



Bournemouth and Poole

Physical Education, Sport and Physical Activity Strategy for Children & Young People

April 2010 - March 2013



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1. Purpose of this Strategy

The purpose of launching the second joint Bournemouth and Poole Physical Education, Sport and Physical Activity (PESPA) Strategy is to provide a strategic approach to the delivery of the 'five hour offer' and increase children and young people's participation in physically active positive activities. The overarching principle of the strategy is effective collaboration and partnership working across children and young people's (C&YP) services including consultation with C&YP which will support the development of an increase in the uptake, range and scope of opportunities.

Introduction

This strategy is a working document that sets out the shared priorities for children and young people aged 3-18 years old. Physical Education, Sport and Physical activity are important so that children can;

'Enjoy healthy, active and fulfilling lives; learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long term wellbeing and contributes to children's mental, social, emotional, economic and physical development. It is central to their development as confident individuals.'

<http://curriculum.qcda.gov.uk/new-primary-curriculum> (understanding physical development health and wellbeing.)

Both boroughs recognise the important contribution that physical education, sport and physical activity (PESPA) make to improving outcomes for children and young people;

- **Being Healthy** – physical activity reduces the risk of ill health, can help to promote healthy weight and contributes to maintaining a healthy lifestyle
- **Staying Safe** – physical activity/sport can promote community cohesion and decrease the likelihood of young people being involved in crime, anti-social behaviour, bullying or discrimination
- **Enjoying and achieving** – Physical Education/Sport/Physical Activity assists young people to learn and attain educational standards, contributes to their personal and social development and to their enjoyment of leisure time.
- **Making a positive contribution** – Physical Education/Sport/Physical Activity engages young people in the community, develops their self confidence, interpersonal and communication skills and encourages positive behaviour and relationships.
- **Achieving economic well being** – sports and leisure provide routes to employment and training opportunities in one of the country's largest industries. They also provide skills and training that prepares young people for a variety of career/employment options.

This document aims to support colleagues in their advocacy of physical education and the important part it has to play in the development of young people into the citizens of tomorrow. It will also assist the School Sports Partnerships (SSPs) in their own development and sustainability planning for the future.

2. Context – national picture

2.1 Public Service Agreement

Building on significant investment since 2002, the government has demonstrated its continued commitment to PE and Sport by working together to deliver Public Service Agreement (PSA22), indicator five, which is to:

'Deliver a successful Olympic Games and Paralympics Games with sustainable legacy and get more children and young people taking part in high quality PE and sport'. The PE and Sport Strategy for Young People (PESSYP) sets out how young people will access up to five hours of PE and sport...In addition to at least 2 hours per week of high quality PE and sport in school for all 5-16 yr olds, all children and young people 5-19 will be offered opportunities to participate in a further 3 hours a week of sporting activities provided through schools, FE colleges, clubs and community providers.'

This will create a sustainable legacy both in terms of future elite success and grassroots sport.

The unprecedented level of resources and funding that has been made available by central government, highlights the need for a strategic approach in order to reap the benefits of this investment and reach the ambitious targets that the Physical Education and Sport Strategy for Young People (PESSYP) 2008 has set.

2.2 National Indicator targets

This strategy will contribute to the following National Indicator targets;

- NI 57- 'percentage of 5-16 year olds participating in at least 2 hours per week of high Quality PE and sport at school and the percentage of 5-19 yr olds, participating in at least 3 further hours per week of sporting opportunities.'
- PSA 12 – 'Improve the health and wellbeing of children and young people.'
- NI 55/56 - 'Obesity among reception and primary age children in Y6.'
- NI 50 - 'Emotional health and wellbeing-children and young people.'
- PSA 14 – 'Increase the number of children and young people on the path to success.'
- NI 110 - 'more positive participation in positive activities.'

2.3 Ofsted report on PE

Commenting on national trends, the 2005/2008 Ofsted report on PE noted that:

- 'The PESSCL/PESSYP strategy is having a major impact on all aspects of provision for PE, particularly in primary schools. The strategy's various strands have widened participation in after-school and community clubs' sports activities, improved leadership of the subject in primary schools, increased opportunities for professional development and encouraged collaboration.'
- 'PE has contributed effectively to the five Every Child Matters outcomes, particularly 'being healthy', 'enjoying and achieving', and 'making a positive contribution. However, despite the improvements in PE, it has yet to have sufficient impact on tackling the health issues of childhood obesity'. Ofsted recommended in this report that 'funding should be continued for PESSYP up to and beyond 2012 to ensure that schools have the capacity to sustain and build on the improvements they have introduced.'

2.4 Secondary Curriculum

The new secondary curriculum for schools was launched in Sept 2009 and the new primary curriculum based on 'The Rose Review' was sent out to schools in March 2010 ready for implementing in Sept 2011 although due to a change in government there may be changes before then. One of the proposed six areas of learning is, 'Understanding physical development, health and well being'. Dance is also included in 'Understanding the Arts'

2.5 NICE guidance

The NICE guidance on 'Promoting physical activity for children and young people (PH17)' will also inform future development in the action plan. This document advises co-ordination of local strategy.

2.6 'A Place for Culture'

In March 2010 'A Place for Culture; Developing a local culture offer for all children and young people' states:

'Our aim is to improve the quality of life for all through cultural and sporting activities, support the pursuit of excellence, and champion the tourism, creative and leisure industries.' DCMS

3. Context – local picture

This joint Bournemouth and Poole strategy builds on previous successful strategies and links with the 'Arts and Learning Strategy'. This strategy supports the children and young people plans in both boroughs.

3.1 School Sport Partnerships (SSPs)

The government funded SSPs (School Sport Partnerships) have been in place for several years and are currently funded until 2011. The partnerships have been collecting the annual participation data which is then published nationally. The local data tells us that currently 90%/93% of children in Bournemouth and Poole access a minimum of 2 hours PE per week and 56% an additional hour on school sites. The impact of the SSPs on PESPA has been considerable particularly with regard to increased participation and curriculum time allocation. All schools in Bournemouth are part of the Portchester Sports College SSP and all the schools in Poole are part of the Rossmore (to become St Aldhelm's Academy) SSP.

3.2 Sports Colleges

There are currently two sports colleges, Portchester in Bournemouth and Rossmore in Poole. Rossmore will become St Aldhelm's Academy from September 2010. The new academy will have sports as their specialist area and therefore are key partners.

3.3 Healthy Schools

Healthy Schools Physical Activity guidance includes such elements as the two hours high quality PE and the working partnership with the SSP. All schools working on the South West Healthy Schools Plus programme will focus on encouraging healthy weight and this may include promoting increased physical activity. Through Healthy Schools Physical Activity theme schools address criteria including two hours of high quality PE and working in partnership with the SSP. Additionally, schools working within South West Healthy Schools plus or Healthy Schools Enhancement Model focus on healthy weight as a priority. Therefore actions may include the promotion of physical activity.

3.4 Extended services

Extended services have been signposting C&YP to activities out of school hours and from April 2010 families have access to the 'Economic Disadvantaged Subsidy'.

3.5 Youth Services

Youth Services are monitoring and developing how much time YP participate in positive activities.

3.6 NHS Bournemouth and Poole

NHS Bournemouth and Poole are leading a strategy for tackling healthy weight issues.

This strategy will set out how the Children's Services PESPA Strategic Group can work together effectively as a combined and joined up workforce.

3.7 Poole Leisure Services

Poole Leisure Services are reviewing their strategy and it is planned that this document will be linked into their plan. Bournemouth Leisure Services have been incorporated into BH Live (Bournemouth Trust).

4. Vision, mission, principles and key objectives

4.1 Vision

'That all children and young people have access to and enjoy high quality PE, sport and physical activity within school and community.'

4.2 Our Mission

Children's Services PESPA strategic group and their partners will work together to promote and encourage all children and young people to access high quality PE, sport and physical activity and as a result they select and enjoy a healthy lifestyle and are physically competent to be able to achieve their full potential.

4.3 Principles

1. Listen to children and young people
2. Collaborative working in partnership
3. Eliminate duplication and inefficiency
4. Decisions are based on evidence of local need and national guidance.
5. Good communication and clear shared information

4.4 Key Objectives

Objective 1 - Developing people

Children's Services PESPA strategic group and their partners will work together to;

- Increase children and young people's participation in PE, Sport, PA and volunteering
- Develop children's fundamentals so that they are 'physically literate' and have the skills to access activities and develop healthy behaviour.
- Develop a first class workforce to support a world class curriculum and extended services opportunities.
- Develop pathways for C&YP including those who are gifted and talented
- Develop a range of Olympic themed projects and events.

Objective 2 - Developing places

Children's Services PESPA strategic group will work together to:

- Ensure that BSF and the Primary Capital Programme provide facilities that support the new curriculum.
- Increase awareness of and access to appropriate leisure facilities and community clubs

Objective 3 - Joining up Services to work collaboratively

Children's Services PESPA strategic group will work together to:

- Identify and target areas of need
- Develop good communication and partnership approaches across Children's Services

<p>Develop children's fundamentals so that they are 'physically literate' and have the skills to access activities and develop healthier behaviour</p>	<p>increase numbers walking/cycling to school.</p> <ul style="list-style-type: none"> • Encourage breakfast clubs to include organised PA • Joined up support packages where PA is supported alongside emotional health and well being and healthy eating. This may include Youth Sport Trust 'Active Lifestyles Project' and other resources. • Ensure that children with a disability who attend mainstream schools have access to out of hours opportunities and clubs. (support 'Aim High' programme). • Ensure that children with a disability who attend mainstream schools can fully access the PE curriculum (link to CPD) • Children of all ages are given opportunities to lead and organise activities themselves. <p>Work with Early Years Professionals, Healthy Schools, SSPs, schools, lead PE Adviser and CSP to;</p> <ul style="list-style-type: none"> • Offer a range of CPD opportunities to develop practitioners' knowledge and understanding of how to support children's development of fundamentals e.g. Leap into Life, Busy Feet, Active Play & Fundamentals of movement. This will 	<p>Active Lifestyles project funding and resources from Youth Sports Trust</p> <p>PE Adviser</p> <p>Early Years Consultants/Advisers</p> <p>Time and events to be determined. Physical development is a current focus for Poole EY The Bournemouth team are</p>	<p>curriculum opportunity for C&YP to take the lead/initiative re organising activity/events.</p> <ol style="list-style-type: none"> 3. Schools own data to show increase in participation 4. Evidence of listening to C&YP and supporting them in a joined up way so that they can make healthy lifestyle choices 5. Examples of good innovative progressive curriculum planning, informed teaching & learning (AFL) <p>NI 57, NI 110, NI 55,56 Information for the above indicators are collected via surveys and audits</p> <p>Benchmark needed re the % of schools with links to clubs. Increase the % of schools who have links to clubs Benchmark needed re the number of disabled C&YP who access clubs</p> <p>Baseline needed here. Increase the number of schools and early years settings that have embedded the development of fundamentals in the curriculum plans. Fundamentals- (A,B,C's) i.e. agility, balance and co-ordination.</p> <p>Evidence of outcomes through case studies which demonstrate;</p> <ol style="list-style-type: none"> 1. Children's progression of core motor skills i.e. balance, agility and co-ordination 2. Examples of good curriculum innovation and development 3. Examples of impact of CPD 	
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<p>Develop a first class workforce to support the new curriculum and extended services opportunities</p>	<p>include a variety of resources to take away.</p> <p>Swimming Work with SLM/SSPs, leisure, BH Live, schools, lead PE Adviser to reduce the number of Y6 children who cannot swim by;</p> <ul style="list-style-type: none"> • targeting Top Up swim grant and signposting children to swim programmes • Support and Quality Assure the curriculum lessons with sample observations and feedback. • (CPD provision-see CPD plan) <p>Work with Healthy Schools, SSPs, Earl Years advisers, 14-19 team, extended services, LDA/lead PE Adviser, schools to;</p> <ul style="list-style-type: none"> • develop a three year CPD plan written to meet evidence of need • Clear curriculum entitlement framework, foundation to Y11 as a six stage model which supports new curriculum areas of learning. • Support the 14-19 team with rolling out the Sport & Leisure Diploma 	<p>resourced to develop their 'Silver HEY' programme.</p> <p>PE Adviser PDMs SLM co-ordinator Time and events to be determined. Top Up Swim grant from YST, final year 2010-11</p> <p>PE Adviser (Local Delivery Agency Manager)</p> <p>Time and resources for this are currently supplied from a Youth Sports Grant. Time and resources to be confirmed.</p>	<ol style="list-style-type: none"> 4. Examples of children's feelings about PA 5. Increased confidence of practitioners <p>Reduce the number of Y6 children unable to swim 25 metres by 10% each year (DCSF audit) Evidence of quality programmes and the pupil progress.</p> <p>Case studies which demonstrate evidence of impact from CPD.</p> <ol style="list-style-type: none"> 1. Increased number of Individual/project action plans and their outcomes produced as a result of CPD opportunities. 2. Increased number of examples of good curriculum planning and assessment which demonstrate good pupil progress. 	<p>WE are currently in year two of a 3 year CPD plan required by the Youth Sports Trust. However this is a working document and will be updated ready for Sept & the final year.</p>
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<p>Develop pathways for C&YP including those who are identified as Gifted & Talented</p>	<ul style="list-style-type: none"> • Work with CSP re coach education and providers to standardise National Core Minimum Standards for Deployment (MSD) • Provide an annual PE Conference • Support thematic learning by using PE as the ‘hook’ and ‘compelling learning experience’. <p>Work with lead PE Adviser/SSPs /CSP schools to;</p> <ul style="list-style-type: none"> • Provide appropriate CPD/ support for teachers • ensure APP/AFL is embedded (via CPD) in all schools planning so that there is clear evidence of pupil progress, particularly from one Key Stage or school to another. • Develop a G&T plan which identifies clear structure across B'mth & Poole for identifying Y6 G&T in the 5 abilities, shows clear exit routes, mentoring support (via CPD) and Junior Athlete Education Programmes embedded in the secondary curriculum • Promote FANS (national Governing Bodies of sport provision for free access to facilities for G&T YP on national programmes. • Competition managers to highlight appropriate competition opportunities. 	<p>Funding for the conference is supplied from the two SSPs</p> <p>PE Adviser PDMs CSP Manager</p>	<p>Case studies/examples of tracking pupil progress so that there is; Increased evidence of pupil progress and evidence of meeting the learners needs (APP)</p> <p>Increase the number of C&YP following Junior Athlete Education programmes, exit routes to clubs and receive mentoring support in school. Baseline needed.</p> <p>Evidence of impact from implementation of G&T plan- e.g. a child case study.</p>	
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Develop a range of Olympic themed projects and events	Work with leisure/ Olympic Group/SSP/schools and youth service to; Identify and develop events through appropriate meetings/development plans that could have an Olympic theme.	MAPS (music, PE, Arts) team, Schools Youth Leaders Borough meetings are held once a term led by Poole Leisure (includes Bournemouth.) Termly meeting with SSPs/PE Adviser/youth service to share info Maps team to provide project support- time and resources TBC	Increased number of Olympic themed events Increased number of shared cross curricular resources from projects/new curriculum design Case studies which give examples of; 1. Cross curricular/themed projects which have the Olympic values embedded in the learning and can be a shared resource for schools and youth settings.	
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Objective 2 - Developing Places

Aim for C&YP services	Activities/outputs	Lead partner/s	Outcomes	Progress
Ensure that BSF and the Primary Capital Programme provide facilities that support, a world class curriculum and community activities	Work with BSF Stakeholder group/schools to ensure that there is ongoing good communication and advice. Listen to C&YP	PE Adviser/ stakeholder groups	Increase the number of new Inside/outside spaces for PESPA that are inspiring and meet the needs of C&YP and evidence listening to C & YP.	
Increase access to leisure facilities and community clubs for C&YP	Work with leisure/BH Live/SLM/SSP/ CSP/lead PE Adviser to ensure that; <ul style="list-style-type: none"> • C&YP are represented on user groups • C&YP are consulted re preferences 	PE Adviser PDMs CSP Manager	Increase C&YP representation on consultation groups	

Appendix 1 - Making the High Quality Connection

Making the High Quality Connection

How do the Physical Education and Sport High Quality outcomes relate to Ofsted criteria and Every Child Matters?

▼	Physical Education (PE) and School Sport High Quality Outcomes	▼	Ofsted criteria	▼	Every child matters
1	Learners show commitment to PE and school sport	Personal development and well-being	Learners: <ul style="list-style-type: none"> like PE and take part in all it offers are normally interested in or excited by their work in PE are keen to achieve as well as they can behave well in PE lessons and are willing to undertake work of their own accord have a good understanding of how to lead a healthy lifestyle and take up opportunities to do so with enthusiasm develop good work-related skills in line with their personal qualities in PE respect and value each other, which is demonstrated by their positive attitudes 	<ul style="list-style-type: none"> Be healthy Stay safe Make a positive contribution Achieve economic well-being 	
4	Learners have the confidence to get involved				
6	Learners willing to participate in a range of activities				
8	Learners show desire to improve and achieve				
10	Learners enjoy PE and school sport				
2	Learners know and understand what they are trying to achieve	Achievement and standards	Learners: <ul style="list-style-type: none"> make good progress in skills, knowledge and understanding in all areas of the PE curriculum achieve well compared with their prior attainment and compared with pupils in similar schools demonstrate good skills, knowledge and understanding in the four strands of the PE attainment target and across most areas of activities with little or nothing that is unsatisfactory in terms of standards do not underperform in PE are involved in school, regional and national teams and/or activities 	<ul style="list-style-type: none"> Enjoy and achieve 	
3	Learners understand that PE and school sport are part of a healthy, active lifestyle				
5	Learners have the skills and control they need				
7	Learners think about what they are doing and make appropriate decisions				
9	Learners have stamina, suppleness and strength				

Appendix 2 - Glossary

AST	Advanced Skills Teacher
AfL	Assessment for Learning
APP	Assessing Pupils Progress
BSF	Building Schools for the Future
C & YP	Children and Young People
CPD	Continual Professional Development
CSP	County Sports Partnership
DCMS	Department of Culture, Media and Sport
DCSF	Department for Children Schools and Families
ECM	Every Child Matters
EY	Early Years
FE	Further Education
G & T	Gifted & Talented
HE	Higher Education
JAE	Junior Athletic Education
LDA	Local Delivery Agency
NHS	National Health Service
NI	National Indicator
NICE	National Institute for health and Clinical Excellence
OSHL	Out of School Hours Learning
PA	Physical Activity
PDM	Partnership Development Manager
PE	Physical Education
PESPA	Physical Education, Sport, Physical Activity
PESSCL	Physical Education, School Sport Club Links Strategy
PESSYP	Physical Education and Sport Strategy for Young People
PSA	Public Service Agreement
SSP	School Sports Partnership
YST	Youth Sports Trust