13 **The PE and Sport Premium** – A special pull-out for primary schools covering policy, advice and ideas, including YST’s offer to schools.

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04 **YST National Conference 2017** – We look at the need to inspire and lead change in an ever changing policy landscape.

06 **Seamless Transition** – Advice from members and specialist leaders of education on effective Year 6 to Year 7 transition.
Inspiring and leading change
OUR 18TH NATIONAL CONFERENCE — 1 MARCH, RICOH ARENA, COVENTRY

Join us to see how harnessing the power of PE and sport with inspiring leadership and innovation can make a positive difference.

With a rich history of engaging with headteachers, PE practitioners, policy officials, ITT students, health professionals and national governing bodies, the YST Conference is renowned for pioneering innovation, networking, sharing best practice and delivering change.

I found all of the speakers totally inspirational. My brain is still whirling today thinking about the children in my school and how I can make such a significant impact to their lives if they are active on a daily basis. I am really looking forward to feeding back to my staff what I heard, I emailed my headteacher last night and suggested we attend together next year. It was brilliant.

Elevating young people’s aspirations, achievement and wellbeing takes exceptional leadership.

For delegate fees and to book your place 
www.youthsporttrust.org/conference
Welcome to the spring 2017 edition of INSPIRE. A new calendar year signals goodbye to another Olympic and Paralympic year but not before we say goodbye, in true Brazilian style, by showcasing on pages 22-23 the fantastic experiences of a school that won a life changing trip to the Rio Games as part of the YST delivered Active Kids Paralympic Challenge programme.

In contrast to the amazing achievements of elite athletes, research from the Obesity Health Alliance is now suggesting that 3 in 5 boys from low income families will be overweight or obese by 2020. This worrying statistic rightly casts the spotlight on whether physical activity and sport is continuing to reach the young people who need it the most. We take the opportunity to reflect on the progress of the Primary PE and Sport Premium funding with a special eight-page pull-out that gives you policy updates, case studies of successful practice and covers all the main issues arising around Primary PE and Sport Premium funding. It also lays out our offer of strategic support to primaries on pages 18-19.

2017 heralds a crossroads for PE as a curriculum subject. Will Swaithes our Head of PE and Achievement discusses a range of PE issues on pages 10-11. These include the findings of the All-Party Parliamentary Group report into the future of PE and Winchester University’s report ‘Generation Next’ into PE training for initial teacher training participants. Our colleagues at the Association for Physical Education also take a look at concussion caused through PE and sport on page 28.

We look in detail at the Department for Transport’s ‘Bikeability’ scheme on page 29. The Youth Sport Trust helps schools to deliver this programme which aims to ensure children have the skills and confidence to ride safely on our roads.

This coming summer sees the first of three successive women’s World Cups, all hosted in the UK. Starting with cricket this year, followed by hockey in 2018 and netball in 2019. We look at the new TeamUp initiative launched by the three sports in partnership with the Youth Sport Trust which aims to encourage more girls to get involved in team sport, see page 27. The Youth Sport Trust are leading on the online teacher modules and the ‘TeamUp Hub School’ aspect of the programme. To register, please visit www.teamupengland.com

Sticking with the theme of women and girls sport, the Youth Sport Trust is also partnering with the FA to bring to life a number of strands of their new strategy for women’s football. This work will be launched in the spring, so keep an eye out on our website for further information.

In my long experience working for system change and seeing organisations navigate through change; time and again it is leadership that makes the difference between whether something good happens or whether something great happens. So this year the Youth Sport Trust’s annual conference focuses on leadership: leadership of change; leadership of organisations; and leadership of innovation and practice. Please join us for what promises to be an inspiring event on Wednesday 1 March: www.youthsporttrust.org/conference

Have you subscribed to YST News – our monthly round up of young people, health, sport and education stories, commentary and blogs? If not, head to our website to sign up: www.youthsporttrust.org

BARONESS SUE CAMPBELL CBE
Chair of Youth Sport Trust
Youth Sport Trust Chief Executive Ali Oliver looks ahead to the 2017 National Conference to be held at the Ricoh Arena in Coventry on the 1 March 2017.

They say a week is a long time in politics, so you can only imagine how much has happened since we last held the Youth Sport Trust’s national conference in March 2016. Sport England’s new £250m five-year strategy has been announced with funding to get children active from the age of five and the pledge to train at least two teachers in every secondary school to help them better meet the needs of children. The soft drinks levy was announced with the money raised used to double the Primary PE and Sport Premium for primary schools to £320m from September 2017. In addition there will also be investment so that secondary schools can opt into a longer school day and offer a wider range of additional sporting activities. The government’s childhood obesity plan revealed that primary schools will be asked to help every pupil to get 30 of the recommended 60 minutes of moderate to vigorous physical exercise during the school day.

With such significant announcements those working within education, sport, health and the youth sector must be agile in the face of considerable change and opportunity. We believe now is the time to re-imagine PE and sport and its contribution to young lives.

With the right knowledge, skill, understanding, but most importantly leadership, there is no stronger or more powerful intervention to address the growing range of social, emotional and physical symptoms that 21st century Britain is revealing in young people. Through this year’s Youth Sport Trust National Conference we will set out a compelling leadership agenda for decision makers at every level and offer a broad range of inspirational keynotes and workshops designed to ignite a new movement for change across schools and communities.

The conference, supported by PGL, will provide you with a greater understanding of the leadership context given the changing needs of young people, shifting policy, and the demands these place on us all in pioneering a new agenda, new mission and new future for PE and sport in our schools. Delegates will learn from new and innovative ideas and leadership concepts with the aim of helping you reflect on your own leadership ambition and that of those around you.

You will hear from Sir David Carter, the National Schools Commissioner who will reflect on system leadership and promote personal insights into his strategic work to build a community of high quality Multi-Academy Trusts (MATs).

I found all the speakers totally inspirational. They made me think about the children in my school and how I can make such a significant impact on their lives if they are active daily”

2016 YST Conference feedback

You will also learn from those with a track record of leading organisational change in the high pressure worlds of business and sport. Martin Glenn, the FA’s Chief Executive Officer since May 2015, will take to our conference stage to share leadership insights into his work before and with the FA both in and out of the public eye. Martin has a reputation for making well-loved British brands more dynamic, competitive and international in their reach. Prior to The FA, Martin was CEO at United Biscuits, a £1bn company which is home to the McVitie’s and Jacobs
brands and had a rapidly growing international division.

Other inspirational speakers include Jez Rose, The Behaviour Expert, an internationally renowned behaviourist, professional speaker and award-winning author. He is known for memorable presentations on understanding and improving human leadership behaviour. Jez creates unique and powerful demonstrations to ensure his audiences remember what they hear and are inspired to achieve extraordinary things with simple changes to how they think.

Also on stage we will have Sian Carr, President of the Association of Schools and College Leaders (ASCL); Rimla Akhtar MBE, a developer, communicator and strategist acclaimed for her inclusion and diversity work within sport - Rimla is ranked 15th in the 2015 list of The Independent’s Most Influential Women in Sport; Ben Stimson, Retail Director for Waitrose; and Adrian Simpson, Chief Connector from Wavelength who will all provide unique and invaluable insights into leadership in the context of change.

This incredible line up will be supported by an inspiring mix of interactive workshops, plenary sessions and idea exchanges that are designed to maximise learning, networking and skills and enable delegates to put new thinking into practice.

Every year we look very carefully at delegate feedback in order to deliver the best experience possible and there was a line that really stood out for me and encapsulated what we aim to achieve through the Youth Sport Trust conference. It read: “I found all the speakers totally inspirational. They have made me think about the children in my school and how I can make such a significant impact on their lives if they are active daily.” This year we want you to come away from our conference not only inspired, but also with a much clearer view on how, through your own leadership, you can drive positive change and opportunity in PE and school sport for all young people.

For more information and to book your place visit: www.youthsporttrust.org/2017-conference
The government’s Sport Strategy\(^1\) clearly highlights that ‘Action is needed to ensure that pupils’ skills and enthusiasm are built on as they move from primary to secondary so that this transition does not cause a drop-off in engagement’. Through an INSPIRE call to action, schools across the country\(^2\) came forward to share, challenge and enhance their current practice of supporting transition through PE and school sport.

With the spring term in full swing ‘new intakes’ will be more settled and familiar with their new school. No doubt some young people have already started to shine; what has made that possible? Is ‘Seamless Transition’ a reality and working for all of your pupils? Primary colleagues may well be wondering how that amazing Year 6 group are progressing? Are there still some challenges and you just know it could be better?

A group of Teaching School Alliances and their Specialist Leaders in Education (SLEs) as well as our member schools, helped us to investigate what is working in supporting young people as they move schools, and the role PE and sport can play in strengthening that process.

Effective approaches to seamless transition should be underpinned by key principles; there was a consensus on two essential elements:

- **Genuine partnership and professional trust between schools creating a continuous planned learning pathway**
- **Support young people’s wellbeing through family-focused communication and activities, creating a true sense of belonging to the school community.**

### The Schools’ Aims for Seamless Transition

Each school shared their aims through case studies, seven common themes emerged:

- Supporting social and emotional wellbeing of pupils
- Sharing information and common assessment models
- Physical health and wellbeing of pupils – maintaining and increasing participation
- Developing and deploying young leaders
- Supporting key groups of young people e.g. most vulnerable
- Developing effective learners
- Recognising the wider benefits and learning through PE and sport

**TRACEY HEALEY**

Development Manager, Youth Sport Trust

One parent reflected on the transition programme into high school as the most positive step forwards to allowing her daughter a stress and anxious free summer holiday due to feeling part of the high school community before she officially arrived.”

SLE, Shelley College, Huddersfield

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\(^1\) Sporting Future: A new strategy for an active nation, HM Government, December 2015.

\(^2\) The call to action reached over 150 primary schools and 41 secondary phase schools. Included in this total were 10 Teaching School Alliances.
WHAT DID THE SCHOOLS DO?

Some schools’ main action was to ensure there was dedicated time to meet with colleagues from primary and secondary phases; collaboration and joint planning was for some a new venture, and highlighted the importance and value of understanding and creating the seamless pathway from both perspectives. Participation opportunities (taster activities, festivals, competitions) were the most frequent actions; building these into the whole year established the sense of continuity and community. Young leaders (often in Year 7) played a significant part, being trained specifically for this role and building the confidence and aspirations of the primary pupils.

Other key features included:

• Primary schools’ regular access to specialist facilities at secondary schools for curricular and extra-curricular activities
• Providing teacher support in primary settings to the delivery of curriculum PE and extra-curricular provision
• CPD opportunities for primary teachers by secondary PE teachers, creating an adapted teacher package and transition unit of work

For those schools where learning from transition had been reviewed, it became important to take the long term approach, building from the start of primary school or early Key Stage 2 to be prepared and ready for secondary school.

Year 6 pupils began talking to their peers and coming outside of their shell, the activities and games encouraged team work and communication. The Year 7s showed excellent maturity and dedication as well as key character virtues such as kindness and compassion.”

SLE Secondary PE Teacher, Birmingham

WHAT DIFFERENCE IS THIS MAKING?

A stronger and more valued focus on PE and sport is securing a positive transition experience from primary to secondary school. Schools reported seeing the increased confidence in their pupils, a ‘can do’ attitude and a greater engagement in transitional activities/events. Schools with a more established programme are seeing improved health outcomes through regular participation as well as improved standards of behaviour and learning in Year 7.

For the teachers in both phases there are improvements in collaboration leading to better and shared understanding across the key stages. The ability to plan effectively for students’ needs including those with SEND and for AG&T pupils, is also improving as a result. Raising the profile of PE in the schools, particularly at transition, is being made possible through the support from primary colleagues and their increased confidence in teaching PE. Some of the most positive outcomes are being achieved through schools’ parental engagement and the additional support from community partners.

It is a pleasure to see the relationships of the children develop over the week. Hearing and seeing them exchange email addresses, phone numbers etc on the Friday, with the intention of them meeting up over the summer is fabulous and means we have achieved our aim. This puts them in such a confident place to start secondary school in September.”

Assistant Headteacher, St Breock’s, Cornwall

OVERALL LEARNING AND SOLUTIONS TO STRENGTHENING TRANSITION

Solutions are arising through a willingness to communicate and collaborate to ensure young people are at the heart of the process, such as:

• Achieve the support of senior leaders across families/clusters of schools so that everyone sees the valuable role of PE and sport
• Build mutual professional trust between schools and agree how to share information
• Recognise the needs of practitioners in primary and secondary schools through relevant CPD
• Seek and strengthen parental support
• Take a long term approach towards preparing young people for their move to secondary school
• Maximise partnership working to provide opportunities to engage all young people in active participation

Above all ‘Seamless Transition’ should support each young person socially and emotionally to make positive and smooth progress. We all want young people to be happy, healthy, active and ‘ready’ to continue on their learning journey - so let’s value the place of PE and sport in achieving these outcomes.

Transition is always a time that causes anxiety for our Year 6 pupils. PE and Sport is at the heart of what we do and is highly valued by all staff, by children and by our parents too so we wanted to help make the process of transition smoother and happier for all pupils.”

SLE Anton Andover Alliance, Hampshire

Do you have solutions for Seamless Transition through PE and sport? We would love to hear from you please contact tracey.healey@youthsporttrust.org
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With only 21% of boys and 16% of girls meeting the minimum recommended guidelines for physical activity and the government’s ambition that all schools will provide 30 minutes a day of physical activity for all young people, schools need to take proactive action. The Youth Sport Trust’s Power of an Active School seminar is one of YST’s member school benefits and is part of the very popular ‘The Power of...’, series. It examines how time and resource devoted to physical activity across the school can develop young people who are healthy lifelong learners and positive contributors to society.

Those attending will be able to share solutions that get your whole school more active and discover practical ideas you can incorporate into your daily teaching. It has been scientifically proven that exercise makes your brain bigger (Dr William Bird, Intelligent Health 2016). Physical activity will make your students and colleagues more productive and will increase their concentration levels throughout the day. We all need to ensure we are reaching our recommended daily dose of exercise and have the tools to make it happen.

The Power of an Active School seminars are half day sessions taking place across the country for primary and secondary schools. Youth Sport Trust Level 2 members have one free place and Level 3 members two places. Do you want to boost the health and academic achievement of your school? Which staff will benefit the most from attending this free session, or be able to disseminate the ideas and drive the principles back into school? Choose wisely and transform your school.

Are your young people physically and emotionally healthy? What impact does their wellbeing have on their attainment and achievement in school?

Discounted rates for Youth Sport Trust Level 1 members (£75 per person) and non-members (£150 per person including Level 1 membership). Book now at www.youthsporttrust.org/poas

Kevin Byrne, Bebington High Sports College, Wirral

Succinctly outlines the role schools play in improving the health of the nation. Perhaps even more importantly it provided ideas of how to implement physical activity into sedentary environments.”

THE COURSE COVERS

- understanding the evidence
- creating active classrooms
- boosting wellbeing, behaviour and attendance
- fighting obesity

Succinctly outlines the role schools play in improving the health of the nation. Perhaps even more importantly it provided ideas of how to implement physical activity into sedentary environments.”

Jeffrey and Kevin Byrne, Bebington High Sports College, Wirral

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Kevin Byrne, Bebington High Sports College, Wirral

Succinctly outlines the role schools play in improving the health of the nation.
Will Swaithes, the Youth Sport Trust’s Head of PE and Achievement provides a timely round up of recent activity in the world of education – from the All-Party Parliamentary Group into a fit and healthy childhood PE report, Generation Next (a report into PE teaching in primary teacher training) findings and our latest insight and engagement with our growing number of PE CatalYSTs.

2016 has certainly been an interesting, exciting and fast-paced year in terms of activity around PE with some significant activity in the world of policy and research, backed by lobbying for a more impactful future for our subject. We wait for further details from the Department for Education (DfE) on the exact funding formula approach to the doubling of the Primary PE and Sport Premium. The DfE hope to announce details as early as possible this spring to allow time for schools to plan their strategic response ready for September 2017 (see pages 13-20). Meanwhile, schools are well underway with their delivery in response to examination reforms and are getting to grips with the new 9-1 GCSE grading and exam specification. We have enjoyed facilitating some great cluster school collaboration events to support this, and help schools maximise opportunities to deliver theory content through practical activities. The DfE have confirmed that no review of the controversial slimmed down activity list will take place until after first examinations have been sat in the summer 2018 and even then, Ofqual’s principles and considerations for inclusion will still apply: http://bit.ly/GCSE-PE-list

90% of you agreed that our subject needs a face lift.”

ALL-PARTY PARLIAMENTARY GROUP (APPG) REPORT ON PHYSICAL EDUCATION

On 19 October, the All-Party Parliamentary Group (APPG) on a Fit and Healthy Childhood released its PE report (http://bit.ly/YST-APPG) calling for change to PE in order for it to be fit for the 21st century. Having been involved in the construction of the report and a number of its recommendations, we were keen to remind the APPG group of some of the exceptional practice we see from many of our member schools. We were particularly encouraged that the report brought together much of what the Trust has been advocating over recent years in relation to the future of PE in our schools and in particular the focus on physical, social and emotional wellbeing. The key recommendations were:

- Increase the number of specialist PE teachers within state primary schools
- Rethink and restructure PE provision for girls (and other groups not currently suitably catered for by the ‘traditional’ PE offer)
- Further develop the role of PE within the health and wellbeing curriculum

The report issued a call to action for the PE profession to recognise and embrace the need for change and be a vocal champion for the true value of the subject (with a bigger health focus and commitment to personalise the offer in secondary schools). We hosted a live Twitter chat about the report through which 90% of you agreed that our subject needs a face lift. At the YST we are working with our new team of PE CatalYSTs, and embracing the range of social networks in the PE space to amplify the recommendations we feel need amplifying the most. We will also continue to build on the success of the Power of PE series: #PowerofPE http://bit.ly/PofPE-Storify
THE FUTURE OF PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY

The DfE ‘Educational Excellence Everywhere’ white paper released in March 2016 made a commitment to “more support for schools to expand the range of evidence-based, character building opportunities they provide to pupils and make available funding so that it is easier for 25% of secondary schools to extend their school day to include a wider range of activities, such as sport, arts and debating”. We are expecting to hear soon what this will mean for schools but we understand it is likely to have a social mobility angle and could possibly be linked to the DfE Opportunity Areas.

Meanwhile, if you have not already looked into our My Personal Best intervention (that over 70 secondary schools are already successfully employing) the YST Girls Active programme or our recently introduced Youth Sport Award then I would definitely recommend taking a look via our website or making contact with our Membership team. It is our belief that this work as part of a ‘re-imagination’ of the role of physical education to a subject with a focus on holistic wellbeing as a driver for improved whole school standards.

To keep up to date on effective practice within secondary PE and have your say on policy decisions, why not join our dedicated and inspiring team of PE CatalYSTs? This new network has grown to 60 experienced leaders of PE nationwide, and our ambition is to grow to 150 by the end of this academic year. Membership of this community will provide you with a voice in all our influencing work, as well as the opportunity to be part of a real movement for change for the future.

GENERATION NEXT – A REPORT INTO PE TRAINING DURING PRIMARY ITT

Worryingly, trainee primary teachers (who only receive an average of 6-10 hours of instruction on PE) are having their initial teacher training (ITT) further impeded by the lack of opportunity to experience delivery of high quality PE by a suitably qualified teacher whilst on placement. In a recent ‘Generation Next’ report led by Vicky Randall a senior lecturer from Winchester University looking at the experience of 1,118 pre-service teachers from 22 different ITT providers, research found nearly 50% taught no lessons of PE during their placement. Meanwhile, 36% of lessons were taught by non-qualified practitioners and only 2.3% of PE lessons were taught by a sports coach with a class teacher present. This has serious consequences for the future of PE. The report provides key recommendations in three areas, national policy, ITT providers and pre-service teachers themselves. Together with Winchester we have also shared the report and minimum expectations of entitlement via a dissemination event in December at the University of Roehampton and will continue to do so as we connect with HEI and School Direct based providers.

For further detail on this report, please visit http://bit.ly/Gen-Next-summ
In our regular feature looking at the personal impact of sport on young people we focus on Cai Burr who reflects on what basketball has done for him, having been invited to the Youth Sport Trust National Talent Camp.

How sport saved my life

Whahooooo!

Just need to get that out of my system to begin with! I have received your email and wanted to thank you for the invite to this year’s National Talent Camp in December. I have been put forward as a referee official with Basketball England.

I hope you do not mind this correspondence, but I wanted the Youth Sport Trust to understand how important and grateful I am to be coming along in December. My name is Cai Burr. I’m 17 years old. I attend Shrewsbury College in Shropshire. This is my story!

Due to a traumatic experience in my childhood, I became frightened to leave the house. I stopped seeing friends and became so afraid of going out I would be physically sick. Various agencies tried to help me with my anxiety but failed as I felt afraid and with no purpose.

After over a year of being afraid to leave the house, my mum who used to coach and referee basketball in America suggested we go to the nearest outdoor basketball court, which was ten miles away as we are quite rural, and “have a go at shooting a few hoops”. After several requests from her I went just to shut her up! I didn’t want to.

It was December, not the greatest time to be outdoors. It was frosty and it was cold and the court was in a rundown area and wasn’t the best place to be. Mum picked up the ball, ‘swish’ straight in. I picked up the ball and missed by miles and said I wanted to go home. Mum said she wasn’t going to drive all that way to go home unless I got a basket. I tried at least a dozen more times and missed. Then to top it off a dog came out of nowhere jumped up at me for the ball and knocked me over just as I let go for a shot. To my amazement it went in! We both fell about laughing! I asked her what else she could do. She spun the ball on her finger and did several neat tricks. I was hooked!

We made a deal I would go to the court every day with a goal to achieve. The next day I was determined to get ten shots in a row. It took me three and a half hours, but I did it!

From that day I never looked back. My anxiety gradually faded as I became better. Lads from the estate would stand and watch me sink baskets. I eventually joined a local mens club at first as there were no youth basketball clubs nearby. As I watched more basketball I became more and more interested in the rules of the game and decided I’d like to referee as well as play.

Again, once I’d started refereeing I loved it and was hooked. I now run and coach my own club. I also travel two and a half hours away from my home twice a week to play national league u18 and I referee whenever I can.

The Youth Sport Trust National Talent Camp gives me the opportunity to meet others around my age who also officiate, as even in the Basketball England camps most people are much older than I am and have different perspectives. My goal, one of many, is to eventually officiate internationally.

You may be wondering why I have told you my story, as yes, it is quite personal. I feel sport, for me basketball, saved my life. There are so many organisations and charities that need to be told what you do is important for us. Giving a “leg up” to me matters. Sport matters!
The Primary PE and Sport Premium for primary schools is a significant investment by this government into primary school PE and sport. From visiting members’ schools nationwide, I have seen some amazing impact and outcomes achieved through this investment. Many schools have made lasting investments in their playground infrastructure, some have invested heavily in training their teaching workforce while others have significantly increased participation of the least active by building on the success of Change4Life Sports Clubs and successfully tackling childhood obesity in more of their students. For a number it has simply been transformational.

For others it could be argued that the funding has been harder to invest strategically and has, at times, been invested in unsustainable activities that may not bring permanent improvements in provision or long term benefit to schools, teachers and young people. The announcement last March that a ‘sugar tax’ will lead to a doubling of the Primary PE and Sport Premium for schools from September 2017, presents a once in a lifetime chance to change the face of primary school PE and sport forever. However, with increased investment there inevitably comes an enhanced risk. Despite the clearer requirements on schools to publicly demonstrate impact, we believe this funding is not used as wisely as it could be, and the displacement of teachers by coaches and the replacement of physical education with sport could threaten the long term future of PE within the curriculum, reducing the subject to an extra-curricular activity rather than a universal right to physical literacy for all children.

As a national partner working closely with the DfE, DH, DCMS and Sport England, the Youth Sport Trust will be doing everything it can to support schools to use this funding wisely and to make a lasting impact for pupils. The following pages give members an overview of the current policy landscape in this area, along with ideas and examples of effective practice from schools that have used the funding innovatively, to impact on physical literacy levels, children’s wellbeing and whole school improvement. In this special supplement we also take the opportunity to outline the strategic package of support available from the Youth Sport Trust on pages 18-19.

ALISON OLIVER
Chief Executive Officer, Youth Sport Trust

I firmly believe that a great primary education is a broad one and I’ve always thought primary leaders and teachers are privileged to work with children at an age where they can open the door to many new interests, whether that be the love of books, music, the arts or sport. The potential doubling of the PE and Sport Premium for primaries, funded by the sugar tax, is an opportunity for primary leaders to create lasting change. The evidence shows that developing physical skills, growing a love of sport and establishing healthy, active habits for life are all fundamental for children’s futures. We must ensure this ring-fenced investment leaves a sustained legacy.

I was delighted that our past President Tony Draper chose the Youth Sport Trust as NAHT’s charity of the year last year and, whereas I may not quite follow his noble lead by running the marathon in support, I do urge all school leaders to use the following pages of YST’s supplement to have a strategic think about how they plan to spend the increased funding that is likely to come on stream in September 2017.

RUSSELL HOBBY
General Secretary, NAHT
Set against continuing challenges for our young people, YST’s primary PE expert Kate Thornton-Bousfield looks at the policies primary schools will need to be aware of now and in the year ahead.

**KATE THORNTON-BOUSFIELD**
Development manager, Youth Sport Trust

Research reports and press articles continue to flood our media around the serious concerns for young peoples’ physical health and mental wellbeing. However, against this backdrop there does emerge a consistent message around the place of PE, sport and physical activity in supporting wellbeing and having the broader potential to unlock barriers to realising increased attainment and achievement in schools.

Our position at the Youth Sport Trust is to drive and promote the connectivity between PE, physical activity and school sport with improved wellbeing and increased achievement. Our goal is to support schools and their communities in achieving this.

**RECENT POLICY AND STRATEGY**

The Departments for Education, Health and Culture, Media and Sport have worked increasingly closely during 2016 across a range of policies which involve or impact upon primary PE and school sport. This summary aims to highlight what schools need to know most and what they need to consider in 2017.

**EDUCATION**

In the last year schools have seen the publication of the white paper ‘Education Excellence Everywhere’ and the current green paper consultation ‘Schools that Work for Everyone’. Despite the government pulling back from so called ‘forced academisation’, the direction of travel to an autonomous and academy led system continues. In response to this direction of travel, the Youth Sport Trust has produced a ‘Guide to PE and Sport in Multi-Academy Trusts’.

The guide looks at how any Multi-Academy Trust (MAT) can use PE and sport strategically to; create a MAT wide philosophy of wellbeing; grow its brand; and develop their pupils’ character and long term employability skills. We hope it is useful for any primary or cross-phase MATs looking to develop their strategic thinking around PE and sport. This members’ guide can be downloaded now from the YST learning area of the members’ website www.youthsporttrust.org/MAT

Secretary of State, Justine Greening, has indicated a strong focus on social mobility and has introduced the DfE’s ‘Opportunity Areas’ funding to support areas where social mobility is low. We know from research that there is a strong positive correlation between lifelong participation in sport or physical activity and higher household incomes.

Therefore, all primary schools can use their premium funding to contribute to social mobility by establishing positive
sport and physical activity habits early on in life. This is particularly important for primary school boys from low income families, as recent research from the Obesity Health Alliance has predicted that 3 out of every 5 eleven year old boys from low income backgrounds will be overweight or obese by the year 2020.

HEALTH

The Department for Health released their long awaited Childhood Obesity Plan in August 2016 and whilst this fell short for many in terms of the far reaching strategy that was expected, it does make clear the commitment to reduce sugar intake through the sugar levy and the direction of additional funds into schools to help children enjoy an hour of physical activity every day.

The Youth Sport Trust has been commissioned by Department for Health to develop and pilot a range of resources to support primary schools in delivering the expectation of ensuring their students receive 30 minutes of physical activity a day. One of these resources will be an online planning tool that will soon be available for schools to access from the School Games website www.yourschoolgames.com

The aim of these resources is to support primary schools to become more active environments and to consider where there are opportunities to be active both within and beyond the school day. This increase in physical activity will lead to improved physical, social and emotional wellbeing and help establish healthy habits for life. Strategies include; activities and lesson content which emphasise fun and engagement; active learning opportunities within the classroom and active opportunities outside of curriculum time.

THE PRIMARY PE AND SCHOOL SPORT PREMIUM

The Department for Education will continue to take the policy lead on communicating the vision and performance indicators for the doubling of the PE and Sport Premium in primary schools. It will also set the grant conditions and determine the funding distribution mechanisms. We expect schools to hear more about these during this spring term, giving schools time to plan and implement changes ready for September 2017.

It is expected that the increased commitment will come with a brand new set of expectations and grant conditions, most likely with a social mobility angle. We advise member schools not to assume they will simply receive double their current ring-fenced amount.

Schools should think carefully about a sustainable solution and long term staff development in order to have the maximum impact on their improved primary PE and school sport provision. We may even see some commitment around the area of transition into secondary schools which would be welcomed.

SPORT

Primary schools will also want to keep an eye on policy developments in the sport arena. It was over a year ago that the government published its sport strategy Sporting Future: a New Strategy for an Active Nation.

The strategy focussed on all sport contributing to five clear outcomes:

1. Physical Wellbeing
2. Mental Wellbeing
3. Individual Development
4. Social & Community Development
5. Economic Development

Sport England released their own response to the government’s cross departmental sports strategy in May 2016 with their Strategy Paper: Towards an Active Nation. Notable points of the strategy for schools include: a new fund for family based activities; a key performance indicator around monitoring and tracking improvements in children’s physical literacy; and an extension of their current ‘Active Lives’ survey to include surveying young people from 5-14 years old (previously this survey only reached those aged 14 and upwards).

This growing importance of tracking physical literacy has led to the government pulling together a group of experts (including the Youth Sport Trust) to investigate its measurement, which will be an interesting area of development for schools during 2017 and beyond. Sport England also intends to help improve the experience that children get in school from the effective spending of the Primary PE and Sport Premium along with their existing School Games investment.
In October 2016, the Youth Sport Trust challenged schools to think about their previous and current spending of the Primary PE and School Sport Premium. A postcard was sent to all 18,000 infant, junior and primary schools to help provide schools with some of the questions they should be asking themselves around sustainability and impact.

These questions will become ever more important as the funding grows and inevitably the oversight of how schools are spending tightens. Here we feature a story of one Year 6 pupil talking about how PE and school sport has positively changed in her primary school over the past couple of years.

Lucy is a Year 6 pupil at a large primary school in West Lancashire. Her school receives support from the West Lancashire School Sports Partnership in both curriculum time and in extra-curricular provision. Lucy wrote on the back of the postcard how she felt about PE and school sport in her school.

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,
Aged 10
Lucy’s comments highlight some key areas that your funding can support in your school; teaching and learning and curriculum content; student leadership; development of social skills and life skills through PE and sport. Lucy also shows an awareness of how physical activity makes her feel, touching on the emotional and physical wellbeing.

If you asked your pupils about PE and school sport in your school what would they say? Have you made sustainable changes? You may like to try this exercise with your staff, parents and pupils; it could give you a valuable insight into the impact of the funding.

In addition to Lucy’s letter we look at our top ten tips for effective use of the PE and Sport Premium in primaries:

**TOP TEN TIPS**

1. For **sustainability** invest in capacity, building in and around your school. This includes professional development for staff in delivering PE and sport, long-lasting equipment and building partnerships with local clubs and providers.

2. Always start with your **whole school development plan**. Identify where the outcomes of PE, physical activity and sport can help contribute to school outcomes such as attendance, behaviour, pupil wellbeing, personal organisation, character development and ultimately achievement.

3. To **best evidence the impact** of the DfE funding, capture baseline information and track the progress of pupils from this. Schools can access a template to evidence their impact at [www.youthsporttrust.org/accountability](http://www.youthsporttrust.org/accountability).

4. If you are **employing coaches** remember they are not qualified to teach PE. Coaching qualifications are sport specific and only qualify that individual to coach for example, cricket, netball or football. A great use of a coach is providing sport specific extra-curricular provision.

5. Consider **pooling funding with other primaries**. This could for example allow you to secure high level expertise like a primary teacher who is a PE specialist and could mentor teachers across your schools.

6. **Invest in links with secondary schools**. This can bring you access to expertise, facilities and should also help you collectively think through your ‘transition’ approach in PE and sport as your pupils move from Year 6 to Year 7.

7. **School Sport Partnerships** often hold long experience of working across phases and can offer quality assured support across their PE, school sport and inclusion offers.

8. **Investing in the training and development of volunteers** will help them provide better support and should improve their retention over time. Don’t forget pupils are probably your best volunteers and developing sports leader schemes will bring out the best from them.

9. **Reward and recognition schemes** can be a powerful way of engaging everyone from pupils through to teachers and parents.

10. **Innovate and share best practice**. Innovative activities like the ‘Daily Mile’ work best when they are designed and implemented by teachers and pupils and not simply adopted as a ‘programme’. Share ideas on the PE and Sport Premium as part of your local primary cluster meetings.
Our aim is to support primary schools with a strategic offer of support to help them maximise the impact of the PE and Sport Premium funding. We lay out the offer on these two pages against our YST ‘Schools on the Move’ framework that looks at school sport (sport), active learning (PE and curriculum), and active breaks (physical activity).

MEMBERSHIP AND THE YST NETWORK

Are you maximising the impact of PE, school sport and physical activity in your school? Your Youth Sport Trust membership brings the opportunity to be part of a like-minded network of primary schools that use PE and school sport to drive wellbeing and achievement, accessing benefits like:

- Regular policy and political updates
- Access to an extensive library of online resources and best practice in PE, school sport and physical activity
- National networking and CPD seminars on issues like making your whole school more physically active
- A wide range of world class CPD opportunities that have been researched, piloted and proven to get results
- The YST Quality Mark, consultancy visits and a place at our Annual YST National Conference
- Priority access to nationally funded programmes and competitive discounts with our trading company Youth Sport Direct and our business partners

If you are part of a cluster membership with Youth Sport Trust, through a local PE and School Sport Partnership and would like to upgrade your school’s individual membership to access additional benefits then please contact membership@youthsporttrust.org or call 01509 226688.

If you know of any primaries in your area who are not currently members and might be interested in becoming one then please direct them to www.youthsporttrust.org/become-member

The Youth Sport Trust is a rapidly growing membership network that also offers member schools a much wider range of opportunities. Through our Headteacher Ambassador and practitioner workshops, YST offers the opportunity to influence policy makers in sport and health as well as education. Schools also have the chance to become part of our lead school networks in areas such as health and wellbeing. We also have strong relationships with the national governing bodies of sport and offer opportunities to undertake research with us via our ‘innovation schools’ network.

For more information please visit www.youthsporttrust.org or contact membership@youthsporttrust.org

YST’S WORK ON PRIMARY TO SECONDARY TRANSITION

The move from primary to secondary school is a big leap for many Year 6 children. PE and sport provide a very effective medium to make this transition a positive experience for them and retain children’s healthy active habits into the secondary years. Our PE team have worked with a number of specialist leaders of education on the best way to do this. If you are interested in finding out more please contact Tracey Healey at tracey.healey@youthsporttrust.org

SCHOOLS ON THE MOVE – DELIVERING THE 30 MINUTE AMBITION

‘Schools on the Move’ is a movement for change! It is the Youth Sport Trust’s approach to getting children moving more and sitting less at school. It is based on research and insight into what works to increase physical activity throughout the school day. We want schools from across the country to join us in our mission to get every child more active and reap the physical, social and emotional rewards from living a healthy active lifestyle.

To help your school respond to the government’s childhood obesity plan’s objective of getting every primary age child to do 30 active minutes through the school day we will be launching a Schools on the Move starter pack. It will help you plan, deliver and evidence the 30 minute ambition and get you on the road to being a School on the Move.

So if you want to know what works and join other schools in tackling this issue (and improving your school’s learning climate) please contact Chris Wright at chris.wright@youthsporttrust.org to pre-book your pack and register your interest.
# Bikeability and Bikeability Plus

For primary schools looking to encourage more active travel to school by their pupils they might want to look at the Department of Transport funded Bikeability and Bikeability Plus schemes. These schemes support pupils to develop safe cycling practice and since September 2016, schools have been able to access a brand new suite of modules called Bikeability Plus. These new modules complement existing Bikeability training but in addition, they help schools to support children beyond the basics and ensure that parents are fully aware of the key learning outcomes.

If your school is interested in benefitting from this scheme please visit [www.youthsporttrust.org/bikeability](http://www.youthsporttrust.org/bikeability)

# Change4Life Clubs

Join thousands of other primary schools running Change4Life clubs, which aim to develop the principles and skills from a range of Olympic and Paralympic sports for the least active. These clubs and resources allow you to run vibrant and exciting club activities that give some of the least active young people the confidence and competence to take part in lifelong physical activity.

Find out more at [www.youthsporttrust.org/change4life-sports-clubs](http://www.youthsporttrust.org/change4life-sports-clubs) or [www.youthsportdirect.org/physical-education/programmes/change4life](http://www.youthsportdirect.org/physical-education/programmes/change4life)

# Skills2Play and Skills2PlaySport

YST have developed a range of resources for those with a passion for sport to support schools to develop the skills of KS1 and KS2 pupils to play sport. These resources look at sport specific skills around striking and fielding games, net and wall games, gymnastics, athletics and invasion games like football and netball.

To access these resources please visit [www.youthsportdirect.org](http://www.youthsportdirect.org)

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<td>‘Changing Lives’ is the Youth Sport Trust’s team of elite Athlete Mentors who work with schools to build resilience and transform young people’s aspirations. Our athletes are carefully chosen for their inspirational life stories that exemplify how through sport they have developed the resilience and skills to achieve in life. They are specifically trained to mentor and develop young people, helping them achieve their full potential in school. For 15 years YST has been the pioneer and driving force behind high quality athlete mentoring programmes in secondary schools across the UK and in 2017 we are launching a new brand, ‘YST Inspire Primary’, as part of our new suite of signature brands. Through YST Inspire, our Changing Lives Athlete Mentors will deliver new and exciting mentoring packages in primary schools tackling core themes such as transition.</td>
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<td>If you are interested please register at <a href="mailto:athletecoordinator@youthsporttrust.org">athletecoordinator@youthsporttrust.org</a></td>
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<td>One of the best ways to ensure a lasting legacy from the current PE and Sport Premium funding is to invest in the long term skills of your staff. All Youth Sport Trust Members at Level 2 or above are entitled to a free place at our locally delivered ‘Power of an Active School’ seminars which give a wide range of practical ideas to boost the health and achievement at your school. Level 1 members can enjoy a discounted rate and non-members can also attend for a fee.</td>
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<td>Start to Move supports primary teachers to become more confident and competent in teaching KS1 PE and what is termed ‘physical literacy’. This exciting approach to PE, underpinned by university research and proven to increase activity and competence, provides children aged 4-7 years old with the ABCs of strong movement foundations.</td>
<td>Build on this by accessing our Skills2Achieve online assessment tool which allows schools to track and monitor progress across the whole child through physical, healthy, thinking and social themes. Compatible with multiple devices Skills2Achieve can help evidence the impact of the Primary PE and Sport Premium to Ofsted.</td>
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With primary schools across the country taking a range of approaches to spending the primary PE and Sport Premium we take a look at how one school has chosen to invest in the CPD of staff. Ray Lang, Deputy Headteacher of Days Lane Primary School, Bexley looks at how employing two primary PE specialists has improved staff’s knowledge, understanding and competence in delivering high quality teaching and learning within physical education.

Days Lane is a three form entry academy which maintains strong links with the local authority. Annually we buy into the London Borough of Bexley’s support package for developing physical education.

“Leaders, governors and staff keep pupils’ happiness and wellbeing at the heart of everything they do.” (OFSTED report, September 2016). At Days Lane, the staff believe in educating ‘the whole child’ and endeavour to offer children enriching learning experiences that broaden and deepen their knowledge, understanding and skills across the curriculum. We believe that over time, exposure to sporting opportunities will ensure that children take part in lifelong sport and physical activity, resulting in developments to their fitness and wellbeing. We feel that participation in sporting activities helps to develop a sense of belonging, confidence and competence in our children, resulting in high levels of enjoyment and happiness.

USE OF PRIMARY PE AND SCHOOL SPORT PREMIUM

The effective use of our sport premium funding is underpinned by key priorities in our school improvement plan, these include pupils making high levels of progress; ensuring that teaching and learning is consistently good or better; teachers continue to receive effective professional development and assessment procedures that are rigorous and embedded across the school.

This year we employed specialist primary PE teachers from All for Sport, to teach PE to ensure that all children receive quality PE provision. Teachers have the opportunity to team teach with the PE specialists and to observe examples of good practice in this area.

We use PE teachers instead of coaches, as we feel that they have a greater understanding of the new PE curriculum and this enables them to plan more specifically to the age related expectations of different year groups. Having a good level of knowledge and understanding of the curriculum enables them to continuously challenge children, particularly the more able.

WHAT DID WE DO?

• A pupil questionnaire to identify the varying levels of children’s participation in class; children identified to attend before school and lunch time clubs run by Activkids.

• Pupil assessment data for PE is tracked; children underperforming identified for intervention.

• A staff questionnaire was distributed to collate information regarding confidence levels within different aspects of the PE curriculum; CPD focus identified.

WHAT WAS THE IMPACT ON CHILDREN?

• Participation levels have increased during lunch times and the number of children participating in extra-curricular activities is at 90% for Key Stage 1 and 72% for Key Stage 2.

• Staff confidence in teaching aspects of the PE curriculum effectively has increased from 30% to 98%.

• Greater participation in higher level sports competitions.

• An accurate picture of PE attainment across the school.

WHAT WAS THE IMPACT ON THE SCHOOL?

• CPD has impacted positively on staff confidence and subject knowledge and how effectively they deliver PE lessons.

• Days Lane continues to maintain a high level of achievement in sporting competitions.

• School partnerships have strengthened and there are more opportunities for children to experience a wide range of PE activities within and beyond the curriculum.

Using data collection from teachers and children allowed us to accurately pinpoint where best to utilise the funding, whilst it also enabled us to clearly measure the impact our actions had on raising standards, levels of participation and enjoyment throughout the school”

Ray Lang,
Deputy Headteacher
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  in southern France and Spain
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The Youth Sport Trust was proud to be invited to partner Sainsbury’s in the development and delivery of their Active Kids Paralympic Challenge; a programme which used the inspiration of the Paralympic Games in Rio to get more young people involved in a range of new sports. Here we describe how two schools received incredible prizes through the programme that will leave a lasting legacy.

Whilst our Paralympic athletes were smashing world records and winning more medals than ever before in Rio last summer, schools across the country were using the incredible spectacle as a way to engage young people in a range of different Paralympic sports and challenges.

Sainsbury’s Active Kids Paralympic Challenge (AKPC), a partnership between Sainsbury’s, the Youth Sport Trust and ParalympicsGB, introduced young people to the sports of boccia, goalball, sitting volleyball and athletics through a series of challenges. Teachers accessed free online resources and introductory equipment in the four sports in the run up to and during the Paralympic Games in Rio.

AKPC was developed to maximise learning outcomes in relation to the national curriculum programme of study, targeting Key Stage 1-3, and supported the objectives of the government’s Primary PE and Sport Premium. Over 8,000 schools registered to take part reaching more than 2.5 million young people.

The headline incentives for schools to take part in the challenges included two amazing prizes in the form of an incredible trip for a school to take pupils to watch the Paralympics in Rio, and a state-of-the-art playground makeover.

Woodlea Junior School in Leyland, Lancashire won the trip to Rio prize for logging the most AKPC activity per pupil through the challenges on the Get Set Road to Rio app, which encourages schools and young people to share their levels of sporting activity.

Making the phone call to tell them that they would be going to Rio was one of the highlights of my Youth Sport Trust career and the excitement nearly brought me to tears. The prize included flights, five nights accommodation in Rio for two adults and two children and tickets to the athletics, boccia, goalball, swimming, sitting volleyball and wheelchair basketball competitions. It also included a day trip to Christ the Redeemer statue.

The response from the winning school was incredible with the Headteacher, Jillian Shorrocks, telling us that: “Things like this just don’t happen to us at Woodlea. It’s been so positive throughout the school, everyone has just been so supportive and encouraging. You talk about how the children’s jaws were dropping but ours were as well. It gives our children a realisation that good things can happen to us. It’s not just ‘oh, it happens to other children’ it’s actually happened to us at Woodlea. I think it has enthused the children and they are going around the school talking about it. It will be a lasting legacy for the school and has been such an amazing opportunity.”

Meanwhile, Phillimore Primary School in Sheffield won an incredible state-of-the-art playground makeover following their participation in AKPC. Phillimore Primary won the prize – to a value of £50,000 after uploading an amazing showcase to the website that demonstrated how the school has embraced the programme and encouraged young people to be active. The showcase was deemed
by the panel to demonstrate how Active Kids Paralympic Challenge was inspirational and engaging across the whole school and how they used the Paralympic values to motivate young people to participate in inclusive sport. The school is now developing ideas of what their playground makeover will look like and is involving the pupils in this process.

Gillian Briggs, Headteacher at Phillimore Primary School, told us that: “It is just an amazing time for the children to be thinking ‘what would I like, what can we do?’ and getting the kids more active and really inspire them more at playtimes to try something new. We will also have new things in the playground to inspire the staff with the PE lessons as well. It’s going to be just amazing!”

An independent evaluation of Active Kids Paralympic Challenge was carried out by SPEAR (The Centre for Sport, Physical Education and Activity Research at Canterbury Christchurch University). It was designed to capture evidence of outcomes achieved and draw out key lessons learnt.

With 8,251 schools registered to participate, equating to 2,582,563 young people, findings showed the main reasons for engagement were increasing inclusive sport provision and pupils’ awareness and understanding. 95% of teachers say that AKPC has raised awareness of Paralympic sports opportunities and disability inclusivity with 61% improved embedding of Paralympic sport within their school.

Active Kids Paralympic Challenge is widely perceived by teachers to support the whole school agenda and enhance provision across the school, 93% indicated a positive impact of AKPC on their general PE and sport provision. Teachers’ ability to exploit the broad potential of the programme and maximise whole school impact is seen to be supported by increases in their knowledge, awareness, motivation, competence and confidence.

The programme has provided Young Leaders with delivery opportunities and given pupils with different needs and abilities the chance to learn and play together. 69% of young people say they know more about Paralympic sports they can play, with 64% of young people saying they want to play more sport than before.

Throughout the programme, 16 AKPC resources were released. These challenges have been developed to maximise the learning outcomes in relation to the national curriculum programme of study and will support the objectives of the government’s Primary PE and Sport Premium – and are still available as a legacy for the programme to inspire ongoing participation.

Visit www.youthsporttrust.org/akpc for more information
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Dominic Judge takes a look at the influencing we have been undertaking on your behalf and your members’ offer and at our events this term.

INFLUENCING POLICY ON BEHALF OF YST MEMBER SCHOOLS

During the political parties’ autumn conference season the Youth Sport Trust continued to meet with members of parliament to influence their thinking and policy on PE and school sport. We contributed significantly to the All-Party Parliamentary Group on a Fit and Healthy Childhood and the subsequent report has been hailed as ‘the most comprehensive blueprint for PE for a generation.’ Check out our webcast http://bit.ly/YSTonAPPG

As part of the ministerial working group on the PE and Sport Premium for primary schools, we regularly meet with DfE officials to provide advice on issues such as primary to secondary transition and guidance and accountability measures around the premium. Our aim continues to be on ensuring that YST member schools are informed and subsequently supported to spend the significant government investment in PE and sport in a strategic and sustainable way. For a full political review, see the resources section of the members’ website: www.youthsporttrust.org/resource/political-review

Within the education sector, we meet regularly with stakeholders including Regional Schools Commissioners, the New Schools Network and professional associations such as ASCL to raise the profile of PE and school sport as a vehicle for improving wellbeing and furthering student achievement. Youth Sport Trust have recently produced a guide entitled ‘PE and sport: A competitive advantage for MATs’ to support any member schools establishing or growing a multi-academy trust to take a strategic approach to PE and sport.

To download a copy please visit www.youthsporttrust.org/MAT

We also engage closely with other departments including the Department for Health and the Department for Culture Media and Sport. We have been feeding in views on the proposed new Healthy Schools Rating Scheme and have been at the heart of the action plan for the implementation of the School Games Review recommendations.

SCHOOL GAMES REVIEW

With the School Games now reaching over 21,000 schools across England it is no surprise that many of you have been in touch about the review which has taken place as a result of the government strategy ‘Towards an Active Nation’. The Youth Sport Trust worked closely with Sport England on this wide ranging review which effectively acted as a health check to ensure that the School Games remained fit for purpose in the context of the broader strategy. A total of seventeen headline recommendations were approved by the Minister for Sport and we are now working on the implementation of the recommendations with other stakeholders. For more information on the review and its implementation please go to www.sportengland.org/our-work/children-and-young-people/school-games

To find out more, please visit: www.youthsporttrust.org

YOUR MEMBERSHIP AND LOOKING AHEAD

YST CONFERENCE

The YST Conference is renowned for pioneering innovation, networking, sharing best practice and delivering change. With an inspiring mix of interactive workshops, plenary sessions and idea exchanges that will enable you to put new thinking into practice, this is an event not to be missed. Places are going fast for the conference dinner on Tuesday 28 February evening and the conference on Wednesday 1 March. To view the programme and book your place visit www.youthsporttrust.org/2017-conference. Level 3 members can access a free place to the Conference and Awards Dinner. Additional places and Level 2 members can access the Member rates.

IN-SCHOOL SUPPORT

We understand that every school’s needs are different and that a structured course may not suit your needs. Our personalised in-school support offers individual schools or clusters of schools the opportunity to receive some tailored courses to suit your local needs. There are a range of themes to consider when planning your personalised support and this is maybe something to discuss at your local Heads of PE networking meeting to highlight any common themes that would be valuable to addressing. See more at www.youthsporttrust.org/In-School-Support or contact membership@youthsporttrust.org
In an ever changing environment of CPD through social media, Youth Sport Trust PE CatalYST Josh Clayman looks at how this technology can democratise CPD for all. Here he also looks at the benefits of driving a focus on creativity, risk taking and working with a national partner.

As someone who passionately believes in the power of collaboration and teachers learning from each other, I decided to host a ‘PE TeachMeet’ at George Abbot School. The TeachMeet Guildford took place in January 2016 with over 50 PE professionals along with the YST in what was a fantastic evening for sharing practice and networking.

James Simms (MyPEExam) was pivotal in co-promoting the event and through further discussions between us, and with the support of the YST as a national partner, the PE TeachMeet initiative was born and ran last calendar year. The following series of events took place:

- 14 regional TeachMeets between April and July 2016 (reaching 800 people) where attendees presented their idea to colleagues
- Regional winners with the idea for the ‘most impact on students’ learning in PE’ were elected and entered into the national final
- The national final was held online and broadcast for free with two interactive sessions in October 2016, resulting in over 2,000 teachers tuning in
- Voting occurred in the final and a national champion was announced.

Twitter and MyPEExam proved crucial in promoting the initiative whilst the Youth Sport Trust provided an online interactive policy update to attendees in advance of each event, whilst also hosting ‘Power of PE’ discussions at all 14 face to face events, which were designed to equip attendees with the arguments for the importance of PE as a subject.

James did a fabulous job of editing the videos from regional winners on their idea, compiling and hosting the National PE TeachMeet www.youthsporttrust.org/teachmeet. There were 14 possible winners of the inaugural event and speculation was rife as to who was going to be the #PEhero. The initiative had interest nationally and internationally with seats booked from Dubai to Germany and with over 2,000 PE professionals tuning in to make this the largest scale PE CPD event ever held in the UK.

Danielle Tedford (Assistant Headteacher and PE Teacher from Flixton Girls’ School, Manchester) came out as overall winner with over 30% of the votes. Danielle explained that “The concept of storyboarding is not a new one, yet my idea rather than simply telling a story: #examstoryboards allows the student to focus on the exam question they are presented with and supports them in developing their writing flow through PEEL points (Point, Evidence, Explain, and Link). Box by box, the storyboards use imagery which gives the student a visual reminder of a theoretical concept or a hint to a key term and its application in a practical context. Three boxes are equal to one paragraph and follow the formula of giving a point, linking an example and then referring and applying it to the set scenario”.

The real pleasure from this movement is the amount of students that will feel the benefit of the fantastic collaboration from PE professionals and the Youth Sport Trust over the last six months. We jointly look forward to impacting more students in the future.

If you are interested in hosting one of what we hope to be 100 PE Teachmeets in 2017, please complete this form: http://bit.ly/TMHOST

JOSH CLAYMAN
Head of Physical Education, SLE, Lead Subject Mentor and PE CatalYST

JAMES SIMMS
Creator of mypeexam.org
TEAMUP: ENGAGING GIRLS THROUGH TEAM SPORT

Between 2017 and 2019 England will host three consecutive Women’s World Cups. Youth Sport Trust have announced a new partnership with The England and Wales Cricket Board, England Hockey and England Netball to launch TeamUp and support schools to deliver team sports.

TeamUp is a campaign that aims to build a legacy from these World Cups and ensure all 7-13 year-old girls have the opportunity to enjoy the benefits of team sport. It is recognised that schools play a large part in developing positive sporting behaviours for young girls. TeamUp has set out over the next three years to support schools and teachers to deliver great team sport to girls, targeting 5,000 schools each year with the aim for all schools to increase their offer for team sports for girls, with at least 60% providing all three sports: cricket, hockey and netball. To do this a fantastic schools’ portal has been developed containing useful resources and training opportunities from all three sports. The content on the portal will continually be updated through the next three years to include online training.

TeamUp schools will be able to benefit from an exciting rewards scheme designed to reward schools for engaging with the delivery of cricket, hockey and netball opportunities. Prizes include England Cricket player visits, tickets to the Hockey Super 6s and a visit to the England Netball Training Camp.

St Edwards School, London, received a visit from three athletes, one young pupil said: “Seeing Kate Richardson Walsh, Heather Knight and Jo Harten has made me practice sports as hard as ever. I now love to learn and discover new sports that I can try out and of course love. By working as a team you can do anything.”

Darren Clough, Senior Inclusion Leader at the school said “The TeamUp event really was inspirational. Since the visit of three star sportswomen, the girls have taken their request to encourage more girls to take up a sport to the School Council, who have responded by purchasing more equipment and organising a mini tournament for girls in every year group. This can now become a regular termly event, enabling us to raise the profile of girls’ participation in sport across the school.”

As part of the support offered, YST will be developing two online training resources, a Young Champions Toolkit and recruiting TeamUp Hub Schools. The ten Hub schools will aim to increase participation and build collaborative relationships between school and community sports environments to increase the transition of girls playing cricket, hockey and netball. The first of two online modules will be made available to schools in February 2017; this module focuses on the benefits of engaging in team sports and how to engage different groups of girls. The key objectives will be to support teachers to explore their role and effectiveness in engaging girls in PE and school sport, challenge teachers to consider girls’ motivations relating to PE and sport and to challenge teachers to self-review and develop clear action points of how they can develop girls’ provision in their school.

Please visit www.teamupengland.com to sign up and follow us at @teamupengland (Twitter & Instagram) and www.facebook.co.uk/teamupengland
CONCUSSION AND ADEQUATE CARE STANDARDS: SIGNS SYMPTOMS AND ACTIONS

Peter Whitlam from the Association for Physical Education (afPE) looks at the issues surrounding concussion in PE and school sport.

Think of any school context, particularly physical education and sport, where two children fall heavily, collide, trip over or run into something solid. One looks glazed and unsteady. The other stands up looks around and carries on. The first receives minutes of attention, the other none. Adequate care standards? The first shows typical symptoms of possible concussion. The second may also be concussed or suffering potentially damaging sub-concussive harm. Taking seconds can provide the necessary attention the second student warrants. This is not being overly cautious, simply providing appropriate care.

One indicator may be sufficient to suggest possible concussion with serious implications. Unconsciousness, vomiting, unsteady movement are serious visible signs of possible concussion with medical care and hospital treatment needed.

Several less threatening but important visible signs together may indicate concussion or sub-concussion injury such as slurred speech, glassy eyes or poor concentration. Where these visible signs are evident then every situation warrants thorough evaluation.

Some symptoms of possible concussion are not visible. Responsible adults should ask about vision, headaches, neck pain, dizziness, stomach pain or sensitivity to light. This takes little time but is essential for adequate evaluation of a student’s wellbeing.

Concussion, a short term head injury where the soft brain is shaken inside the hard skull, is often thought of only in terms of a blow to the head. A heavy shock to the body can also cause similar shaking of the brain and lead to possible concussion or sub-concussion injury.

Where the evaluation of potential injury is inadequate or ignored then further subsequent shaking of the brain, minutes, days or weeks later, can lead to a very serious condition that is not always considered. This is ‘second impact syndrome’ where additional damage to the brain can be life-threatening.

Everyone in a physical education, sport or physical activity context needs to know and be able to assess the signs and symptoms of possible concussion so that parents and carers can be informed for appropriate post-incident observation and care. Without this knowledge adequate care standards may not be met.

Anyone diagnosed as being concussed requires rest, not simply physical rest. ‘Resting the brain’ is as important and communication is needed across the range of responsible adults a concussed person meets to inform of the injury and the recovery programme necessary. It isn’t simply a break from physical activity but also from computer screens, iPads, watching TV, homework and extended concentration.

The afPE provides workshops on concussion awareness. Several governing bodies of sport provide valuable website information and each home country gov.uk website highlights helpful advice. The British Medical Journal website provides a concise, very helpful ‘Pocket Concussion Recognition Tool’.

If you do not feel confident in dealing with concussion situations then make use of these helpful support resources. Become confident.

For more information please visit: http://bit.ly/2ib44LF
Louise Gray examines how we can engage pupils and parents in active school travel, and considers some of the associated health and academic (not to mention environmental) benefits. She introduces Bikeability Plus, a programme that enhances and supports cycling and active school travel from reception through to Year 11 and engages parents along the way.

Many schools and parents will recognise the congestion of local routes, and the competition for parking spaces close to school gates, as millions of people embark on the daily school run. Interestingly, a total of 64% of trips are made by car, 22% made by foot and just 2% are made by bike (National Travel Survey 2014).

Public Heath England research indicates that “active” children (i.e. those engaged in regular physical activity) are more ready and engaged for learning. Indeed, the Chief Medical Officer recommends that all 5-18 year olds undertake a minimum of 60 minutes of moderate to vigorous exercise every day. Active school travel is one element that can help increase the amount of time young people remain active during the day, which in turn helps prepare them for more productive learning.

So how can schools encourage more pupils and parents to opt for active ways to travel to school?

One approach is to consider the introduction of Bikeability and Bikeability Plus. Since September 2016, schools have been able to access a brand new suite of modules called Bikeability Plus. These new modules complement existing Bikeability training but in addition they help schools to support children from the very basics of cycling upwards and also helps to ensure that parents are fully aware of the key learning outcomes.

Bikeability Learn to Ride is a great way to build a child’s confidence and skills in learning to ride. Sema, Learn to Ride Student from a primary school in Plymouth, said "On my first day I was really excited to learn to ride without stabilisers!".

Her teacher commented “Sema has worked hard over the three sessions and has made the biggest improvements. She was very determined to do her best and gave each session one hundred percent.”

Bikeability Parent and Bikeability On Show have proven to be a great way of building parent’s awareness and confidence in their child’s and their own ability to cycle more safely and confidently on local roads and recreationally.

Bikeability and Bikeability Plus are usually provided for free or at a significantly subsidised cost by either the Local Authority or the School Games Organiser host school.

Vandyke Upper School, Bedfordshire, students had their first taste of a Bikeability Fix session in October 2016. As a result of the fix module, students and staff from the science and arts team are now running an after school Bike Maintenance Club for pupils and have seen an increase in the number of pupils cycling to school.

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**Bikeability modules are usually free or subsidised and delivered locally. New modules include:**

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If your school is interested in benefiting, please visit: [www.youthsporttrust.org/bikeability](http://www.youthsporttrust.org/bikeability)
As a headteacher of an outstanding special school, I am in an enviable position of being able to influence the life chances of hundreds of vulnerable young individuals. The focus for me and my team of dedicated staff has always been a relentless drive to fulfil the academy vision, “Every child, Every chance, Every day”.

Having a PE background myself, I have always known the importance that PE has with developing children in so many more ways than just physical ability. I was delighted to be given the opportunity to lead what was then known as a Specialist Sports College with a really strong sporting ethos, leading on many initiatives within the county and desperately trying to fill our trophy cabinet. So when the Youth Sport Trust launched the pilot of PE2020 at the Summer School Games County Festival, we signed up without hesitation, not quite knowing however what it was all about but believing it was absolutely the right way forward for us and our students. That was the start for us on a journey which would influence not only the children but the staff too towards, ‘Healthy Active Minds’.

There is not a day goes by without a group of students and adults leaving site on a ‘Health Walk’. The learning outside of the classroom has been exciting, engaging and relevant. No matter what the weather, and there have been some dreadful days, the students and staff will wrap up and leave site to return full of stories and learning to share. This is certainly what memories are made of. When I look back on my education, the things that I remember are not sat in a classroom but trips, sports fixtures and being out and about, so why do we spend so much time cooped up inside a classroom?

Another example of an activity which is now becoming part of Friars life - The ‘Friars Outdoor 4K Challenge’, which involves students setting off with maps and compasses and along their journey they are given learning tasks which relate to the time of year and available stimuli. It may be that they are looking at plants or animal footprints, a huge amount of learning and discussion takes place, with students taking ownership of the direction of learning. The 4K challenge is now very real too, featuring in school assemblies on a weekly basis.

So, having started with a vague idea of what PE2020 is all about, we are now constantly thinking about ways to improve the mental health and wellbeing of our students. Staff are really involved with innovative ideas that work and make a real difference. Massage sessions are always worth a visit with fantastic aromas coming from classrooms and a real sense of calm permeating throughout the academy. The ability of our students to self-regulate their emotions as a result of the work that was focussed through the PE2020 project has been phenomenal.

So, when I was asked to become a YST Headteacher Ambassador, I did not really have to consider it for very long as I had seen PE2020 in action, felt the impact of the project for our children and believed in the intended outcomes. To say it has been a pleasure enabling other schools to become part of this exciting initiative would be an understatement. If it works, which it does, then it is definitely worth sharing.

For more information please visit: [www.youthsporttrust.org/PE2020](http://www.youthsporttrust.org/PE2020)
Dell is dedicated to education, providing a portfolio that inspires students to connect, collaborate and succeed in new, mobile and data-driven learning environments. To further support schools, Dell is partnering with the national charity Youth Sport Trust.

As part of our new partnership, Dell* is rewarding schools that have invested in, and bought, Dell technology into their classrooms.

Purchase now at www.dell.co.uk/premierclub, or contact the UK Education Team on 01344 373 716. For more information about how your school can take advantage of this limited-time offer, visit: www.dell.co.uk/schools.

*Minimum spend applies, and offer is subject to T&Cs.


Dell is located at Dell House, The Blvd, Cain Rd, Bracknell, Berks, RG12 1LF
YST 2017 CONFERENCE

YST Awards Dinner - entries and nominations now open

Our prestigious awards will be presented this year, during a glittering evening at The Ricoh Arena on 28 February. It is an opportunity to celebrate and share inspiring stories of achievement. The categories are:

- YST Outstanding Primary School
- YST Outstanding Secondary School
- YST Outstanding SEND School
  - Member schools will need to demonstrate how they have inspired or led change
- YST Outstanding Innovation Partner
  - Partners will need to demonstrate how they have inspired or led innovative change
- Youth Sport Award Outstanding Achievement
  - The nominated young person must demonstrate how through YSA their leadership, wellbeing and achievement has developed
- Campbell CARE Award
  - Seeking nominations of a Headteacher Ambassador, who has inspired and led change
- Beckwith CARE Award
  - Seeking nominations for young volunteers in school sport aged 16-25 who can demonstrate at least two of the CARE (Creativity, Aspiration, Resilience and Empathy) traits

Closing date – Friday 10 February 2017

For full details on the awards process visit www.youthsporttrust.org/awards-dinner