

Creating positive relationships with physical activity for life





The stars are aligning





Funding



PE and Sport Premium

PE and Sport Premium funding
(year 3 confirmed on 30th April 2019)

£16,000 per year plus £10 per pupil
(17+ on roll)



How to use the PE and Sport premium

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

This means that you should use the premium to:

- develop or add to the PE and Sport activities that your school already offers.
- build **capacity and capability within the school** to ensure that improvements made now will benefit pupils joining the school in future years.

5 key indicators:

- The engagement of all pupils in regular physical activity - 30 minutes should be in school.
- The profile of PE and Sport is raised across the school as a tool for whole-school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and Sport.
- Broader experience of a range of Sports and activities offered to all pupils.
- Increased participation in competitive Sport.



National Curriculum



EYFS Framework

Communication and
language

Physical
development

Personal, social and
emotional
development



Key Stage 1

Pupils should develop **Fundamental Movement Skills**, become increasingly competent and confident and access a broad range of opportunities to extend their **agility, balance and coordination**, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **cooperative** physical activities, in a range of **increasingly challenging situations**.



Key Stage 2


Pupils should continue to apply and develop a **broader range of skills, learning how to use them in different ways** and to link them to make actions and sequences of movement. They should enjoy **communicating, collaborating and competing** with each other. They should develop an understanding of how to improve in different physical activities and sports and **learn how to evaluate and recognise their own success.**

The background of the entire page is a photograph of four children of diverse ethnicities huddled together, their arms raised and hands clasped in the center. They are all smiling and looking towards the camera. The image is tinted with a magenta/purple color. Overlaid on this image is the main text.

With **real PE** the
children need **learning**
specialists not Sport
specialists.



**Young children don't
need to be trained in
sports...**

A group of diverse young children are participating in a physical education class. They are wearing white t-shirts and dark shorts or pants. A female teacher in a blue polo shirt is on the left, smiling and gesturing. The children are in various active poses, some with arms raised. The background is a bright, slightly blurred indoor space with wooden floors and walls.

...they need to be
physically educated –
real PE.





Ofsted framework



Education inspection framework

Personal Development

Behaviours & Attitudes

Quality of education

Personal Development

‘The curriculum and the school’s wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.’



Behaviours & Attitudes

‘Pupils consistently have highly positive attitudes...’

‘They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.’





Quality of Education

Intent

‘Leaders adopt or construct a curriculum that is **ambitious** and designed to give all pupils...the **knowledge and cultural capital** they need to succeed in life.’

Implementation

‘Teachers create an environment that allows pupils to **focus on learning**. The teaching materials teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s **ambitious intentions** for the course of study and clearly **support the intent of a coherently planned curriculum**, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.’

Impact

‘Pupils develop detailed knowledge and **skills across the curriculum** and, as a result, achieve well.’



Quality of Education



Intent

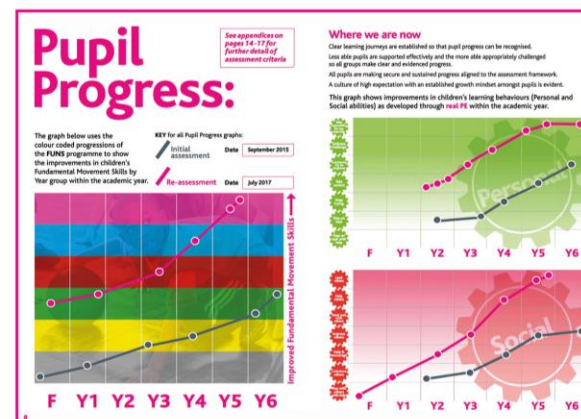
Implementation

Impact



Jasmine

Your **real** learning platform





*
**Creating
positive teaching
habits
to develop
positive learning
behaviours**

Teacher Planned



Shift Responsibility Consistent Practice



Learner Cultural/Habitual

Learning Nutrient	1 star	2 star	3 star	4 star	5 star
 Ambition	Positive routines Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	Positive learning environment Create a safe, stimulating and purposeful learning environment	Engaged learners Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	Motivated learners A desire to improve and succeed permeates every lesson	Ambitious learners No ceiling to learners' ambition and challenge is demanded
 Clear personalised outcome (shared and agreed)	Shared outcome State outcome near start of lesson/session	Defined outcomes Communicate outcomes in learners' language, with check for understanding	Tiered outcomes Learners choose from tiers or a spectrum of appropriate outcomes	Negotiated outcomes Learners/groups negotiate and agree next steps/learning goals with support	Personalised outcomes Learners proactively take responsibility for choosing and communicating their individual goals
 Success and failure (appropriate challenge)	Early success Ensure early success for all learners in each lesson/episode	Stretch and challenge Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	Accepting failure Each learner embraces progression through planned sequences of success and failure	Learning through failure With support, learners identify areas of strength and weakness and select appropriate interventions to progress	Embracing failure Learners proactively seek challenge and demonstrate a willingness to work on weaknesses
 Praise for positive behaviours	Whole group praise Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	Individual praise/feedback Give regular, specific praise for positive behaviours before suggesting improvements	Peer praise With support, learners take opportunities to give praise for identified learning behaviours	Peer feedback Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	Unprompted peer praise/feedback A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established
 Celebration and review of progress	Whole group review Lead whole group plenary at the end of each episode/lesson	Review through questioning Question and funnel answers following small group/partner review	Clear learner voice Learners use a broad range of review methods including non-verbal communication and/or voting with feet	Learner led review Peer led plenaries celebrate partner/group members' progress	Habitual review A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established
 Coach and support others	Observe and encourage Provide opportunities for learners to observe and encourage others	Demonstrate and discuss Enable learners to demonstrate/show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	Feedback sensitively Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	Collaborate and learn Learners share and learn from each other through planned, collaborative opportunities	Peer coach A culture of reciprocal peer coaching is an integral part of all lessons
 Control	Work safely Encourage learners to select safe space for work and to gather, select and safely return equipment	Single choice Provide at least one learner choice of direction and/or task from pre-planned menu	Supported choices Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions	Negotiated choices Learners regularly negotiate with teacher to agree direction and pace	Independent choices Learners take active responsibility, create own learning plans and adjust them independently or with support

Creating a new
ambition for
EVERY
child

real
legacy



real PE[®]

real
gym

real
play[®]

real
leaders

real
legacy

real gym

meaningful and relevant

engaging all

fun and challenging

confident teachers

real PE[®]

fully inclusive

evidenced progress

interactive Scheme of Work

redefining PE

delivering KS1 festivals

empowering all KS2

fundamental leadership skills

real leaders

changing behaviours

playing and learning together

developing habits

real legacy

- cultural change
- sustainable progress and impact
- whole school development
- outstanding learning

families engaging

real play

Inspired
- through
training

**real
legacy**

Confident
- through
support

Equipped
with
Jasmine

