Believing in every child’s future
Suffolk Primary PE Conference

‘Ofsted & the sustainability of PE & Sport Premium’
Danny Burton – Secondary PE Lead
Political context

Future in mind
Promoting, protecting and improving our children and young people's mental health and wellbeing

Childhood Obesity
A plan for action

Prevention is better than cure
Our vision to help you live well for longer

The education inspection framework
Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills providers and registered early years settings in England.

School Sport and Activity Action Plan
Landscape update: Sport

School Sport and Activity Action Plan

July 2019
<table>
<thead>
<tr>
<th>Department</th>
<th>Commitment</th>
<th>Action</th>
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<tbody>
<tr>
<td>DfE and DCMS</td>
<td>Innovative pilots</td>
<td>Government will launch a series of regional pilots to trial new and innovative approaches to getting young people active as part of a coordinated offer of sport and activity.</td>
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<tr>
<td>DfE and DCMS</td>
<td>Empower young people</td>
<td>Schools should ensure pupils have the opportunity to be active throughout the school day, in a way that engages and interests them. Sport England will provide £1 million funding to help empower girls and build their confidence, linked to This Girl Can. The Department for Education will provide up to £400,000 to give more young people the opportunity to volunteer in sport.</td>
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<td>DCMS, DfE and DHSC</td>
<td>Raising awareness</td>
<td>Government will raise awareness of the importance of physical activity for children and young people, and make messages such as “at least 60 minutes a day” as recognisable as “5 a day”.</td>
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<td>DfE</td>
<td>Immediate action to support schools</td>
<td>DfE will provide £2 million to improve coordination of PE training for teachers and help schools open up their facilities.</td>
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<td>DfE</td>
<td>High quality PE provision</td>
<td>The Department for Education will review teacher training to ensure it equips PE teachers to deliver high quality lessons.</td>
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<td>DfE</td>
<td>PE and Sport Premium</td>
<td>The Department for Education will look at how to provide schools with access to a toolkit to support effective use of the PE and Sport Premium, and update national guidance to schools.</td>
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<tr>
<td>DfE</td>
<td>Health and relationships education</td>
<td>The Department for Education is providing up to £6m support to schools to teach the new health and relationships curriculum.</td>
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<td>DfE and DCMS</td>
<td>Swimming and water safety</td>
<td>Government, schools and the sport sector will take further action to ensure all children leave primary school with vital swimming and water safety skills.</td>
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<td>DfE</td>
<td>Healthy Schools Rating Scheme</td>
<td>The Department for Education has launched a scheme to help schools rate their health and wellbeing provision, which includes guidance on appropriate levels of PE provision.</td>
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<td>DCMS</td>
<td>After-school clubs</td>
<td>Schools and providers will work together to increase the provision of after-school sport opportunities, including 400 new Sport England satellite clubs.</td>
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<td>DCMS</td>
<td>Strong and unified sport sector</td>
<td>The sport sector will work collaboratively to ensure that clubs and programmes are consistent, high quality and accessible, and open up and share their opportunity data with the digital marketplace.</td>
</tr>
<tr>
<td>DCMS</td>
<td>Competition and School Games</td>
<td>We will set out a clear pathway of competition, and strengthen the School Games, so that all young people can find the right opportunities to compete.</td>
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<td>DCMS</td>
<td>Measurement</td>
<td>The impact of these actions will be measured and reviewed, to inform future policy. Government will work to set targets for increases in children and young people’s activity levels.</td>
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YST Consultation

Most popular actions:
1. Raise Awareness
2. Empower young people (*was the most popular no. 1*)
3. After school clubs
4. Immediate action (opening of facilities and co-ordination of teacher training)
5. High quality Physical Education
Suffolk Primary PE Conference
Implications of the 2019 Ofsted Framework
1. Ofsted Quiz

• How many ‘judgements’ are there in the current framework? What are they?
• How many judgements are there in the new draft framework? What are they?
• What does “Quality of Education mean”?
• What does “Personal Development mean”? 
Judgement areas: evolution, not revolution

Overall effectiveness
- Teaching, learning and assessment
- Outcomes
- Personal development, behaviour and welfare
- Leadership and management

Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Towards the education inspection framework 2019

Consultation: What do you think?

1. To what extent do you agree or disagree with the introduction of a ‘quality of education’ judgement?

2. To what extent do you agree or disagree with the separation of inspection judgements about learners’ personal development and learners’ behaviour and attitudes?

3. To what extent do you agree or disagree with inspectors not to look at non-statutory internal progress and attainment data and our reasons why?
Ofsted Framework: Personal Development Section – What’s in it?

- **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)
- **PERSONAL DEVELOPMENT**: spiritual (beliefs, feelings, reflection); moral (right & wrong, ethics); social (participate, volunteer, co-operate, resolve conflict); cultural (participate in cultural activities)
- **SMSC**: secondary ready; college ready; work ready/careers advice & guidance
- **Healthy Living**: healthy eating, fitness, mental health
- **Preparation for next stage**: meeting needs and interests of YP; partnerships; care, guidance & support; leadership
- **Equality & Diversity**: improving outcomes for ALL young people – promote equality & tackle discrimination (T&L)
The contribution of Physical Education and School Sport

Inclusion

Equality & Diversity

Fundamental British Values

Play by the rules
Play together
Fair play

Citizenship

Youth Sport Leadership
Sports Committee

Exam-readiness
Work-readiness

Preparation for next stage

PE & SS

SMSC

Participate
Co-operate
Volunteer

Healthy Living

Fitness, healthy eating, relaxation

Healthy Living

PE & SS

SMSC

Participate
Co-operate
Volunteer

Exam-readiness
Work-readiness

Preparation for next stage
Personal Development

What are you currently doing within your department which contributes to ‘Personal Development’?
Personal Development Toolkit

Overview of PD Toolkit;

• 12 posters
• Resource cards to support; INTENT / IMPLEMENTATION / IMPACT
• Posters – free to all YST members
• Toolkit – YST Plus / Premium member schools
When I am responsible I...
- plan ahead
- organise myself and my belongings
- complete tasks to the best of my ability
- don’t let others down
- volunteer to help – not just for the prestigious roles

When you are responsible you...
In PE  ...offer advice and encouragement to team mates
In school ...positively contribute to the enjoyment and working atmosphere of lessons
In life  ...play an active role in a global community
What whole-school examples do you have which contribute to a student’s ‘personal development’?
PERSONAL DEVELOPMENT

Quality of education

Intent:
- Is a clear vision & purpose of PE understood, relevant & meaningful to students?
- Are students prepared for their future lives? (health, happiness & employability)
- Is social disadvantage addressed?
- Are there appropriate pathways? (core, GCSE & vocational)
- Is the offer rich, varied and flexible?

Implementation:
- Are individual student needs serviced?
- Is feedback given to help students progress?
- Is assessment used to inform teaching?
- Is teaching engaging, exciting and innovative?

Impact:
- How do you capture holistic learning & progress?
- What have students learned? Think beyond national assessments and exams!
- What is in place to support most disadvantaged & SEND?
- Are students ready for their next stage?

Behaviour and attitudes

- Is the environment safe, calm & productive
- Are clear routines in place?
- Are students motivated to learn and engaged?
- Is bullying a problem?

Personal development

- Do you support diverse aspects of life? (for example through school trips, visits & clubs)
- Do you connect with community clubs?
- Do you develop SMSC, Fundamental British values, promote equality & an inclusive environment?
- Do you develop character, confidence, resilience and mental health?
- Do all students know how to keep physically healthy & maintain an active lifestyle?
- Do most students engage in extra-curricular clubs?

Leadership and management

- Is there a culture & ethos of physical activity?
- Do staff engage in wellbeing activities?
- Do parents and the community support your offer?
- Is appropriate safeguarding & risk assessment complete?
Curriculum Intent
YST Curriculum Blueprint
Curriculum Design

- Intent
- Implementation
- Impact
The diagram illustrates the progression of personal development stages from Early Years Foundation Stage (EYFS) to Key Stage 4, highlighting key components such as physical competence, physical activity, social, emotional, and meta cognition. The outcomes are categorized as building a foundation, building and developing, developing and embedding, embedding and applying, and applying and practicing.
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<th>Physical Outcomes</th>
<th>Personal Outcomes</th>
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<td><strong>EYFS</strong></td>
<td>Through play I will develop my understanding of what I can do with my body. I will replicate and perform large body movements.</td>
<td>Through PE I will learn to work on my own and with others, I will be creative, imaginative and develop my language and communication skills as well as key cognitive and meta cognitive skills.</td>
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<td><strong>Key Stage 1</strong></td>
<td>Through structured play and PE I will develop problem solving skills through fundamental movement skills. I will learn to work in both cooperative and competitive challenges.</td>
<td>Through PE I will develop my understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude, empathy and fairness.</td>
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<td><strong>Lower Key Stage 2</strong></td>
<td>Through PE I will continue to develop my fundamental sports skills I will learn to link skills to form movement patterns.</td>
<td>Through PE I will play with Integrity and trust, learn to respect others and try to understand why things happened the way they did.</td>
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<td><strong>Lower Key Stage 2</strong></td>
<td>Through PE I will continue to develop my fundamental sport skills and will apply them to specific sports and activities. I will be able to evaluate and improve performance.</td>
<td>Through PE I will develop my self-motivation and self-discipline and show that I am responsible. I will demonstrate my communication skills through encouraging others, making decisions, being able to solve problems and be reflective.</td>
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<td>Transition</td>
<td>Through PE I will continue to develop and learn how to apply, combine and refine fundamental movement skills and sports skills. I will learn through a range of increasingly challenging recognised activities and adapted sports.</td>
<td>Through PE I will become confident at working on my own and with others. I will demonstrate my resilience and enthusiasm for learning, allocating my time and developing personal organisation.</td>
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<td>Key Stage 3</td>
<td>Through PE I will develop my competence and confidence in applying techniques to a breadth of sports. I will understand what makes an effective performance and will learn through physically and intellectually challenging activities.</td>
<td>Through PE I will develop resilience and interpersonal behaviours to make informed choices. I will continue to develop a growth mindset through seizing new opportunities to learn and having a desire to succeed. I will support others in their learning and contribute to and provide ideas.</td>
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<tr>
<td>Key Stage 4</td>
<td>Through PE I will learn to embed physical activity habits and make lifestyle choices that prepare me for further learning.</td>
<td>Through PE, I will be self motivated, articulate and passionate. I will learn to build my mental health and learn to manage pressure, training or work environments where work readiness, wellbeing and pressure are daily factors.</td>
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Predictions (2030):

1. Judgment and Decision Making
2. Fluency of Ideas
3. Active Learning
4. Learning Strategies
5. Originality
6. Systems Evaluation
7. Deductive Reasoning
8. Complex Problem Solving
9. Systems Analysis
10. Monitoring
What are your PE curriculum outcomes? - IMPACT

Discussion: What do you currently assess / monitor within PE?
Suffolk Primary PE Conference
Primary PE and School Sport Premium
Sustainability and Impact
PE and Sport Premium

*Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer*

This means that you should use the premium to:

- **develop** or **add** to the PE, physical activity and sport activities that your school provides
- build **capacity** and **capability** within the school to ensure that improvements made now will benefit pupils joining the school in future years.
PE and Sport Premium – Key Changes

- Connecting agendas: Section provides importance of this funding - PA agenda, mental health, life skills and connects to key government policy including SSAAP, CMO PA guidelines, Ofsted framework
- Accountability: Schools should consider using funding to support broad and ambitious education of all pupils, and also re-iterates in school compliance section - schools are expected to spend the grant for the purpose it was provided (follow the terms and conditions of documents)
- More detailed breakdown spending (lined to KIs)
- Capital expenditure: more clarification i.e. what is your schools policy on what constitutes capital spend
- Active mile: use of existing facilities to run it (not building a daily mile track with funding)
- FAQ sheet produced by AfPE
- Case study examples
My Key messages:
- How is your PE supporting the ‘Quality of education’ judgement and ‘Personal Development’?
- Importance of extra-curricular and enrichment that pupils get different learning experiences and outcomes from each activity they do.
- Eg. “I attended hockey to develop my skills, netball to develop officiating / leadership, volleyball for something new and fitness club because my friends were all going”.
- Position the 3 I’s – taught curriculum and enrichment.
1. Engagement of all pupils in regular physical activity
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

PE Premium Key Indicators

Which Key Indicator have you spent the most of your funding on to date?
PE Premium Key Indicators

Where have you invested most of your funding to date?
Nationally – KP3.
Large investment in staff CPD - link to new ofsted framework
- How do you know the CPD needs of your staff?
- How are PE specialists being used to build confidence in staff?
- If the P.E Specialist was to go – is this sustainable? Do the teachers just forget and leave it?
- How do you know that the teachers using these Schemes of Work / resources will ensure the students progress?
A series of detailed documents and videos supporting schools to sustain the impact of the Primary PE and Sport Premium.

This toolkit developed by the Youth Sport Trust provides a framework for you to undertake a self-review of how to maximise the impact of your funding against your school’s priorities.
Key Indicator 1 - Engagement of all pupils in regular physical activity 30-30

How to make sustainable

Embedding PA at the heart of school so that it becomes the norm for schools

10mins of activity as active breaks during lessons is good, but we now need to move towards active pedagogy, active learning and genuinely changing the culture and ethos
Key Indicator 2 - The profile of PE and sport is raised across the school as a tool for whole-school improvement

Links to whole school development plan
What role can PESSPA play?
Using PE, SS, PA as the development tool

**Quality of Education:** To ensure a highly effective curriculum where all children make significant progress from their starting points.

**Personal Development:** Learners have a positive attitude to education and this is demonstrated in their resilience when facing challenges.

**Behaviour and Attitudes:** Pupils behave with high levels of respect for others and feel confident within themselves.
# School Focus with clarity on intended impact on pupils:

**Actions to achieve:**
- Focus group- yr 5 boys
- Improve the boys enjoyment of literacy and related confidence and resilience by connecting to their PE/Sport interests and delivering in a more active way
- Active literacy Professional Learning and resource – using target group identified through literacy assessment
- Supply cover for subject lead

**Evidence and impact:**
- Literacy assessment data for identified year 5 boys at start of intervention
- Afl and AoL measures and tracker
- Assessment data at end of intervention- xx% of the boys improved by 2 sub levels
- Pre and post evaluation questionnaires with pupils and staff

**Sustainability and suggested next steps:**
- Initiate earlier in KS2 with target groups or as whole school approach
- Inset/staff meeting training by current yr 5 teacher to wider KS2 teachers

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2. The profile of PE and Sport being raised across the school as a tool for whole school improvement

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<td>Quality of Education: To ensure a highly effective curriculum where all children make significant progress from their starting points</td>
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<td>-KS2 87% of children are at ARE in writing by July 2020 (82% by December 2019)</td>
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<td>Supply cover for subject lead</td>
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Assessing where you are now
PRIMARY PE AND SCHOOL SPORT PREMIUM

Are your teachers more confident and competent in teaching High Quality PE?

Have you got more children participating in physical activity, school sport and competitive activities?

How is PE and sport being used as a tool for whole school improvement?

What differences can you see in your children?

Do you know that being active reduces school related stress like taking SATS?

What are you proactively doing to engage your least active pupils?

Are you ready to meet the challenge of getting every child active for 30 minutes a day?

Have you made sustainable changes?

Are you ready to make the most of the sugar tax?

Do you know healthier children are better learners?

Too many Questions? How about one...

Year 6 pupil: Will I leave primary school this year with better knowledge, skills and motivation to be able to lead a healthy, active lifestyle and a love for lifelong physical activity and sport? Can the same be said for all children in reception now?
Dear Headteacher,

I wanted to tell you how much I enjoy PE. We don't just play games anymore. I have learnt how to warm myself and my group up. We learn new skills and try to get better each lesson. We learn about teamwork and working with others. We learn how to win well and lose well too. We know how our body works, the names of muscles and how to make our body fitter and stronger. We know exercise makes us feel good too and what we need to eat and drink to do this.

There are loads of different activities on every lunch time and after school and lots of competitions. Sometimes we can enter two teams which is good as more of us can go.

Thank you,

Lucy age 10

For ideas and support with evidencing the impact of your PE and Sport Premium spend please visit...
www.youthsporttrust.org/PE-sport-premium

Call to action: national training programme: power of an active school
www.youthsporttrust.org/power-active-school
Contact us

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