking part in sport, physical activity and PE at school

- To have fun: 63%
- To be healthy: 62%
- To try new sports or activities: 45%
- To feel good: 44%
- To develop a new skill: 42%
- To spend time with my friends: 39%
- To set myself a goal to achieve: 36%
- To look good: 26%
- To win competitions: 21%
- To lead activities for my peers: 9%

Base: All respondents
Activities or interventions that happen during and outside of curriculum time that seek to pursue academic or wider health and wellbeing goals through non-traditional means. Normally these are activities that young people have choice in accessing.
Competition to aid transition

A year six pupils main concerns
- Developing Friendships
- Personal Organisation
- Familiarity with the environment

How could your PE / School Sport provision cater to support a young person settle into secondary school?
Performance Management

• What PM targets do PE lead staff currently have?

Could some targets be re-aligned to support the movement towards a relevant / purposeful PE and enrichment offer?
YST Quality Mark
Online platform
Current QM in progress

Continue QM
Click here to continue with this QM started on 03/Sep/2019

History
Your school's progress over time will appear here as QMs are completed

Previous Completed QMs

QM progress over time
The Questions

Quality Mark Assessment

Complete the steps below in order to gain your school's Quality Mark grade. You can save and return to the assessment at any point using the save button above.

Section One: Vision, Leadership and Management

1. Does the school have a vision for PE?

   - Bronze
   - Bronze/Silver
   - Silver
   - Silver/Gold
   - Gold

   **Bronze**
   There is a shared vision that recognises the value of PE, which reflects the current needs and interests of pupils. The vision...

   **Silver**
   The whole school embraces a clear shared vision for PE, physical activity and school sport which reflects the current needs and...

   **Gold**
   The school has a clear, ambitious and well communicated shared vision for the role and aim of PE, which reflects the current...
Completion

Our school

Quality Mark completed 05/Sep/2019

Certificate
Download your personalised certificate

Action plan
Create an action plan with personalised suggestions and comments
Developing character traits / Personal Development – measuring impact?

- **Personal Development**
  - **Equality & Diversity**
  - **Preparation for next stage**
  - **Healthy Living**
  - **Fundamental British Values**
  - **Citizenship**
  - **SMSC**

**Equality & Diversity**
- improving outcomes for ALL young people – promote equality & tackle discrimination (T&L; meeting needs and interests of YP; partnerships; care, guidance & support; leadership

**Preparation for next stage**
- secondary ready; college ready; work ready/ careers advice & guidance

**Healthy Living**
- healthy eating, fitness, mental health

**Fundamental British Values**
- democracy; the rule of law; individual liberty & mutual respect; tolerance

**Citizenship**
- knowledge, skills and understanding to play a full & active role in society (British values & Prevent Duty)

**SMSC**
- spiritual (beliefs, feelings, reflection)
- moral (right & wrong, ethics)
- social (participate, volunteer, co-operate, resolve conflict)
- cultural (participate in cultural activities)
The contribution of Physical Education and School Sport

- Inclusion
- Equality & Diversity
- Fundamental British Values
- Citizenship
- Youth Sport Leadership Sports Committee
- SMSC
- Participate Co-operate Volunteer
- Exam-readiness Work-readiness
- Preparation for next stage
- Healthy Living
- Fitness, healthy eating, relaxation
- Play by the rules Play together Fair play
<table>
<thead>
<tr>
<th><strong>WHY CHANGE?</strong></th>
<th><strong>HOW DID YOU DO IT?</strong></th>
<th><strong>WHAT DID YOU DO?</strong></th>
<th><strong>WHAT WAS THE IMPACT?</strong></th>
<th><strong>WHAT DID YOU LEARN? WHAT ARE NEXT STEPS?</strong></th>
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<td>Maximum of 50 words outlining what issue you were trying to address and why</td>
<td>Maximum of 50 words outlining how you initiated change — i.e. who did you involve,</td>
<td>Maximum of 50 words outlining what actions you took, perhaps broken down into 3 aspects: 1. Whole school 2. Within PE 3. Targeted intervention group</td>
<td>Maximum of 50 words capturing some qualitative and quantitative evidence of impact against each of your actions</td>
<td>Maximum of 50 words outlining what you learnt during the process and what you plan to do next</td>
</tr>
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</table>
Summary – Things to consider . . .

• Assessment; INTENT to IMPACT
• Link to whole-school priorities

• Audits; Participation, quality mark, correlations to attainment
• Learning walks; Capture impact
• Questioning audits
• Student voice; Surveys, focus groups
• Case studies
Contact us

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