



Coronavirus Support *Live*

22-25 February 2021



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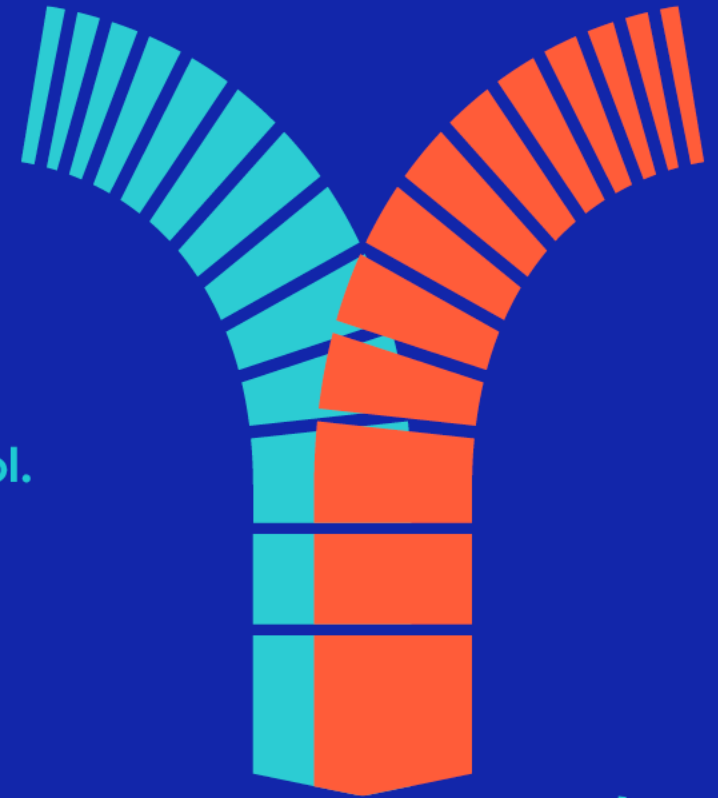
COMPETITION

A huge thank you to our sponsor



Every £50 you spend with Decathlon will put you in with a chance of winning another £500 worth of sports equipment for your school.

Decathlon will make additional donations to YST once we hit an agreed target – so every £ you spend on kit and equipment will help to raise crucial funds for YST as we start to recover from the coronavirus pandemic.



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Effective use of the PE and Sport Premium: Here and Now

Emma Mackenzie-Hogg



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Webinar focus

- Update on national guidance on PE and sport premium for 20/21
- Understand how to best utilise and re-align premium funding to support remote education and an active recovery curriculum
- Ensure action planning intent is informed by insight and impact is measurable
- Share examples and insights from schools and partners



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.

And not to :

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of schools' core staffing budgets
- teach the minimum requirements of your existing PE curriculum
- fund capital expenditure



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PE Premium Key Indicators

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 sport and activities offered to all pupils
5. Increased participation in competitive sport



Reporting

Schools must publish details of PE and sport premium spend by the end of Summer term or by **31st July 2021** at the latest.

If you have any carried forward funding from academic year 2019 to 2020 you should show separately how this funding has been spent and confirm that it has been spent before **31st March 2021**.

Online reporting must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- The impact the school has seen on pupils' PE, physical activity and sport participation and attainment
- how the improvements will be sustainable in the future



Swimming

You also need to publish what percentage of pupils within your year 6 cohort for academic year 2020-2021 met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, for example, front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

Here and Now

1. What are your current challenges as a PE Subject Leader?

Consider

- Strategically
- Operationally
- Resource
- Engagement

2. What are the needs of your pupils?



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The Impact

49%

of school teachers and leaders reporting wellbeing challenges in the return to school with mental health concerns disproportionately affecting certain demographics (BAME, children of key workers)

19%

of children and young people meeting CMO guidelines for physical activity during lockdown

73%

of school teachers and leaders reported children returning to school with low levels of physical fitness.

20%

of UK pupils have done no school work or managed less than an hour a day during lockdown

52%

of teachers have noticed educational gaps as children return to schools



Key Indicator 1



Step In, Step Out 60 Second Challenge

Can you keep trying even when you want to give up?

How many times can you step in and step out of a circle in 60 seconds?

You must step in and out of the circle, one foot at a time. Both feet must step into the circle and then out again. No jumping!

Mark out a circle
Using chalk mark out a circle on the floor.

Can you achieve a medal stepping in and stepping out of the hoop in different directions?

Race against someone!
Mark out two circles, who can step in and out of their circle the most amount of times?

Achieve Gold
55 step in, step outs

Achieve Silver
45 step in, step outs

Achieve Bronze
35 step in, step outs

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Battleships PE Home Learning

Can you play fairly and keep the score?

Time to Learn:

- Play with a partner. Each player places three targets known as battleships in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships.

Play on your own!
How many attempts does it take you to hit all three targets?

Play for three minutes!
The player with the most battleships at the end of the game is the winner.

Have a competition!
Create a league table and play against different family members.

Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?

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| Academic Year: 2020 - 2021 | | Total fund allocated: | Date Updated: September 2020 |
|---|--|---|------------------------------|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | |
| Intent | Implementation | Impact | |
| <p>During lockdown</p> <p>To maintain fitness levels and inspire an active lifestyle at home.</p> | <p>Our Sports Coach will share with the school on Google Classroom daily fitness videos. Weekly skill based PE lessons will also be uploaded to each year group.</p> <p>Provide resource packs (cards and equipment) for target classes/families</p> | <p>Our Sports Coach will have a log of which children have engaged in the lessons at home and will respond to them appropriately.</p> <p>Home survey of families measuring increase in PA, motivation and enjoyment levels- impact on whole family etc.</p> | |

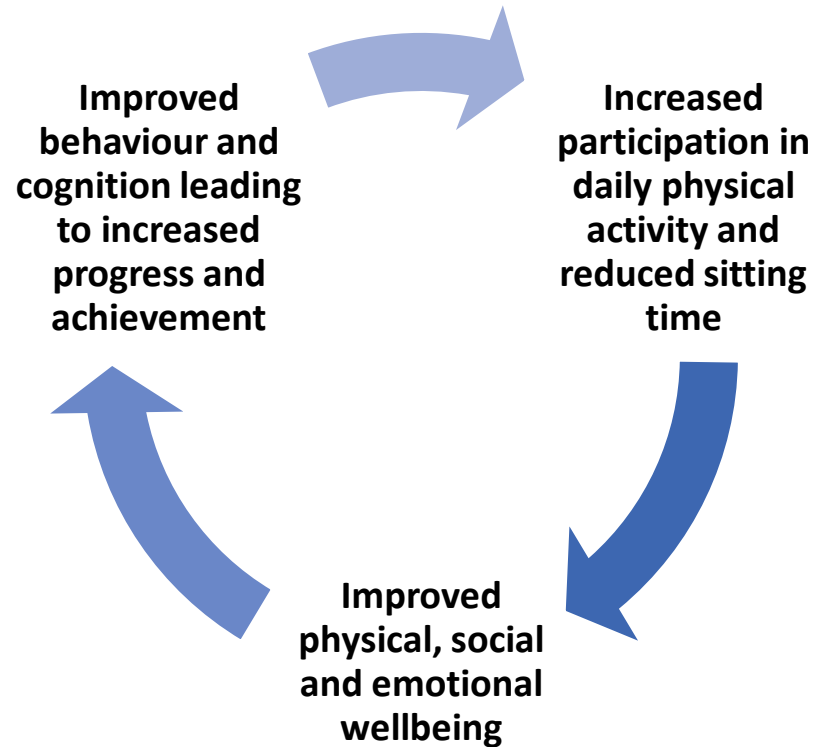
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|--|---|--|------------------------------|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | |
| Intent | Implementation | Impact | |
| <p>To rebuild physical and mental stamina through an active and creative PE curriculum and active playtimes. (x2 hours of curriculum PE a week)</p> <p>To reignite our children's love of being active and learning through an active and fun PE curriculum.</p> | <p>We have ensured that the planned PE curriculum is physically active in short high intensity bursts in the first half term. This will be broken up with creative thinking in between bursts.</p> <p>The context of this will be a unit of work called Games For Understanding; this unit puts the children in active games (not the usual invasion game style) eliminating the need to be fully competent in football for example. During these sessions, opportunities are given to engage creative thinking around tactics and teamwork strategies.</p> <p>https://twitter.com/VjbullPE/status/1303208331083997184?s=20</p> <p>External dance teacher to lead "street dance club" at lunchtime once a week. This will be aimed at some of the least active children.</p> <p>The need to engage our children's love of learning again is of high importance in this first half term. Through the games for understanding unit of work, successes are given and creative thinking is promoted. This will then feed into each class' second lesson of a more traditional style topic (basketball for example). Through the second unit of work we will ensure the opportunity for individual success (with a ball each) is created and gradually fed into more team based activities where progress is needed.</p> <p>https://twitter.com/VjbullPE/status/1303818465158062085?s=20</p> | <p>So far, stamina levels of children seem to be very low in PE lessons</p> <p>Due to fitness levels not being officially measured in primary PE, baseline levels will be monitored by the PE teacher in relation to how long they can keep active in set activities.</p> <p>Post lockdown, 91% of KS2 children say that the school encourages them to look after their physical health (including being active & eating well). <i>Pupil Survey, December 2019.</i> We would look to reach this number or improve on it in the same survey in December 2020.</p> <p>Pupil Voice Survey to be taken in December 2020 to measure opinions on PE after the first half term is complete.</p> | |



What to spend on

- Equipment and resources to provide each child with a PE or PA remote learning pack
- Digital/technology investment to support PE remote education and home evidence
- Boiler suits, outdoor footwear, shoe storage to enable PE lessons and outdoor learning to take place irrespective of the weather
- Equipment and resources to support physical activity at playtime within bubble restrictions
- Young leader training to support peer to peer physical activity leadership within their bubble and in their home context

Key Indicator 2



THE 5 LEVERS OF RECOVERY

LEVER 1: RELATIONSHIPS

We will not necessarily expect our children to return joyfully. Many of the relationships that were thriving, such as with friends, teachers, supporting adults may need to be invested in and restored. We will plan for this to happen, not assume that it will.

LEVER 2: COMMUNITY

We will recognise that your child's curriculum will have been based at home for a long time. We will listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

LEVER 3: TRANSPARENT CURRICULUM

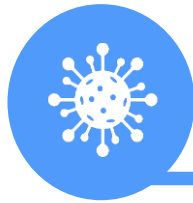
Our children may well feel they have lost time with their learning at school and we want to show them that we understand this and that we will help them to become confident learners at school.

LEVER 4: METACOGNITION

In different environments, children will have been learning in different ways and may have developed different styles of learning. It is vital that we acknowledge this.

LEVER 5: SPACE - TO BE, TO REDISCOVER SELF, AND TO FIND THEIR VOICE ON LEARNING IN THIS ISSUE

It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.



Primary Physical Education Response to COVID-19

Helping children recover from the consequences of lockdown and COVID-19 delivery ideas



Lockdown restrictions might cause pupils' to return to school with:

Loss of functional capacity

Lacking movement competence

Suffering loneliness, social isolation and lack of belonging

Anxiety, bereavement, trauma or stress

Inactivity
(too much time indoors)

Lack of motivation and confidence

Suggested activities linking to the primary Physical Education National Curriculum*

- Athletics (KS1 and KS2 running, throwing and jumping)
- Fitness Circuits (KS2 Health Related Exercise)
- Fundamental Movements Skills (KS1 locomotion)

- Skills based activities (KS2 games and KS1 ball skills)
- Movement and agility activities (KS1 locomotion)
- Create movement patterns (KS1 and KS2 dance)

- Activities which focus on communication and collective performance (Outdoor Adventurous Activities including, team building* and problem solving)

- Play (maximise Physical Activity opportunities)
- Walking including the daily mile
- Yoga, Tai Chi or Dance

- Outdoor adventurous challenges (Scavenger hunts)
- Athletics (KS1 and KS2 Running, Throwing and Jumping)
- Personal Challenges

- Personal Challenges to achieve their personal best (KS1 and KS2 athletics, KS1 locomotion and KS2 games)

Intent
(In response to Covid-19)

- To build stamina, strength & flexibility

- Increase in basic movements (agility and coordination) stability (balance) and object control

- Social interaction, connection, collaboration, and teamwork

- Controlling breathing, controlling emotions and mindfulness
- Self expression, how they are feeling

- Connection with the environment and regaining perspective

- Engaged, confident and showing a willingness to try new things



NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practice guidelines.



| Academic Year: 2020 - 2021 | | Total fund allocated: | Date Updated: September 2020 |
|---|--|---|------------------------------|
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement. | | | |
| Intent | Implementation | Impact | |
| <p>During lockdown To maintain high quality remote and in-school PE lessons which are aligned to the physical, social, emotional and cognitive needs of the pupils.</p> <p>School Return To utilise PE, sport and physical activity as part of an active recovery curriculum, specific to the needs of our pupils</p> | <p>Provide 2x remote learning (and in school) PE lessons per week Remote learning- 1x live and 1x pre-recorded with a focus on physical skill development and social, emotional and cognitive domains of learning through reflective questioning. Provide resource packs (cards and equipment) for each pupil</p> <p>2x PE lessons per week for each pupil- with a focus on a revised intent in line with pupil needs, and alignment of units e.g. OAA and Dance. Focus on life skills PE curriculum connected to whole school life skills e.g. YST My PB.</p> | <p>Baseline pupil's social, emotional and cognitive life skills pre and post half term using pupil reflection questions. Pupils track their progression through use of the PE/wellbeing journal</p> | |

So how do we
know what our
pupils need?
Complete PE

| | | | |
|-----------|---|---|---|
| Gratitude | Alien 1 eats all its dinner and then leaves a big mess for another Alien to clear up. | Alien 2 eats its dinner, says thank you to the Alien that cooked it. Alien 2 gets up and leaves the mess for another Alien to clear up. | Alien 3 eats its dinner, says thank you to the Alien that cooked it and then tidies up its own mess. |
| Empathy | The Aliens are going swimming. Alien 1 spots another Alien sitting on the edge crying. Alien 1 really wants to swim so Alien 1 runs and jump in the pool. | The Aliens are going swimming. Alien 2 spots another Alien sitting on the edge crying. Alien 2 asks the crying Alien if it is ok? It says no, so Alien 2 jumps in the pool to swim. | The Aliens are going swimming. Alien 3 spots another Alien sitting on the edge crying. Alien 3 asks the crying Alien if it is ok and sits talking to it until the crying Alien is ready to join in some swimming. |
| Fairness | Alien 1 has decided to design a new sports kit. Other Aliens have some ideas too, but Alien 1 doesn't want to see these ideas and is only going to use its own ideas. | Alien 2 has decided to design a new sports kit. The other Aliens want to help so Alien 2 looks at some of their ideas but thinks its own idea is better. | Alien 3 has decided to design a new sports kit. The other Aliens want to help so Alien 3 looks at some of their ideas. Alien 3 decides that they should design the best kit together. |

Complete ME

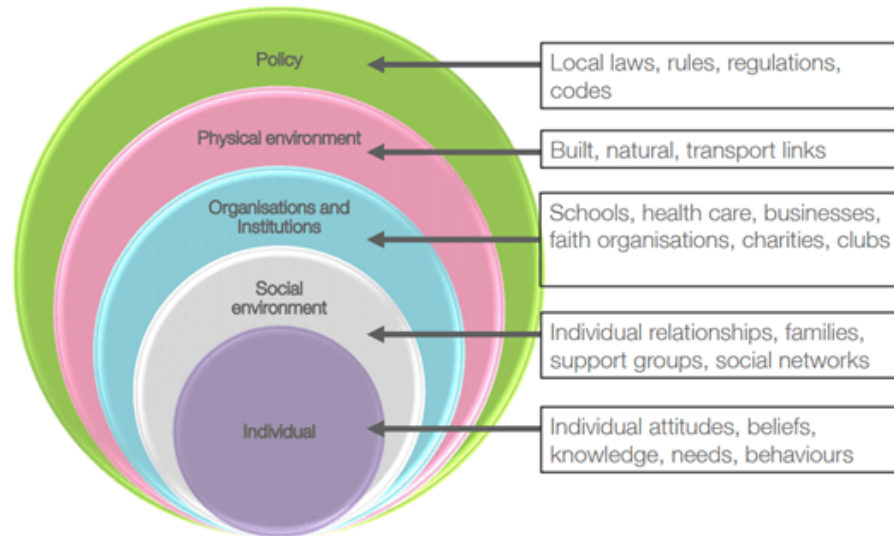
| | |
|---|--|
| <p>The social skills I am strong at are:</p> <p>Empathy []</p> <p>Fairness []</p> <p>Gratitude []</p> | <p>The emotional skills I am strong at are:</p> <p>Self-Belief []</p> <p>Courage []</p> <p>Honesty []</p> |
| <p>The social skills I am developing are:</p> <p>Empathy []</p> <p>Fairness []</p> <p>Gratitude []</p> | <p>The emotional skills I am developing at are:</p> <p>Self-Belief []</p> <p>Courage []</p> <p>Honesty []</p> |
| <p>My social focus is going to be:</p> <p>Empathy []</p> <p>Fairness []</p> <p>Gratitude []</p> | <p>My emotional focus is going to be:</p> <p>Self-Belief []</p> <p>Courage []</p> <p>Honesty []</p> |

Complete ME

| | | |
|---|---|--------------|
| Day | Date | Lesson Focus |
| Physical Challenge: | | |
| Thinking Challenge: | | |
| My social focus is: Empathy [] Fairness [] Gratitude [] | My emotional focus is: Self-Belief [] Courage [] Honesty [] | |
| I showed this skill today by: | I showed this skill today by: | |
| How do you feel now? | | |

Key Indicator 3

Whole System Approach to physical activity (Sport England)



We are all somewhere on a behavioural journey...



Sport England: Towards an Active Nation 2016-21

| Academic Year: 2020 - 2021 | | Total fund allocated: | Date Updated: September 2020 |
|---|---|---|------------------------------|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |
| Intent | Implementation | Impact | |
| <p>To improve staff confidence to use active learning across the curriculum.</p> <p>To challenge staff perceptions of PE, influencing behaviour change in relation to teaching and learning in PE- Life skills, active recovery PE curriculum</p> <p>All teachers teaching 2 hours of PE per week</p> | <p>To deliver whole school staff training on Teach Active, supporting teachers to deliver active learning approaches in English and maths. Initiate a full active pedagogy approach in upper key stage 2 for half a term as a pilot.</p> <p>To better understand staff perceptions of PE, conducting a staff survey. Deliver targeted staff CPD, with a focus on 'challenging perceptions' and raising awareness of the modernised purpose of PE and how it can support whole child development and recovery from the pandemic e.g. YST 'Challenging perceptions: Yes you can teach PE' CPD. Delivering a life skilled approach to PE (My PB training)</p> <p>Complete PE interactive teaching and learning platform to provide support in planning, delivering and assessing high quality PE, with a focus on the personal as well as the physical outcomes of PE.</p> | <p>Staff survey pre and post with a focus on using an active pedagogy. Pupil voice survey- learning experience. Pre and post pupil data in English and maths.</p> <p>Staff survey baseline staff perceptions of PE, understanding it's connection to whole child development. Post CPD survey results % of teachers teaching PE Staff confidence and competence</p> | |

What to spend on

- Programmes, training and resources that position PE, sport and physical activity as part of an active recovery curriculum- consider the wider holistic development of the child and links to PSHE and the RSHE curriculum
- Life skills and personal development through PE and sport resources
- Active pedagogy/active learning training and resources
- Whole school staff CPD that challenges and influences behaviour change
- A platform/resource that genuinely starts to influence culture



Key Indicator 1

The engagement of all pupils in regular physical activity – the CMO guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school. Click [here](#) for top tips.

The importance of being active

A video by Toby Garbett Olympian and two-time World Champion rower. Motivate pupils, staff and families with this short, inspirational video about how physical activity has positively impacted on his life.

Purchase
Support Package

Teach Active

Effectively building physical activity into your teaching across the curriculum can not only increase physical activity levels throughout the day but can also enhance teaching, learning, progress and attainment. **Teach Active** is an award-winning online resource tool, providing teachers with 3,500 active lesson and homework plans that help to deliver the primary maths and English curriculum through physical activity, while supporting attitudes and attainment within maths, reading and writing. It has many benefits for children, including raising attitudes and attainment, increasing levels of physical activity and inspiring and motivating children to do better.

Teach Active

Power of an Active School

Available as a pre-recorded, interactive virtual session or as a half-day practical course, this training considers the principles and approaches to start influencing the physical activity culture and ethos within your school.

£595 for face to face training

Power of an
Active School

Active 30:30 Resources and Active 30:30 Champion

The Active 30:30 resource helps practitioners to create an active school. It includes a practitioner resource, providing guidance and tips to maximise impact. It also includes sample resource cards, review templates, planning documents, certificates and a variety of free downloadable resources to support the delivery of daily physical activity within school. You can also complement with an Active 30:30 champion virtual visit.

Resource: £50
Active Champion:
£135

Active 30:30



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PE Sport Premium resources



In line with the PE and sport premium key indicators, we've highlighted Youth Sport Trust resources and training, as well as those from our key partners, that can support you to invest your premium underspend on the recovery from COVID-19 and maximum sustainable impact for years to come. To make it as simple as possible, we've selected a number of the resources listed below to create a bespoke PE premium package that you can [purchase](#) for £199.

See what is available for each key indicator by clicking the links below:

Key Indicator 1 **Key Indicator 2** **Key Indicator 3**

Key Indicator 4 **Key Indicator 5**

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To purchase the PE Premium Support Package, please contact **membership@youthsporttrust.org**, call 01509 226688 or visit bit.ly/YSTPSSP

PE Premium Support Package

Price - £199

| Resource | Description | Format | Key Indicator |
|--|---|---|---------------|
| Athlete Mentor Video | The importance of being Active - a video by Toby Garbett (Olympian & two-time World Champion rower). Motivate pupils, staff and families with this short, inspirational video from one of our athlete mentors who knows firsthand how physical activity has positively impacted on his life. | 30 minute pre recorded video | 1 |
| Webinar Series – Power of a Well School | This series of three modules explores how the power of a well school can improve the wellbeing of pupils and help them to reach their potential. It focuses on the physical, social and emotional wellbeing outcomes that can be derived from placing PE, sport and physical activity at the heart of the school. | x3 30 minute pre recorded videos | 2 |
| Governors Toolkit for PE and school sport | This digital guide is intended to support governors understanding of the role PE, physical activity and school sport can play in achieving the very best outcomes for children and young people in our schools. Structured around the education inspection framework, recovery curriculum and PE premium the toolkit is informative while also challenging governors and trustees to reflect on the role of PE, sport and physical academy within their own schools and trusts. | Downloadable PDF | 2 |
| PE Curriculum mapping guide and curriculum blueprint webinar | This is a digital guide that will support subject leaders and teachers to structure a bespoke PE curriculum that is personal to your school and the needs of your pupils. Structured in line with the 3xIs of quality of education, the webinar brings to life the guide, using our curriculum blueprint as a foundation to consider the real purpose of PE. | Downloadable PDF and a 40 minute pre recorded video | 3 |
| Power of Enrichment Resource | Is your enrichment provision engaging all young people or is it just for the few? This digital resource will provide examples of how you can enable, enhance and enrich your provision to engage more young people. | Downloadable PDF | 4 |
| Webinar – Using Competition to Achieve Wider Outcomes | When competition is designed with a clear purpose it can achieve wider outcomes. This webinar will explore both domestic and global research to understand different approaches to competition that help achieve impact for all young people. | 60 minute pre recorded video | 5 |
| Reintroduction to School Toolkit and webinar | A digital resource and accompanying webinar with a focus on a PE approach to supporting the transition back into school and recovery of your pupils. The toolkit supports schools with planning and delivery ideas in a safe return to physical education as part of the curriculum offer to ALL pupils. | Downloadable PDF and x2 20 minute pre recorded videos | 2, 3 or 4 |



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Thank you

<https://www.youthsporttrust.org/PE-sport-premium>

May Virtual CPD week

National School Sports Week


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www.youthsporttrust.org

HOME » OUR WORK

YST PRIMARY PE AND SPORT PREMIUM GUIDANCE

A guide to the ring-fenced funding available for primary schools to improve the quality of the PE and sport activities they offer their children.



Funding for the 2020/21 academic year

On 5 July 2020, the Education Secretary [confirmed](#) that the primary PE & Sport Premium would continue at £320 million for the 2020/21 academic year. The purpose of the funding remains the same, to make additional and sustainable improvements to the quality of PE, physical activity and sport within your school, to ensure that all young people have the opportunity to live healthy and active lives.

It was also confirmed that funding from the 2019/20 academic year that schools haven't spent due to the coronavirus pandemic can be brought forward to use this academic year, but must be spent in full by 31 March 2021.

- EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM TEMPLATE (PDF VERSION)
- EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM (WORD VERSION)
- K11 TOP TIPS POSTER
- K12 TOP TIPS POSTER
- K13 TOP TIPS POSTER
- K14 & K15 TOP TIPS POSTER
- TOP TIPS FOR SPENDING YOUR PREMIUM (OCTOBER 2020)
- CASE STUDIES DFE - MAXIMISE



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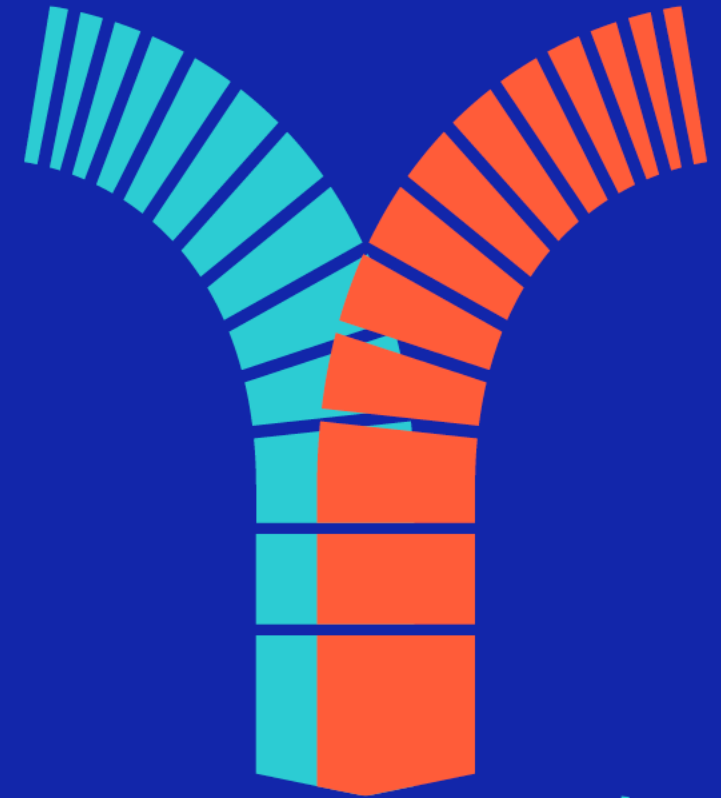


We hope you have enjoyed today's free to access webinar.

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www.youthsporttrust.org
and click

DONATE ➔



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