

SPORTING START

 Youth Sport Trust
sport changes lives

The sport and education
magazine for primary schools

May
2013

Special Edition: Government School Sport Announcement

Win a school visit from Denise Lewis!

Primary school sport funding



Renewed package of funding for PE and school sport for primary schools.



£150 million in each of the next two years to support the delivery of PE and sport in primary schools.



Ring fenced — **funds allocated directly** to primary schools across England.



Ensure PE and sport are at the **heart of school life** to raise achievement for all young people.



Dedicated resource to access expertise and support for teachers.



Funding will be allocated through a lump sum for each school and a per-pupil top-up mechanism. A typical primary school with **250 pupils** will receive around **£9,250** each year.



Ofsted priority when assessing the overall provision offered by schools.



OTHER MEASURES ANNOUNCED

RENEW → **Renewed funding** for the Young Ambassadors programme.

 **Reform** of initial primary PE teacher training.

 **Funding** for coaching and volunteering programmes and those designed to improve the delivery of sport for young people with a disability.

 **£1.5 million** from Sport England to enable County Sports Partnerships to support National Governing Bodies of Sport to provide specialist sports coaching in schools.

BEFORE MAKING INVESTMENT DECISIONS:

 Have an **understanding** of the impact of PE, physical activity and school sport on young people and whole school standards.

 Put **effective development plans** in place to improve provision and outcomes in and through PE, physical activity and school sport.

 **Appoint** a subject co-ordinator.

 **Implement a strategy** for improving teacher competence and confidence in PE.

 **Work in clusters** and pool resources to increase extra-curricular opportunities for all.

 Use external expertise **effectively** to build capacity in your own staff.

Youth Sport Trust Membership for primary schools

Be part of our national network.

Membership benefits include:

- expert guidance on supporting whole school change;
- priority access to Youth Sport Trust programmes;
- professional development and training opportunities; and
- discounted places for our conference and other Youth Sport Trust events.

www.youthsporttrust.org/full-primary

This is a new and exciting chapter for PE and school sport...and we're here to help.

Welcome

The Youth Sport Trust has been raising school standards through the improvement of physical education and school sport for the last 18 years. In this special edition of *Sporting Start*, we provide you with a clear and simple guide to the Government funding for PE and school sport, as well as some useful advice on how to best make use of this new investment package for primary schools.

It is, as you all know, imperative that a young person's appetite for an active lifestyle is enhanced as soon as possible, and the best way to influence this is by providing a high quality physical education experience in their first few years at school. We call it physical literacy: the basic movement skills of agility, balance and co-ordination. This is something that we should be aspiring to for our pupils.

So, the challenge is there for us all. Let us take a generation, inspired by the spectacular moments of the London 2012 Games, and make it an 'active generation.' Let's offer all young people the highest quality physical education while they are at school and get them moving...for life. Together we can achieve this.

This magazine offers excellent advice on how to create an 'active generation' and how to ensure that the new investment from Government has the biggest possible impact. I hope that you will join the Youth Sport Trust's Membership scheme, which will give you access to considerable benefits, including access to innovative new resources, training, programmes and athlete mentor visits.

This is an exciting new chapter for PE and school sport. Those involved in its delivery now have a tremendous opportunity to make a difference to the lives of all our young people. My organisation, the Youth Sport Trust, can help you to put in place a sustainable platform that provides high quality PE and school sport for the long term.



Sue Campbell

Baroness Sue Campbell CBE
Chair
Youth Sport Trust

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The Youth Sport Trust: sport changes lives

Our charity is passionate about helping all young people to achieve their full potential by delivering high quality physical education and sport.

We work to:

- give every child a **sporting start** in life through high quality PE and sport in primary schools.
- ensure all young people have a **sporting chance** by developing opportunities for those with special educational needs and disabilities.
- support all young people to achieve their **sporting best** in school and their personal best in life.

Find out more: www.youthsporttrust.org

FOREWORD FROM DENISE LEWIS OBE

As an ambassador for the Youth Sport Trust, but more importantly a mother of three young children, I am only too aware of the importance of PE and school sport provision in primary schools.

My own school sport experience laid a strong foundation that stays with me to this day. I was encouraged to be the best I could be, in sport and across all areas of my life. Whilst I didn't know until later in my life that I would try and take my sporting ability as far as possible, what I do recall is that foundation left an indelible mark on me.

So, this new funding from the Government should not be seen as a one-off investment. Rather, it is a way of ensuring that the teaching of PE is considered to be just as important as the teaching of all other subjects. In my opinion, a fully rounded education must include a great physical education.

I am lucky enough to visit a large number of primary schools up and down the country, and am well aware of the excellent work that is undertaken. However, I am also aware of the incredible potential of this new investment to do more.

The temptation will be, I appreciate, to use this new investment to buy in a short term fix such as specialist sports coaching. For some, this will complement an already excellent provision. But, for many, it shouldn't be the only solution.

By becoming a Member of the Youth Sport Trust, your school will receive dedicated support, advice and guidance on how to offer a rounded PE provision to all your students — whatever their age, interest or ability.

I would like to offer my personal support to you. On behalf of the Youth Sport Trust, if you become a Member of this committed organisation, I will visit three schools in the next academic year to support their PE and school sport efforts and I promise the lucky schools will have a day to remember.

Make sure you become a Youth Sport Trust Member. You will need to have signed up by the end of term to be in with a chance of winning a school visit from me as I will be conducting the prize draw for three schools soon after.



Denise Lewis OBE
Youth Sport Trust Ambassador



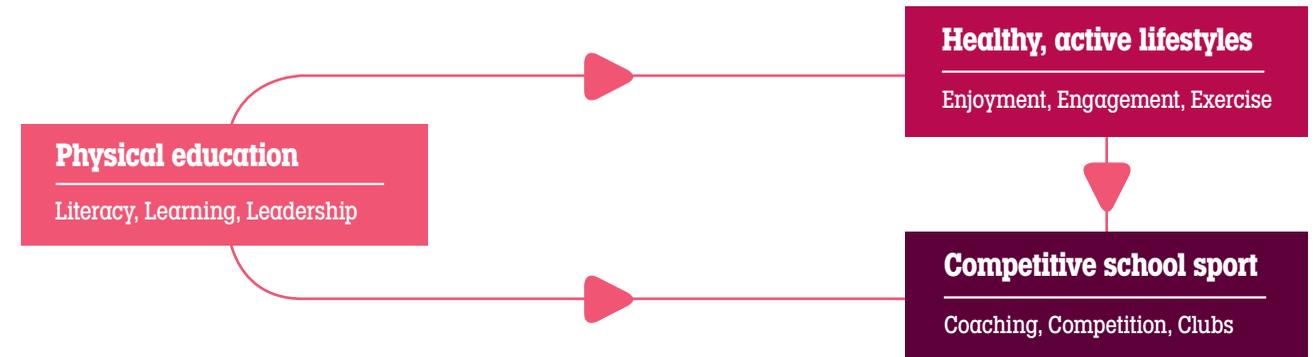
“A fully rounded education must include a great physical education.”

To win a visit from Denise, sign up for Primary Membership at:
www.youthsporttrust.org/full-primary



High quality PE should be universal entitlement of all pupils

This model shows the pathways PE should provide into activity which promotes the development of healthy and active lifestyles and more traditional competitive school sport. The use of key words defines the purpose and focus of each of these strands of activity and differentiates the intent of each.



Maximise your primary school sport funding

When deciding upon how to invest your primary school sport funding, we believe you should consider two important areas:

1. **The impact that a high quality physical education and school sport experience can make on young people's physical, social and cognitive development, their well-being and level of achievement.**
2. **The different experiences and provision which make up sport in your school.**

High quality physical education and school sport contributes to a range of outcomes for young people. Not only does it equip young people with physical literacy while supporting their physical development, movement skills and body confidence, but it also contributes to their physical, mental and emotional health and well-being.

For a large number of young people a high quality PE programme will develop their skills, competencies and confidence which directly provide enhanced access to learning. Sport can aid cognitive development but, in order to maximise the impact on a child's attainment and overall achievement, PE and sport needs to be a deliberate and explicit part of a child's educational journey. Without planned intervention only 10 per cent of children will transfer gains made through it into measurable school achievement outcomes.

The programme you offer should include high quality physical education as part of the curriculum; enough competitive school sport opportunities for those young people who want to take part as well as activities designed to meet the needs of your least-active young people.



Physical education

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring high quality physical education at primary school we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

A high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

Healthy, active lifestyles

Healthy behaviours in childhood and the teenage years set patterns for later life and, if acquired early, can have a dramatic impact on well-being. Nearly a quarter of all reception-aged children and one third of Year 6 pupils are overweight or obese¹ and it has been documented that inactivity causes nine per cent of premature mortality².

Identify children who are the least-active, who are overweight or who are at risk of obesity and design targeted physical activity interventions specifically for them. The focus needs to be on enjoyment, so engage these pupils by offering a breadth of appealing activities that include plenty of exercise and promote wider health and well-being messages in a young people-centred environment.

¹ National Child Measurement Programme, 2010
² A rate which is equal to the same number of deaths as tobacco. The Lancet, 2012.

Competitive school sport

All children enjoy being appropriately challenged and at a young age most are keen to explore what they are capable of. Competitive school sport for primary school children should be characterised by a focus on achieving one's 'personal best' rather than being 'the best'.

Engage primary children in personal challenges, allow them to practise and test their skills and personal competence, and small-sided games to encourage teamwork and a sense of how to play and succeed.

A good competitive school sport programme includes regular club participation opportunities where children can learn more about specific sports, receive age-appropriate coaching and practise their skills. Appropriate competition formats for primary aged pupils have been developed by every National Governing Body of Sport and can be found on the Sainsbury's School Games website (www.yourschoolgames.com).



Investing your primary school sport funding

We have developed the following guiding principles which we hope you will find helpful when deciding how to allocate your funding.

- Consider the overall PE and sport provision across the school with respect to all pupils.
- Identify how best to maximise the impact of PE, physical activity and competitive school sport on young people and school standards. This may include the targeting of specific pupils e.g. using PE and sport as a vehicle to develop numeracy and literacy.
- Embed the investment within the school development plan to ensure that there is a strategy for the development of teacher confidence and competence in PE and wider outcomes for young people.
- Build on the generic teaching skills of classroom teachers, giving professional development opportunities, and therefore further expertise, in how to develop physical literacy and the breadth of learning that comprises physical education.
- Identify a subject co-ordinator for PE and sport.
- Work collaboratively, or in clusters, to develop a creative and higher quality provision. This allows for a sustainable, long-term, local structure to be developed. If adopting this model, it is desirable to appoint a cluster co-ordinator.
- Develop physical literacy by focusing on your pupils' fundamental movements, then their generic sport skills and ultimately small-sided games.
- Use qualified and suitably trained coaches to improve the quality and range of school sport offered. By working alongside classroom teachers, coaches can build confidence and competence in your workforce.
- National Governing Bodies of Sport, sports professionals and coaches create solid links with local community sports clubs, enriching the physical education curriculum (but not replacing it).

Decisions on how the funding is used must be made by school leaders; however local advice and guidance can be sought from the Youth Sport Trust, County Sports Partnership Network or a local school sport partnership where one exists.

FIND OUT MORE —
www.youthsporttrust.org/primary-funding



Case study: Active for success

Foxdell Junior School

wanted to engage a target group of 13 disaffected Year 6 boys in the core subjects of English, maths and science. Previous assessment results showed that the boys were achieving below their target level in these subjects. The challenge was to raise the boys' attainment by at least one National Curriculum level within a four month period.

The school implemented a number of strategies:

The target group attended a six-week course at Luton Town FC, where they took part in multi-skills coaching sessions and were supported in English and maths by professional footballers.

- The school held PE curriculum days; these were cross-curricular and focused on maths and English.
- Sports-related reading material and statistics were used to motivate pupils in maths and English.

- Opportunities for creative play time were increased through the purchase of equipment and apparatus to develop motor, thinking, and team building skills.

The Key Stage 2 results showed:

- **77 per cent** of the target group having progressed at least two levels in maths and English, and **100 per cent** of the target group in science.
- Pupils achieving Level 4 or above in English (**69 per cent**), maths (**77 per cent**) and science (**100 per cent**).
- Attendance of the target group improved significantly to **96.3 per cent** for the spring term.

The results of the target group impacted on whole school attainment and enabled the school to meet its targets. The pupils have more energy to commit to learning and play a more active part in their physical and academic development.

More case studies and resources are available in the Members' area of our website. Sign in to access our resource library: www.youthsporttrust.org/membership

JOIN OUR PRIMARY MEMBERSHIP



Become part of the national primary school network committed to changing the lives of young people in, and through, PE and sport.

Primary Membership

We believe that by working together, schools can maximise the opportunities for young people in PE and sport. Our Primary Membership packages are designed to effectively support, and add value to, local arrangements.

Our Membership is focused on supporting schools to achieve the priorities that **are listed on fold out on the inside cover of this magazine**. Your Membership will provide you with access to the latest national information, resources, training and events that will transform your PE and sport provision and impact on pupil achievement. It also allows schools to contribute strategically to national policy and be involved in the development of national programmes.

Youth Sport Trust Membership supports you to:

- raise standards of achievement across your school;
- improve the quality of teaching and learning in PE;
- enhance leadership of PE in schools and across clusters of schools;
- promote effective sport and healthy active lifestyle development;
- benchmark your provision and outcomes nationally in PE, physical activity and school sport; and
- share practice and learn from the best schools nationally, and internationally.

Work as a cluster for additional benefits

Join our Membership as a cluster of schools and receive additional discounts and free, newly developed national training for your nominated cluster co-ordinator. We can also personalise your cluster's package with additional support and development opportunities as requested.

Join as a cluster of 10 schools and each school only pays **£270** for the standard package as detailed on the next page. Larger clusters receive larger discounts. Please contact our Membership team to develop your package. Individual standard school membership is **£300**.

Please email membership@youthsporttrust.org to register, for more details or to discuss your needs.

“The Youth Sport Trust aims to support all primary schools to make high quality PE and sport sustainable to the benefit of all young people.”

Baroness Sue Campbell CBE
Chair, Youth Sport Trust

Primary Membership

1	Communication and updates	— Benefit from our national insight on PE, sport, health and education policy matters as well as development opportunities from our funding partners.
2	Resources and tools	— Access our exclusive Membership website which includes a wealth of guidance, case studies and resources. — Receive a free copy of our new resource entitled, 'Improving literacy and numeracy through PE and sport'.
3	Youth Sport Trust Quality Mark	— Our nationally validated Quality Mark allows schools to self-review and identify priority areas for development. It covers provision and outcomes in: — physical education; — school sport (linked to the Sainsbury's School Games Kitemark); and — impact of PE and sport on whole school standards.
4	CPD and training	— Access to free nationally recognised annual training to improve teacher confidence and competence in: — Key Stage 1 PE — Key Stage 2 PE — Inclusive PE — Subject co-ordination — Access to one 'Coaching in Schools' online support module and discounted access to other modules. — You may also be given the opportunity to present at our events and conferences.
5	Cluster support	— Each cluster co-ordinator will also receive: — Access to further free training, updates and support. — A copy of our new resource entitled, 'Improving health outcomes through physical activity and sport'.
6	Conferences and events	— Every school has discounted access to our annual conference — an inspiring must-attend for those working, or interested, in PE and sport. — Headteachers have access to exclusive school leader events, allowing the opportunity to contribute to national debate and to network with headteacher peers. — We organise ad hoc events on issues as they emerge. In 2012/13, we hosted a number of National Curriculum Review workshops.
7	Research and innovation opportunities	— Participate in research or help us develop new projects, programmes and products.
8	Offers and discounts	— Discounts on athlete visits to all Member schools. — Receive 10 per cent off resources and products purchased through Youth Sport Direct (www.youthsportdirect.org). — The Youth Sport Trust Business Honours Club (BHC) is our way of working with businesses and provides schools with suitable and trusted suppliers for PE and school sport procurement. All members of the BHC have undergone a rigorous process to ensure they offer high quality products and ways of working. Discounts and other offers from BHC suppliers will be available throughout the year to all Member schools.

Effective deployment of coaches in schools

Qualified and suitably trained coaches can make a valuable contribution to improving the quality and range of school sport offered at your school.

Although we do not advocate coaches delivering National Curriculum PE independently (as physical education is fundamentally different to coaching and the techniques and tactics of sport), we do however, support suitably experienced coaches working alongside classroom teachers. This builds upon teachers' confidence and competence and allows for improvements to be embedded within your school for the future.

There are many benefits to using coaches within the school environment, especially coaches who are part of the local sporting community, particularly local community sports clubs. National Governing Bodies of Sport, sports professionals and coaches can, and do, make a significant contribution to school sport which should extend and enrich your physical education curriculum...but not replace it!

Is your coach qualified?

For a coach to be a lead coach or an independent deliverer it is expected that they meet the following minimum standards:

- are over 18 years of age;
- hold a valid UKCC Level 2 coaching qualification (including safeguarding and protecting children training);
- have appropriate insurance; and
- have undertaken appropriate welfare safety checks (enhanced CRB or DBS checks).

Are they experienced in the school environment?

Due to the nature of the school environment, the necessary skillset and experience of coaches that work alongside teaching staff to support the curriculum is very different to those who run single sport extra-curricular clubs.

- Has the coach undertaken additional training that may specifically assist them working in a school environment?
- Is the coach right for your school's requirements? Consider if they are contracted to deliver curriculum support, school clubs or a specific sport.
- Do you have character references? At least one should be from a local sports association or governing body.
- Does the coach have the specific expertise you require? Consider if they are working with children with special educational needs and disabilities or specific age or gender groups.
- Is the coach aware of school policy and practice?
- Have you clearly established the role and responsibility of the coach?

Guidance on the effective use of individual and agency coaches in physical education and sport

The Association for Physical Education (afPE) has produced concise guidance for headteachers and other leadership staff responsible for deploying visiting support staff* within physical education and sport. This guidance is available on the afPE website.

Employers (local authorities, governors or trustees) have a legal duty under the requirements of Section 3 of the Health and Safety at Work Act 1974 to ensure that, so far as is reasonably practicable, pupils are not exposed to risks to their health and safety. One aspect of this duty is to ensure that the adults teaching the pupils are competent to fulfil the demands of the tasks to which they are deployed. The headteacher, as manager of the school, technically deploys all staff and as such carries a legal responsibility for ensuring all adults teaching the pupils have the necessary skills to fulfil the demands of the tasks to which they are deployed.

For more information on afPE membership visit: <http://bit.ly/afPEmembership>

FIND OUT MORE —
www.afpe.org.uk

Safe Practice in Physical Education and Sport, 2012 (afPE/Coachwise Ltd).

* Support staff refers to all adults without qualified teacher status who contribute to the teaching of pupils in schools. This term includes regular staff on the school roll as well as visiting staff, whether occasional or regular contributors. In physical education and sport this includes coaches employed directly or indirectly on short term arrangements.



Free coaching resources for Youth Sport Trust Primary Member Schools

We have developed an innovative online learning programme to provide support and to promote best practice for coaches working in schools.

The Coaching in Schools programme, comprising four modules, gives access to videos, commentaries, guides, action planning, self-reflection and good practice downloads. It is also suitable for teachers and other adults who support the delivery of physical education and school sport.

All Youth Sport Trust Member Schools will receive a free access code for a single module. Member schools will also receive an additional 10 per cent off purchases of further modules. The programme will also be available for purchase at the end of the summer from Youth Sport Direct (www.youthsportdirect.org).

“The Coaching in Schools online learning modules provide a comprehensive professional development programme that supports coaches to develop their knowledge, understanding, skills and attitudes.”

David Barnett, Headteacher
Chudleigh Church of England
Community Primary School

Module	
1	<p>Working within the school sport environment</p> <p>Coaches will:</p> <ul style="list-style-type: none"> — understand what they need to know, and do, in order to work effectively in a school sport environment; — identify their role within the school sport setting; and — build opportunities to support their professional development, and that of others, through peer review and reflection.
2	<p>Working with children and young people in PE and school sport</p> <p>Coaches will:</p> <ul style="list-style-type: none"> — know how the National Curriculum for PE Key Stages and extra-curricular programmes are organised; — be able to support delivery, learning and progression; and — be able to take positive steps to encourage participation by all children and young people.
3	<p>Supporting PE and the school curriculum</p> <p>Coaches will:</p> <ul style="list-style-type: none"> — recognise the difference between teaching and coaching; — recognise and apply the principles of high quality physical education in their own practice; — recognise and integrate the concepts and language associated with the Key Stage within which they work; and — understand requirements in order to support teachers in the planning, delivery and evaluation of physical education lessons.
4	<p>Effective Coaching in Schools</p> <p>Coaches will:</p> <ul style="list-style-type: none"> — be able to set up and recruit children and young people to extra-curricular programmes of activities, sport and support; — understand the necessary processes of working with teaching staff and other adults to plan for, and manage, the extra-curricular programme; and — be able to support students to access player pathways and provide links to community clubs.



What is Bupa Start to Move?

Bupa *Start to Move* provides free professional development, starting with a day of training, delivered by experienced national trainers. Teachers are then supported to review their practice with local education specialists and have access to a bespoke website packed with additional free support. The website includes video clips that demonstrate how children have adapted basic movement skills and developed these into more complex activities.

Putting training into practice

Jo Colin, Head of PE Strategy at the Youth Sport Trust, spoke to a primary school teacher who had attended a Bupa *Start to Move* training course to find out how they were putting Key Stage 1 training into practice. Bupa *Start to Move* aims to provide teachers with the tools to support their teaching of PE to 5–7 year olds, helping children to become — and to stay — active.

I spoke with a teacher who was new to teaching and although she had lots of ideas about how she wanted to teach PE, she was nervous about changing what was already in place in the school.

Since attending the training, it was fantastic to see, and hear, how her confidence had grown; she is developing her own plans and adapting existing schemes of work to introduce the Bupa *Start to Move* principles at her school. All areas now revolve around the needs of the children, rather than strictly following lesson plans.

Modifying the curriculum

The teacher worked with her headteacher, who had agreed that the curriculum should be modified to focus on developing movement competence and basic movement principles rather than focusing on sport specific activities. This is one of the most important steps you can take when embedding the Bupa *Start to Move* principles into your teaching.

This teacher now has a greater understanding of how her children learn to move and how she can support them to improve their movement competence in a range of contexts. This has resulted in the physical education curriculum at the school being adapted to offer lessons which are more appropriate for the stages of pupil development — where pupils have the opportunity to develop movement skills — rather than an activity or sport specific scheme.

Increased confidence

One of the key objectives of the Bupa *Start to Move* programme is to improve the confidence and competence of primary school teachers in teaching Key Stage 1 PE.

The progress of this teacher demonstrates the direct and immediate impact that the training can have in schools. She was brimming with confidence; explaining that she feels that her teaching has markedly improved, and that she has a clearer understanding of what she is trying to achieve in each lesson and by the end of each term.

Working with a trainer and hearing them present new developmental approaches made the teacher feel confident in moving away from the traditional methods of teaching PE that she was introduced to during her teacher training. For this teacher, knowing that the principles covered during the Bupa *Start to Move* training were part of a national programme based on research and expert input gave her further reassurance that they were appropriate and manageable for her to easily use in her own school.

The teacher found the approach to be most flexible and was easily able to tailor her learnings from the course to suit her needs, her school's needs and most importantly, her pupils' needs. This is crucial as children's early PE experiences are pivotal in not only their development of basic movement skills but also forming their attitudes to physical activity. The Bupa *Start to Move* training programme helps teachers to inspire children to get active and improve their long-term health and well-being.

Bupa *Start to Move* courses are held locally and delivered by expert national trainers.

Visit www.starttomovezone.com to search for a course near you.

FIND OUT MORE —
info@starttomovezone.com



Take part in our national programmes

The Youth Sport Trust is proud to be the delivery partner for a number of national programmes and initiatives that improve the provision of PE and school sport.

Sainsbury's School Games

This national competition programme provides a clear, inclusive pathway for young people to take part in competitive school sport. We have been commissioned by Sport England with National Lottery investment to deliver the Sainsbury's School Games on behalf of the Government.



FIND OUT MORE — www.yourschoolgames.com

Change4Life Sports Clubs

Inspired by the London 2012 Olympic and Paralympic Games and targeting the least-active young people this programme uses sport as a vehicle to promoting physical activity, health and well-being. We are responsible to the Department of Health for the delivery of the national Change4Life Sports Clubs programme.

FIND OUT MORE — <http://bit.ly/C4LSC>



School Sport Coaching Programme

Funded by Sport England, we lead the delivery of the School Sport Coaching Programme — designed to support young people's sport participation as they transition from Key Stage 2 to Key Stage 3 — which is focussed on improving the quality and quantity of coaches working in school sport. We also deliver a range of programmes which develop leadership and citizenship through school sport.

FIND OUT MORE — www.youthsporttrust.org/programmes

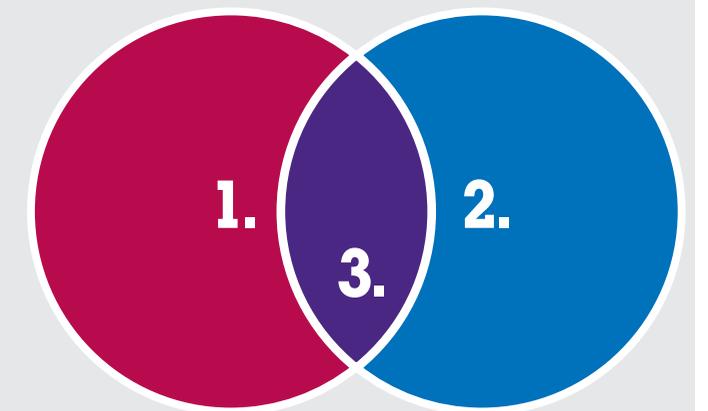


See page 15 for case study on Bupa *Start to Move* and page 18 for more information on Matalan *TOP Sport*.



Working together: the Youth Sport Trust and County Sports Partnership Network

The Youth Sport Trust is delighted to be working closely with the County Sports Partnership Network (www.cspnetwork.org) which, as part of the primary school sport funding announcement, has been commissioned by Sport England to help primary schools work with local sports coaches, clubs and sports governing bodies.



1. Youth Sport Trust

- PE curriculum and lead teachers**
 - Key Stage 1: Bupa *Start to Move*
 - Key Stage 2: Matalan *TOP Sport*
 - Key Stage 1 and 2: Sainsbury's Inclusive PE Training
- Whole school interventions**
 - Sky Sport Living for Sport
- Key Stage 2-3 transitions**
- Competitive school sport and gifted and talented**
 - Sainsbury's School Games
 - School Games Organiser support
- Healthy, active lifestyles**
 - Change4Life Sports Clubs
- Connectivity and alignment with education landscape locally**

2. County Sports Partnership Network

- Link primary schools with local sports coaches, clubs and sports governing bodies**
- Sainsbury's School Games Festivals
- Organise/co-ordinate coach education
- Volunteering recruitment and signposting**
 - Sportmakers
- Connectivity and alignment with local sporting landscape**

3. Collaboration

- Positioning the National Governing Body of Sport formats in school sport**
 - Focus on Year 5 and 6
- CPD for coaches working in schools
- School-club partnerships
- Local Organising Committees
 - Sainsbury's School Games
- Talent pathways
- Strategic planning of youth sport

Extend children's learning through high quality PE

Matalan TOP Sport provides primary school teachers with access to free training and resources so they have the knowledge and confidence to deliver high quality curriculum physical education lessons — that are positive, challenging and enjoyable — to Key Stage 2 pupils.

Matalan TOP Sport is in line with current PE thinking and stances. It works by developing young people's physical and social skills, improving their wider learning skills (such as confidence and managing emotions) and increasing pupils' understanding of health and well-being.

The training takes the form of a six-hour workshop, delivered by Youth Sport Trust national trainers or by local tutors. It encourages the use of higher order questions to support and extend children's learning and a familiarisation of the resources, to demonstrate how children's cognitive, creative, social and personal skills can be developed through physical activities.

FIND A COURSES AT —
www.youthsporttrust.org/top-sport

“This was a fantastic, hands-on course — it was clear and easy to follow. The resources are brilliant and easy to use which will help less able teaching staff.”

Course participant
Matalan TOP Sport



working in partnership with
Youth Sport Trust



Case study: James Watt Primary School

Teachers from James Watt Primary School attended Matalan TOP Sport training and use the resource cards to support their PE provision. The cards, and associated resources, are now used extensively across the PE curriculum and also support the school's young leader programme.

A Year 5 physical education lesson, taught by the school's PE specialist, consists of a 40-minute games session to demonstrate the typical use of the Matalan TOP Sport games cards. The Year 5 pupils in attendance were all keen and enthusiastic about taking on a young leader role and working with the younger children for this session.

Using the Matalan TOP Sport games cards the session focused on 'striking and fielding'. The young leaders were asked to use the cards (with which they were familiar) to structure the lesson with a warm-up and two activities (bowling and

cricket games) and the younger children participated took part in the class as part of their usual PE provision.

There were a number of observations particularly in the context of leadership and co-operation.

- The children responded very well to the young leaders; co-operating and communicating freely.
- The young leaders were very impressive in their independence, willingness to undertake leadership roles, and attempts to co-operate by interpreting the cards collectively.
- The teacher supervised (at a distance). She observed and asked questions of the young leaders or group to stress potential adaptations; rotated the young leader roles; and made some 'skills-based' comments. She also reinforced decision making in relation to the game activity.

Overall the Matalan TOP Sport resource cards were making a significant contribution to physical education practice in the school. The teacher, like many others who have attended the training course, has a keen appreciation of how the training can be applied and the resources utilised to create further links to the curriculum, as well as developing young 'well-rounded' people and young leaders in Years 5 and 6.

“We can look at the cards to help us make it [the activity] harder or easier.”

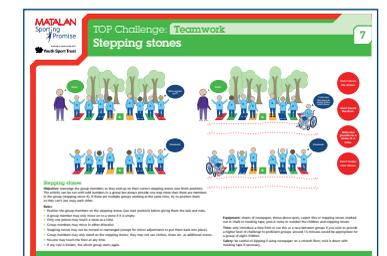
Pupil
James Watt Primary School



Free Resources

The Matalan TOP Sport (Key Stage 2) resource pack includes:

- A sample pack of games, dance, gymnastics, challenge and athletics resource cards. Progressive activities are listed on one side and a selection of questions, designed to assist teachers in expanding the scope of the activities into the wider learning and development environment, on the other.
- A set of 15 posters.
- Access to a games and gymnastics DVD.
- A school banner and attendance certificate.
- Access to all resources electron





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*Terms and conditions apply.

The Youth Sport Trust: sport changes lives

Our charity is passionate about helping all young people to achieve their full potential by delivering high quality physical education and sport.



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