



Re-thinking the Role of the PE Co-ordinator

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Session Outcomes



- To explore the potential scope of the PE Co-ordinator's role and its value within the school
- To know how to identify core priorities and develop a strategic approach

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The Changing Face of Physical Education



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The Scope of the SL Role



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Key responsibilities



- Advise on / oversee / monitor the **appropriate use** and the **impact** of the PE Premium funding within the school
- Oversee the **safe** delivery of a **high quality** Physical Education curriculum that meets **statutory requirements**
- Active 30 target – **every child** active for **at least 30 minutes** during **every school day**

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PE Premium – everything you need to know!

Auditing

To ensure a strategic spend



Accountability

Key indicators and what not to use it for



PE Premium

Sustainability

Think long term!



Evidencing the impact

Key data



Guidance to Inspectors on Evaluating the Funding



- Inspectors should consider the impact of the new primary school sport funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:
- the **increase in participation rates** in such activities as games, dance, gymnastics, swimming and athletics
- the **increase and success in competitive school sports**
- how much **more inclusive** the physical education curriculum has become
- the **growth in the range of provisional and alternative sporting activities**
- the **improvement in partnership work** on physical education with other schools and other local partners
- **links with other subjects** that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
- the **greater awareness amongst pupils** about the dangers of obesity, smoking and other such activities that undermine pupils' health

Best Practice



- Professional development – building capacity through high quality support
- Rigorous auditing – to support a strategic approach to identifying priorities and measuring impact
- Targeted provision – focus on **all** pupils, engaging the hard to reach
- Whole school approach - creating a culture and ethos within the school, supporting whole school priorities
- Partnerships and collaboration – working with others to enhance what can be offered
- Sustainability – working towards a long term plan

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Common Mistakes



- Using funding to pay for coaches or specialist teachers to provide PPA cover
- Using funding to pay for coaches or specialist teachers to teach during curriculum time (this can be done if teachers are observing as part of a programme to upskill them)
- Using funding to pay for swimming (Top-up swimming sessions can be funded)
- Lack of auditing - must be able to show strategic decision making
- Sustainability – if the funding was withdrawn tomorrow, would you be able to maintain provision?
- Ensuring high quality professional development

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Becoming a 'Leader' not a 'Doer'



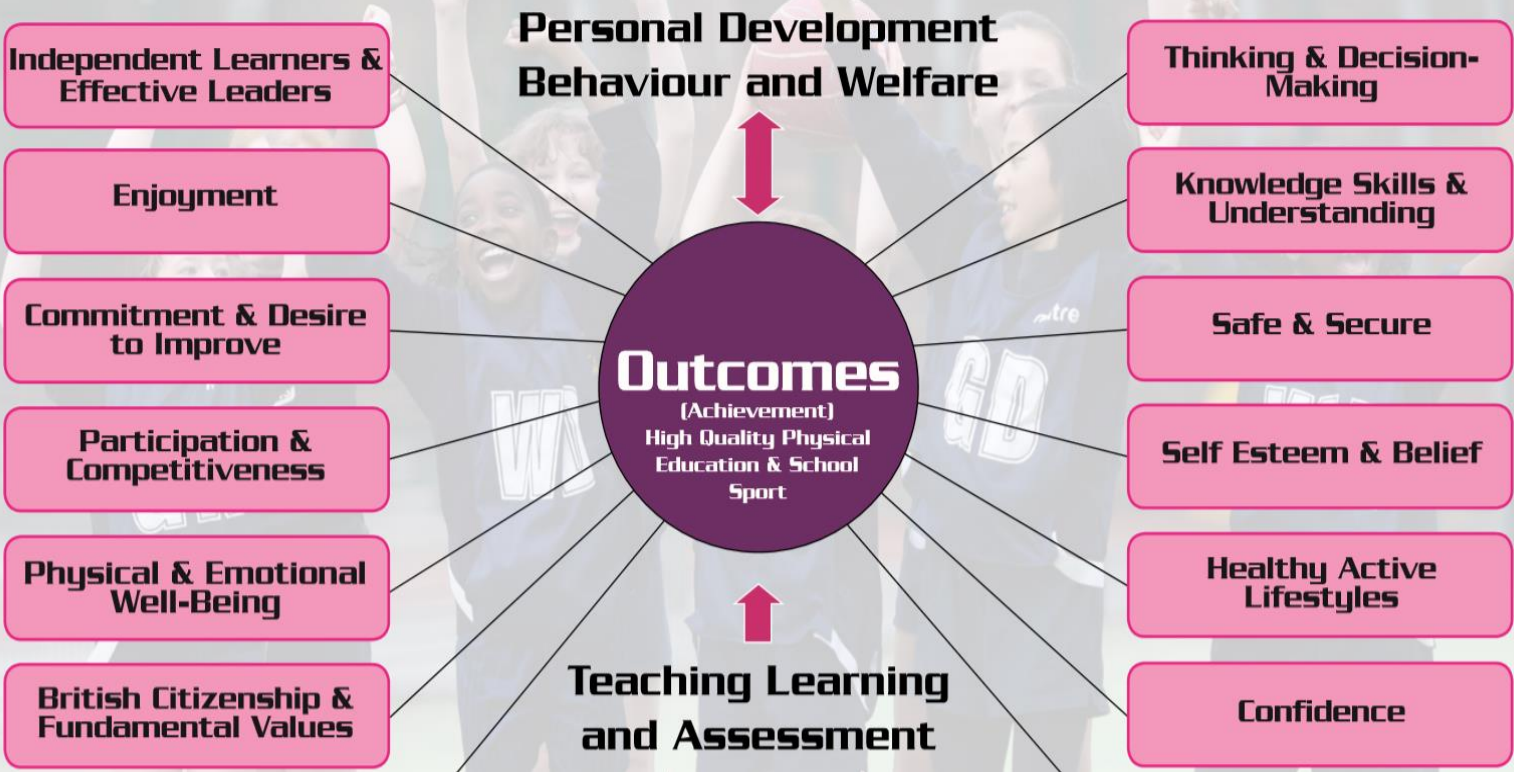
Three key elements

1. Vision
2. Strategy
3. Teamwork



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The Difference Physical Education & School Sport Make to the Development of Well-Balanced Responsible Individuals



understand

skills

Healthy, active lifestyle

enjoy

Show a desire to improve

confidence

Stamina, suppleness and strength

committed

Think about decisions

Creating your Vision (INTENT)



- What do we want our pupils to gain from their experience of PE at this school?
- What is important for **OUR** pupils?
- How is PE supporting our wider curriculum intent and the values and aims of the school?

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Developing a Strategy (Implementation)



- **Auditing**

Where are we now?

- **Planning**

What do we want to achieve?

- **Monitoring and evaluation**

How do we know that we are on track / that we are there?



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Key Processes for Auditing



- Records of participation in extra-curricular activities (termly if possible)
- Staff skills / CPD audit (annual)
- Lesson observation schedule (annual)
- Pupil audit (annual)
- Assessment data (termly)
- Swimming data using 3 key outcomes (termly)
- Records of participation in competition (inter and intra)
- Records of leadership opportunities
- Activities log

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Evidencing the impact of the Primary PE and Sport Premium

Website Reporting Template

Revised July 2020

Commissioned by



Department
for Education

Planning and Evidencing Impact



YOUTH
SPORTS
TRUST

Reporting on Swimming Outcomes



<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For <u>example</u> you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, <u>confidently</u> and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, <u>backstroke</u> and breaststroke]?</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for <u>swimming</u> but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

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Developing your Strategy



Academic Year: 2020/21	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:	
			%	
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has <u>changed?</u> :	Sustainability and suggested next steps:
		£		

KI2 The profile of PESSPA being raised across the school as a tool for whole school improvement

KI3 Increased confidence, knowledge and skills of all staff in teaching PE and sport

KI4 Broader experience of a range of sports and activities offered to all pupils

KI5 Increased participation in competitive sport

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Who Can Help?

- SLT
- Governors
- Office staff
- PE Monitors / School Council
- TAs
- Collaborations and MATs
- School Sports Partnerships
- Active Kent & Medway / YST / AfPE / NGBs

Building the Team



- Share your vision and rationale and involve everyone
- Know your Tiggers from your Eeyores
- Be solution-focused – remember; you have the money!
- Have a clear development plan with allocated responsibilities / accountabilities
- Challenge through support



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Ready to Lead PE



Five 90 minute twilight workshops over the academic year;

- Development planning
- Lesson observation
- Assessment
- Curriculum design
- Safe practice

Information and booking available through [cpdonline](#).

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