INCREASING AND IMPROVING

PE PARTNER™

PHYSICAL ACTIVITIES FOR ALL

school support - qualifications - out of hours clubs - workshops - competitions & fixtures - partnerships - teacher & coach training

INCREASING AND IMPROVING PHYSICAL ACTIVITIES FOR ALL



How we support PE and physical activity in your school

We are very proud to work alongside you to support physical activity in your school.



We teach your pupils fundamental movements and transferable skills in PE...



help prepare and support your school teams ixtures and competitions...



We're with you on your special occasions...



...and we promote whole school engagement in positive physical activity.

Our core aim is to help children love being active. We want to take the youngest children's love of running, climbing, skipping, hopping, exploring in and nuture it, so that the joy they get from physical activity never leaves them. We want to help children develop the fundamental movement skills of Balance; Agility and Coordination to empower them and build up their physical literacy skills so that they have the confidence to try new things. We want to help them shine across a range of sports and for them to develop the key emotional and social skills such as teamwork and resilience. to drive them to continue to explore all the possibilities life offers. We want children to love being active and to form positive lifelong healthy habits.

This booklet explains how we approach this challenge on your behalf.



It's about finding the right balance...

Physical education and creating a positive attitude to health and well being are now, more than ever, part of a schools responsibility to its pupils.

Balancing this with everything else a school has to do can be challenging, so finding the right partner is a great place to start.

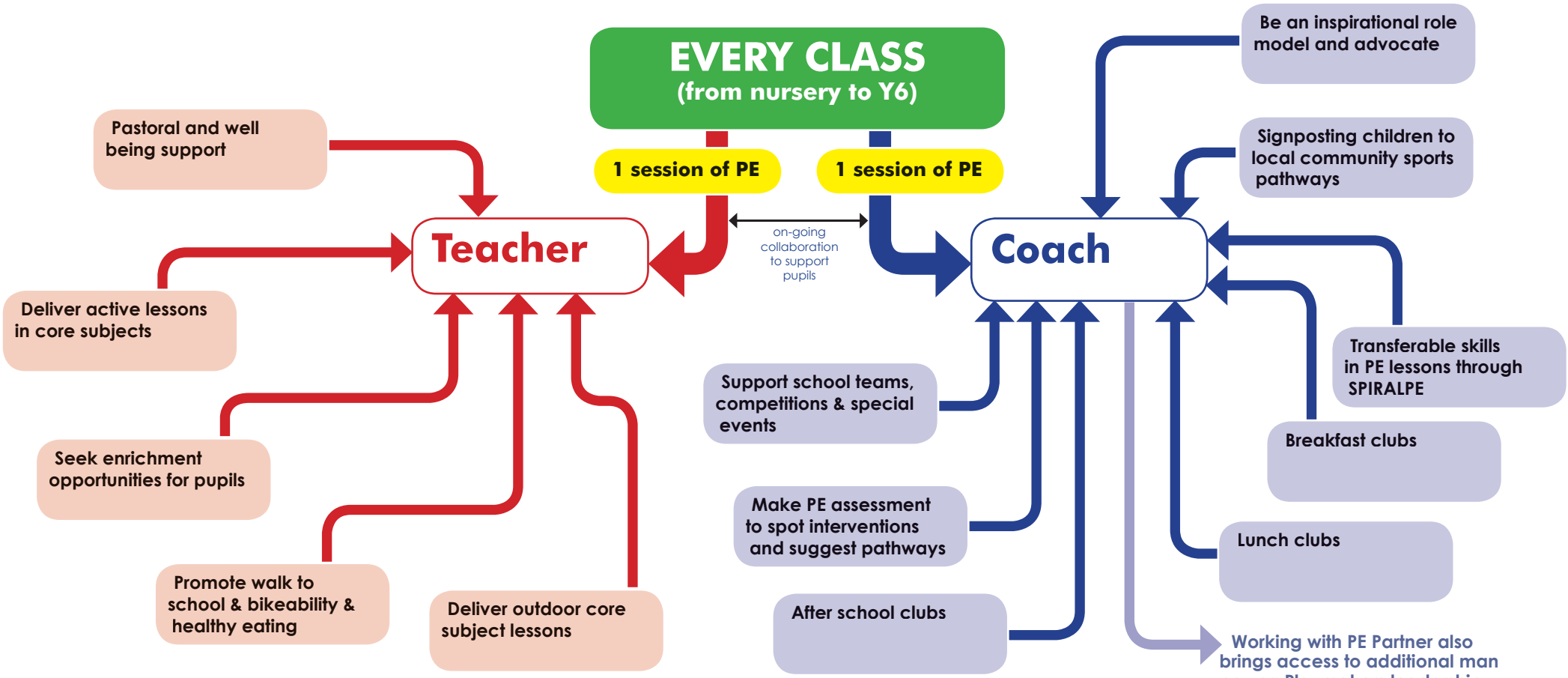
We are proud that you have chosen to work with us because you know that PE and school sport is being given the focus it deserves, without taking time and resources away from other important school priorities.

We will always work hard on your behalf to help you maximise the use of funding, people and available space and to back it up with the data you need to prove your impact.

WE ARE YOUR PARTNER FOR...

PE LESSONS WITH SPIRALPE™ CURRICULUM
OUT OF HOURS CLUBS
UPSKILLING SCHOOL STAFF
PE AUDIT & PE HEALTHCHECK
PLAYMAKERS AWARDS
ACTIVITY DATA REPORTS

Physical education and physical activity should be a partnership between professionals for the benefit of all pupils.



PE and sports premium for primary schools

Schools can use the premium to secure improvements in the following indicators:

1 The engagement of all pupils in regular physical activity - The chief medical officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

2 The profile of PE and sport is raised across the school as a tool for whole school improvement

3 Increased confidence, the knowledge and skills of staff in teaching PE and sport

4 Broader experiences of a range of sports and activities offered for all pupils.

5 Increased participation in competitive sport.

PE PARTNER works with schools to increase and improve the experiences of physical activity for all. This means staff, pupils, parents and the wider school community.

INCREASING AND IMPROVING PE PARTNER PHYSICAL ACTIVITIES FOR ALL

SPIRALPE™ pe and school sports platform

This model has been designed to help you maximise the impact of your PE Partner coach.

Here's what a timetable in a typical 1 form entry primary school, with PE as 1 session with us and 1 session with the teacher could look like...

Putting younger children in earlier sessions means they can come in changed on their PE days. The habit of not forgetting kit is vital.

It's really important that you engage the youngest pupils in fun, physically active sessions. to retain their love of moving and being active. We recomend 2 shorter lessons for these classes to match their shorter attention spans.

DAY 1

Timings	Cohort and activity
8.05-8.50	Active Breakfast club - Y4, 5, 6
8.50-9.00	AM Registration
9.00-9.10	All school active assembly
9.15-10.05	Reception class
10.05-10.40	Nursery group
10.40-10.55	Morning break
10.55-11.45	Year 1
12.00-12.30	Health by Stealth - Engage club
12.30-12.55	Active Lunch club Y1&2
13.00-13.05	PM Registration
13.10-14.00	Y3
14.00-15.00	Y4
15.05-16.05	After school club Reception to Y2

Providing structured lunchtime activities can help with school behaviour management at what can often be a flashpoint.

This also a great opportunity to engage the hard to reach pupils or the ones who would benefit the most from a healthy intervention. *Talk to us about HealthbyStealth.*

It's important to provide out of school activities for your youngest pupils - they love multisports and multiskills sessions that are filled with fun games. It helps to keep them engaged with a physically active habits and to develop their fine and gross moter skills.

Activity breakfast clubs are a great way to improve attendance and lateness amongst children who love physical activity

Simply put some music on and wake everyone up with a quick freestyle boogie. Gets the blood flowing and minds ready to learn.

DAY 1

Timings	Cohort and activity
8.05-8.50	Active Breakfast club - Rec, Y1, Y2
8.50-9.00	AM Registration
9.00-9.10	All school active assembly
9.15-10.05	Reception class
10.05-10.40	Nursery group
10.40-10.55	Morning break
10.55-11.50	Year 2
12.00-12.30	Active Lunch club Y3&4
12.30-12.55	Active Lunch club Y5&6
13.00-13.05	PM Registration
13.10-14.00	Y5
14.00-15.00	Y6
15.05-16.05	After school club Y3, Y4, Y5, Y6

Banding age groups in this way works for a number of reasons. They will be using similar equipment for their lessons. There are also some advantages at this age to spliting the group by gender in KS2, i.e. the y5&6 girls, then the year 5&6 boys... changing becomes easier (one space rather than 2) and it increases the competitve challenge for more pupils. (Ask us about this).

It's important to have a wide range of opportunities for children, and game based clubs prepare them for high school PE and for grassroots activities away from school.

If every child, from nursery to y6, in a 2 form entry primary school does 2 sessions of PE a week, that's 30 sessions a week in lesson time.

Guidance from the Department of Health states that children should actually do at least 60 minutes of moderate to vigourous physical activity every day.

Here are some of the things that are important to us and which helped us to arrive at this model.

It is our responsibility, as your PE Partner, to be aware of local and national policy and current academic thinking, to drive and deliver best practice in physical education and physical activity for your school. We work closely with a number of stake holders who share our passion for getting more children moving more often.

The Government Childhood obesity Plan has set out the ambition for all children to achieve 60 minutes of physical activity every day, with schools being responsibility for delivering 30 of these active minutes.

The natural order of the classroom has always been for pupils to sit. Whether this involves talking, discussing, working in groups or listening to the teacher, most of this all done from the comfort of a chair. Most primary school children spend on average 70% of their classroom time sitting down. Outside the classroom, the number of children walking to school has decreased and, at the same time, many more children are spending longer staring at screens.
In light of these changes to children's habits outside school, how children spend their time in school is becoming increasingly important.
It is becoming increasingly clear that in adults a lifetime of sitting can lead to a higher risk of early death, type 2 diabetes and heart disease. And while the evidence is still limited when it comes to children's health, there is certainly an argument that, as sedentary behaviour habits are formed in early life, targeting children is a logical step.

Clint Witchalls, Health Editor, Loughborough University

1 in 5 children joining reception class and **1 in 3** children leaving year 6 are overweight or obese.

Public Health England

Average concentration span by pupil age

AGE	Year	Attention span
4	F1/F2	8-20 Minutes
5	F2/Y1	10-25 Minutes
6	Y1/Y2	12-30 Minutes
7	Y2/Y3	14-35 Minutes
8	Y3/Y4	16-40 Minutes
9	Y4/Y5	18-45 Minutes
10	Y5/Y6	20-50 Minutes
11	Y6/Y7	24-60 Minutes

source TeachStarter.com

role model

noun -

a person whose behaviour, or example, or success is or can be emulated by others, especially by younger people.

"PE is surely the best subject to contribute to Personal Development in the new Ofsted framework"
Steve Caldecott, Ofsted inspector and AfPE

There's a close relationship between our mental and physical health, ensuring the children have access to regular physical education delivers an all round benefit.

Cal Strode, spokesman for Mental Health Foundation.

Schools that prioritise well being also tend to do better academically, so it makes sense to focus on promoting good mental health, rather than putting children under yet more pressure.

Tom Madders, director of campaigns at the charity Young Minds.

Environments drive a host of behaviours, including health behaviours.
For the first time in world history we are having to invent opportunities to be physically active.

Professor John Bartholomew, University of Texas



There is no longer a debate; healthy children learn better. So how active is your school?

Academic performance... It's a well established fact that physically healthy children learn more efficiently and build fine and gross motor skills quicker.

Supportive governors... Do they hold you to account and understand the outcomes you are seeking to achieve? Do they support physical active initiatives with budget and resources?

Sign posting... Do you know your local community? Can you support your pupils to find pathways into physical activity outside school by giving them good advice and introducing them to clubs?

Positive role models... Are your teachers and TA's active? Do the older children organise games for the younger ones. Do teachers join in or hate PE?

After school clubs... Give the children who love sport and being physical lots of opportunities to try different things, to develop their skills and to find the thing they will love for the rest of their lives.

Lunch clubs... Present us with an opportunity to intervene with children who don't usually attend activities. Use this time to deliver 'health by stealth' activities to change sedentary behaviours.

Breakfast clubs... We have seen breakfast clubs used as a way to encourage children to be in school early, to make sure pupils get breakfast and even to wake children up before class.

Fixtures and Competitions... Representing your school is a proud moment that helps develop confidence. Give children those great experiences.

A positive attitude to food... Diet is a the most important component of health, so are you teaching them about portion sizes, balanced meals and hydration.

Engaging PE lessons... PE is the one time each week that all children MUST be active - so it is vital that it is something they look forward to set lifelong habits.

First, ask yourself this very important question...

Is the physical and emotional well being of our pupils at the heart of our school and are you preparing them for a long and happy life?

Then ask yourself 'could we do more?'

Each element on this page is an important part of the bigger picture for a school the cares about physically active children. Schools cannot do this alone, but they can have a huge impact on how their children see physical activity and help them develop a life long love of being active.



An SLT that understands the importance... Do leadership drive a positive attitude to physical activity in school? Is commitment to physically active learning a recruitment factor?

Creating moments... The best way to engage pupils it do physical activity is to create and celebrate their moments with them. Reward motivation, encourage peer support and take pride in their efforts.

Parent communication... Is the physical literacy of a pupil part of the conversation you would have with parents? Do you discuss it in the same way you would reading or writing?

Travel to school... Do you encourage children to travel in healthy ways? Do you reward those that do and do you have scooter and bike racks?

Breaktimes... What do your breaktimes look like? Do staff promote and encourage movement and active free play with playzones and music.

School environment... Have you designed you school to be an active place? That includes classrooms, playgrounds and timetable design.

Assessments... Do you check progress and skill levels in PE with the same rigour as your other subjects? Do you spot where interventions are needed and push gifted children to be high achievers?

PE equipment... Do you have what you need to deliver a broad and rich PE curriculum - are things regularly checked, balls blown up and bibs clean?

Home partnership... Do you ever send active homework out - skipping ropes, bean bags, tennis balls with tasks to aid fine motor skills, counting or writing?

Active lessons... Are your teachers trained on the value of physically active learning? Can, and do they, teach core subjects in physical ways?

Blue boxes are the things we can help you with. Get in touch to discuss how.

SPIRALPE™

pe and school sports platform

STEP BY STEP EVOLUTION OF PHYSICAL LITERACY

PE Lessons in your school are delivered through the SPIRALPE platform.

SPIRALPE has been developed in partnership with leading academics, head teachers, professional bodies, coaches and subject leaders to engage pupils in high quality Physical Education.

Over the coming pages we'll show you how the framework at the heart of SPIRALPE is broken down, delivered and supported with assessments and a number of offline resources that put PE and physical activity at the heart of your school.

If you would like to find out more about SPIRALPE and the collaborators behind it, simply visit our distribution partners at YPO and search for SPIRALPE.



We teach PE using our own proprietary planning - SpiralPE is an approach to education that introduces key concepts to students at a young age and covers these repeatedly, with increasing degrees of complexity.
The curriculum is broken into 3 Focus Areas, which are then split into 6 skill areas which are delivered throughout the year group.

Reception to Year 2 - Fundamentals of Movement

agility

The ability of the body to change direction and stop and start quickly and accurately while maintaining balance. Agility is the movement of the body at speed when it is both balanced and co-ordinated.

- Body awareness
- Flexibility of movement
- Dodging & evading
- Travelling
- Reaction
- Rotation

balance

Defined as the state in which a body or object can remain reasonably steady and stable. Balance is established when the centre of gravity (CoG) is over the base of support.

- Points of contact
- Generating force through transferring weight
- Balancing equipment
- Static balance
- Dynamic balance
- Understanding base and Centre of gravity

co-ordination

The skilful and balanced sequencing of the body and its segments to produce movement of the body and generate force.

- Receiving
- Sending
- Body position
- Combination of skills
- Timing
- Differentiating force

Year 3 to year 6 - Physical literacy

cognitive

The role thinking, understanding and decision making play in achieve controlled physical literacy and success in physical activity .

- Tactical awareness
- Evaluation
- Peer mentoring
- Understanding of rule
- Anticipation
- Teamwork

physical

The individual core elements of physicality (e.g strength, speed etc) which are combined to produce results.

- Strength & Stamina
- Speed
- Power
- Physical processing
- Agility
- Control

manipulation

The ability to manipulate your body and sports equipment to achieve the greatest advantage in physical activities.

- Dribbling
- Passing
- Shooting
- Fielding
- Striking
- Accuracy

WE LOVE PE

EMBEDDING FUNDAMENTAL MOVEMENT SKILLS AND NURTURING THEIR LOVE OF BEING ACTIVE



SKILLS FOR LIFE

The 3 key Focus areas of Agility, Balance and Coordination are divided into 6 skill areas, with each of these the focus of two lessons. We repeat the process year on year, increasing the challenge level to embed and develop those important skills for every child.

High quality physical education in this school is delivered using the SPIRALPE™ framework and curriculum plan.

SPIRALPE™
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STEP BY STEP EVOLUTION OF PHYSICAL LITERACY

strategic partners...

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visit www.spiralpe.co.uk

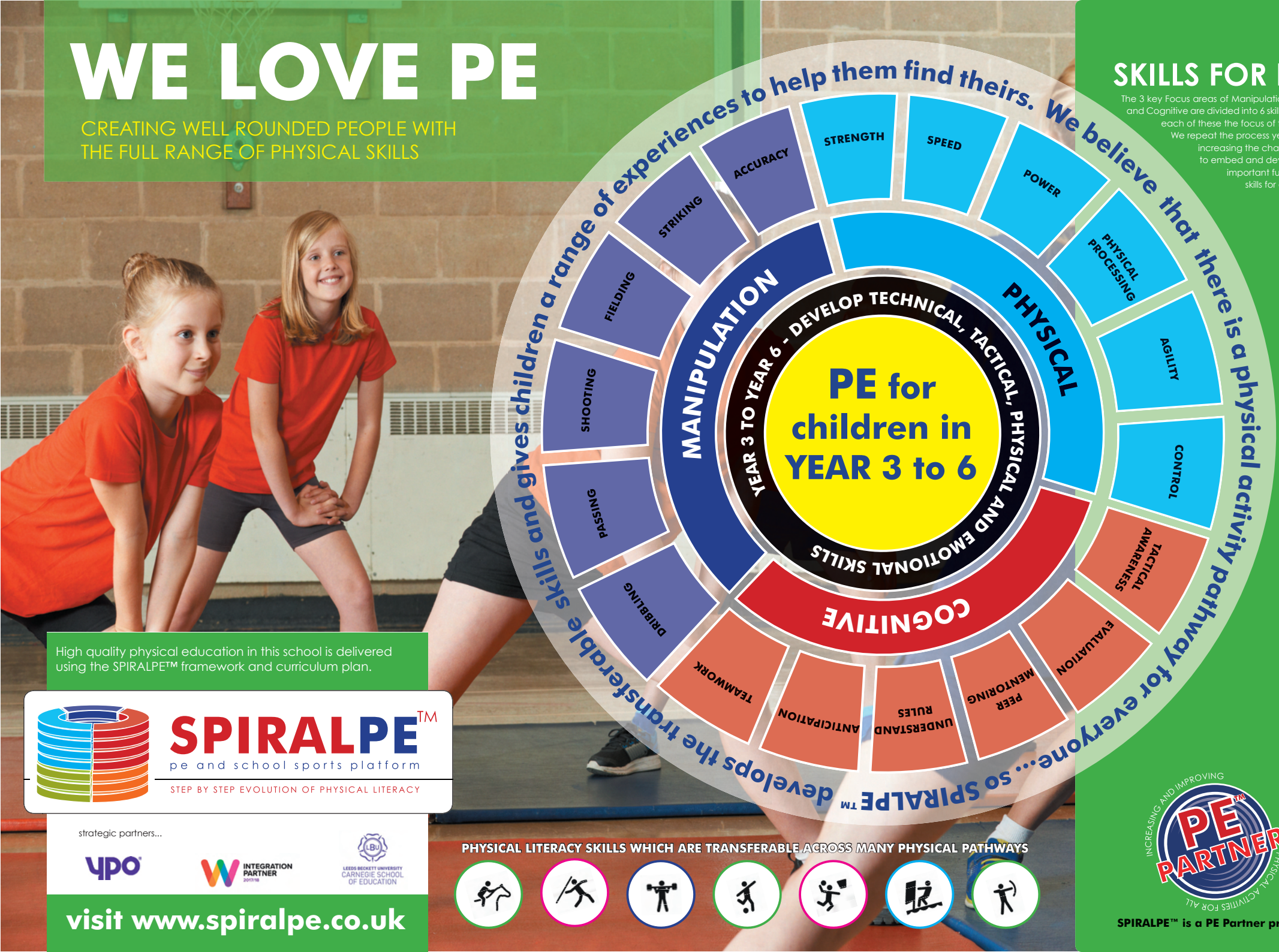
WE WANT TO HELP THE YOUNGEST CHILDREN FIND THE THINGS THEY WILL LOVE FOREVER.

INCREASING AND IMPROVING PE™ PARTNER PHYSICAL ACTIVITIES FOR ALL

SPIRALPE™ is a PE Partner product

WE LOVE PE

CREATING WELL ROUNDED PEOPLE WITH
THE FULL RANGE OF PHYSICAL SKILLS



SKILLS FOR LIFE

The 3 key Focus areas of Manipulation, Physical and Cognitive are divided into 6 skill areas, with each of these the focus of two lessons. We repeat the process year on year, increasing the challenge level to embed and develop those important fundamental skills for every child.

High quality physical education in this school is delivered using the SPIRALPE™ framework and curriculum plan.

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PHYSICAL LITERACY SKILLS WHICH ARE TRANSFERABLE ACROSS MANY PHYSICAL PATHWAYS

INCREASING AND IMPROVING PE PARTNER™ PHYSICAL ACTIVITIES FOR ALL

SPIRALPE™ is a PE Partner product

WEEK	KS1 FOCUS AREA	KS1 SKILL AREA	KS2 FOCUS AREA	KS2 SKILL AREA	THREAD
1	AGILITY	body awareness	PHYSICAL	power	fitness circuit
2	AGILITY	flexibility of movement	COGNITIVE	peer mentoring	slamball
3	BALANCE	points of contact	MANIPULATION	dribbling	invasion/endzones
4	BALANCE	dynamic balance	COGNITIVE	tactical awareness	dodgeball
5	COORDINATION	sending	MANIPULATION	passing	ball games
6	COORDINATION	differentiatng force	COGNITIVE	team work	throwing & catching
7	AGILITY	dodging and evading	PHYSICAL	agility	rugby
8	AGILITY	travelling	COGNITIVE	understanding rules	hockey
9	BALANCE	generating force through transfer of weight	MANIPULATION	shooting	football
10	BALANCE	balancing equipment	PHYSICAL	control	tennis
11	COORDINATION	sending	MANIPULATION	passing	basketball
12	COORDINATION	receiving	COGNITIVE	anticipation	netball
13	AGILITY	dodging and evading	MANIPULATION	shooting	dodgeball
14	Game Day & Assessment point 1				competitve play
15	AGILITY	reactions	PHYSICAL	physical processing	benchball
16	AGILITY	body awareness	PHYSICAL	strength and stamina	gynmastics
17	BALANCE	understanding base	COGNITIVE	peer mentoring	gynmastics
18	COORDINATION	organising limbs	PHYSICAL	physical processing	dance
19	COORDINATION	timing	COGNITIVE	evaluation	dance
20	BALANCE	static balance	MANIPULATION	accuracy	dodgeball
21	AGILITY	rotation	COGNITIVE	tactical awareness	cricket
22	BALANCE	balancing equipment	PHYSICAL	power	rounders
23	COORDINATION	combination of skills	MANIPULATION	fielding and catching	cricket
24	BALANCE	dynamic balance	PHYSICAL	speed	rounders
25	COORDINATION	timing	MANIPULATION	striking	tennis
26	Game Day & Assessment point 2				competitve play
27	COORDINATION	receiving	MANIPULATION	dribbling	endzone games
28	COORDINATION	organising limbs	MANIPULATION	fielding and catching	throwing & catching
29	BALANCE	points of contact	COGNITIVE	anticipation	running
30	BALANCE	generating force through transfer of weight	PHYSICAL	speed	jumping
31	COORDINATION	combination of skills	PHYSICAL	strength and stamina	jumping
32	COORDINATION	differentiatng force	MANIPULATION	accuracy	throwing & catching
33	Primary Skills, Fitness & Agility tests				
34	AGILITY	rotation	PHYSICAL	agility	rugby
35	AGILITY	flexibility of movement	COGNITIVE	evaluation	fitness circuit
36	BALANCE	static balance	MANIPULATION	striking	cricket
37	BALANCE	understanding base	PHYSICAL	control	endzone games
38	AGILITY	travelling	COGNITIVE	team work	outdoor and adventurous
39	AGILITY	reactions	COGNITIVE	understanding rules	outdoor and adventurous

SPIRALPE™
pe and school sports platform
STEP BY STEP EVOLUTION OF PHYSICAL LITERACY

Delivery Schedule

The PE planning is mapped out, for the whole year so teachers can see when each of the transferable skills is being taught and what activity the coach will use to deliver that skill area.

The whole range of the PE national curriculum is taught (with the exception of swimming) through this framework.

The periodic game days and assessment points give the coach the opportunity to see a range of transferable skill areas being put into practice to assess the pupils.

This creates defined assessment points to track progress in the 18 skill areas.

Every lesson is carefully planned to achieve the best outcomes for EVERY pupil...

And our coaches communicate the structure of the lesson to the pupils using delivery whiteboards...

LEARNING OBJECTIVE

CAN I...

KEYWORDS

SPIRALPE™ | www.pepartner.co.uk | Strategic partners | ypo | Leeds Beckett University

SPIRALPE™

Year 1 | KS1

DELIVERY WEEK #4 | LESSON REF # 43

FOCUS AREA balance | **SKILL AREA** dynamic balance

Learning Objective... Improve my dynamic balance - hopping skills

Can I...?	hop on 1 leg on the spot 10 times (both sides)
Equipment	Cones, 15 hula-hoops, 15 small sponge balls.
Key words...	Balance...Rhythm...Timing
Teaching points...	Encourage children to use both legs...Understand why its important to balance when hopping...
Differentiation tip	5 hops is the minimum, encourage them to see how many they can do!

We deliver the objectives through a sport/theme each week - this week: dodge ball

LESSON HEADLINES...

LESSON DELIVERY STRUCTURE...

Introduce the lesson - tell them what the focus and objective is... (using the teacher board)

Discuss what skills were learnt in the last lesson - Introduce the lesson objective and explain the lesson structure briefly

Warm up - get their hearts and minds moving...

Children move around a large area using different movements which they make up. Use good demonstrations and explore what they could do with their feet, fast, slow, tip toes, sideways, jumping, hopping etc. When the teacher counts down from 10, children run on the spot as fast as they can. Encourage children to count with you.

Drill 1... Technical basics...breakdown the skill, build up the technique...

Place 15 hula-hoops in a circle with a child in each hoop. Place a coned box in the middle with all the other children in. Children in the middle use a variety of movements and go to a child in a hoop, do a high 5, return to the box and then go and high 5 a different child. After each high 5 the children in the hoops do 5 hops. After 2 minutes swap the children over.

Drill 2... Pressured skill...Can they apply what they've learnt under pressure?

Now give each child in a hoop a ball. The children in the middle have to move to a player in the hoop, collect the ball, return to the box and take it to a different child in a hoop. When they travel through the middle box they must hop. Children in the hoops must do 5 hops before they receive another ball, using a different leg each time.

Drill 3... Competitve Skill..Can they use the skill in a game situation?

Each player in the middle now has a small soft ball. They must stay in the coned box and try and aim their ball at a child in a hoop. The children in the hoop need to stay in their hoop and try and dodge the ball. Players in the middle throw their balls and hop to retrieve their ball, and return to the middle and throw at another player. Encourage children to aim at the legs.

Cool down... Calm them down, lower their temperature and heart rate

All children stand in a big circle holding hands. Start with everyone trying to balance on one leg at the same time. Then practice everyone sitting down at the same time. Then practice everyone standing up at the same time. The teacher will lead this activity.

Recap....How do they feel it went? Did they achieve the objective?

Discuss what skills were learnt in this lesson and how they might be transferable - Do they know the LO?

LINKS

Individual Report :

School [redacted]
Class 2R
Keystage 2

Name: [redacted]
ID 17545 F

	Attitude	agility						balance						co-ordination							Total
		Body Awareness	Flexibility Of Movement	Dodging And Evading	Reactions	Rotation	Travelling	Points Of Contact	Dynamic Balance	Generating Force	Balancing Equipment	Understanding Base	Static Balance	Sending	Differentiating Force	Receiving	Organising Limbs	Combination Of Skills	Timing		
Term 1	6	6	6	7	6	6	6	6	6	6	5	5	5	5	5	5	6	5	5		107
Term 2	7	6	6	7	6	7	7	6	7	7	7	6	6	6	6	6	6	6	6		121
Term 3	9	7	7	8	7	8	7	7	8	8	7	7	7	7	6	7	7	6	7		137

How have we arrived at these scores?
We split the curriculum into 3 FOCUS areas; for Reception and Key stage 1 we look at Agility, Balance and Coordination, and in Key stage 2 we look at Cognitive, Manipulation and Physical. These are then split into 6 SKILL areas, which are listed at the top of the report and below, where we also list the age appropriate challenges for each.
This scoring system has been developed to help pupils develop with the focus on personal best and identifying areas where they may need extra support or where they may exhibit a particular talent which can help with signposting them to sporting and physical activity pathways.

EMERGING	MEETING	EXCEEDING
1.is a cause for concern	4. is able but not consistent	8. is very good
2. needs a lot of support	5. is meeting expectations	9. is outstanding
3. finds it difficult	6. the skill is secure	10. is elite
	7. is good	

Here are the challenges you were set this year

Body Awareness	recover my breathing and lower my heart rate after exercise	turn to the left and right quickly in a fluid movement
Flexibility Of Movement	mirror the actions of a partner	speed bounce for 1 minute
Dodging And Evading	demonstrate when to change direction whilst running	anticipate, dodge and evade others coming in multiple directions
Reactions	receive a bouncing ball	jump over a hurdle when running at pace
Rotation	pivot on one foot to pass and receive a ball	hit a moving tennis ball with a racket - with both hands
Travelling	run a continuous relay with a partner 2 minutes	dribble a rugby ball, basketball, hockey stick, football, safely and appropriately
Points Of Contact	stay in a 2 arm press up position for 5 seconds	chose the best position to set off running
Dynamic Balance	hop 5m on right leg, and 5m on left leg	catch a bouncing ball standing on one leg (both sides)
Generating Force	kick a moving ball with both feet 10m	perform standing two foot jump and use arms and legs to gain momentum
Balancing Equipment	balance a beanbag on your head and a bean bag on a plastic racket in both hands at the same time and walk through a 15 m zig zag circuit	balance a beanbag on a plastic tennis racket, right and left hand and run through a 15m zig zag circuit
Understanding Base	exert power to pull an object from an opponent	widen my base to maintain stability
Static Balance	stand on one leg (both sides) for 10 seconds and change position of other limbs - controlling balance i.e. bend knees, rotate arms etc.	standing on one leg, balance a beanbag on your head and on a plastic tennis racket in each hand, with a straight arm for 10 seconds
Sending	bounce pass a large bouncy ball to a partner	kick a static football (with both feet) to a partner 7m away
Differentiating Force	understand how to change the power I use to throw a bean bag to different targets (all underarm)	understand the power needed to throw a shuttlecock, a tennis ball and a beanbag the same distance
Receiving	catch a bouncing ball at a variety of heights and angles	run to receive a bounced ball and get my hands ready using cup position or inverted cup position
Organising Limbs	create a short individual dance sequence to music	run to get in line to receive a bounced ball
Combination Of Skills	run and jump over a number of low obstacles in a relay race whilst travelling with a variety of balls	throw a tennis ball up, clap twice and catch it with one hand (both sides)
Timing	strike a bouncing ball with a racket with a forehand (both sides)	follow musical cues

Wednesday Multiskills (REC - YR2) Sept-DecTuesday Gymnastics (Rec-Yr2) Jan-March

strategic partners

INTEGRATION PARTNER 2017/18

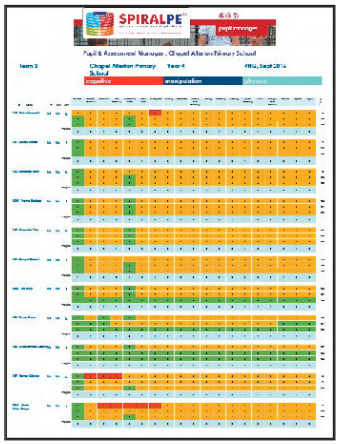
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And it's not just PE lessons...

Assessment and Data reporting to (IM)PROVE IMPACT



We carry out detailed PE assessments for you, and the SPIRALPE system creates a **Class list report**, so that teachers can show progress in the transferable skill areas, identify areas for interventions such as booster sessions and spot children who might be gifted and talented in particular areas of physical literacy.

Certificates to recognise and celebrate success



We give your school PE Star of the week and PE class of the week certificates to ensure that pupils sporting and physical activity success is celebrated in reward assemblies alongside other subjects.

An activity report to help you identify the demographics of your participants



The **Activity report** shows us which children are participating in clubs and fixtures. It highlights areas that we need to target. allowing us to focus time and budget resources in the right areas to maximise our impact.

Support in placing PE and School sport at the heart of your school.



We send out a email bulletin every Monday to add information to your School sports board to inspire and engage

Your own PE Partner webspace

As a partner school, you have your own password protected PE Partner webspace.

You can use this to...

- See the sessions you have booked with us
- Get electronic, real time registers for clubs (great for GDPR security)
- Access all our up to date policies (including safeguarding, recruitment, child protection and General Data Protection Regulations (GDPR)
- See the up to date vetted workforce list
- Edit your details and change your passwords

We do it this way so that the policies you have are never dated; if we make a change to a document, the link on your PE Partner web space will always take you to the latest version of the file.

If you need your login details please get in touch

INCREASING AND IMPROVING PE PARTNER PHYSICAL ACTIVITIES FOR ALL

For over 10 years, we've been working across the region to get more kids moving more often.

Our list of partners, accreditations and experience continues to grow and we are always keen to work with organisations who share our belief that positive physical activity can be an extremely powerful tool for building self confidence, social cohesion and community engagement.

5823

primary aged children interacting with our coaches each week of the school term*

11,216

Children are now taught through our SPIRALPE curriculum every week of school term at schools across the country

91

The number of positive physical activity out of hours sessions we deliver every single week of term

Thrilled to be an official This Girl Can partner and to champion an increase in participation amongst girls

Delighted to work closely with WY Positive Futures on the Fit and Fed programme to help disadvantaged children in the holidays.

Privileged to work as a partner with Leeds Beckett University on the development of our SPIRALPE platform for schools and to be guest speakers on teacher training modules such as behaviour management

Qualified as an accredited education centre for Sports Leaders UK so that we can help young people gain the qualifications and experience they need to forge a career in coaching and working with children.

Honoured to be part of the employees forum at Leeds Trinity University helping students gain important life skills.

Conscious of the impact positive physical activity and strong role models can have on children's attitude to their own health. That's why we are a national and local Change4Life partner.

Proud to be a Child Friendly Leeds Ambassador and to have been nominated by a LCC cluster for a Child Friendly Leeds Award in 2018.

Working with clusters and partnerships

Trusted by clusters and their schools all over the city to deliver engaging, positive physical activities as their key partners. We've spent 10 years helping clusters provide truly universal activities for children in their areas in the face of changing priorities and giving them detailed evidence reports and intervention strategies.

INCREASING AND IMPROVING PHYSICAL ACTIVITIES FOR ALL

PE™ PARTNER



GET IN TOUCH

lots of ways to find out more

WEBSITE
www.pepartner.co.uk

EMAIL
info@pepartner.co.uk

TELEPHONE
Call us on +44 (0)113 3226115

MAILING LIST
go on line and sign up for updates

ASK OUR FRIENDS
find out why schools choose PE Partner

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United Kingdom

PLAY Maker

SPIRALPE™ pe and school sports platform

Engage activity clubs with PE Partner