





PE and Sport Premium

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PE and Sport Premium

School funding to date.....

£41,500

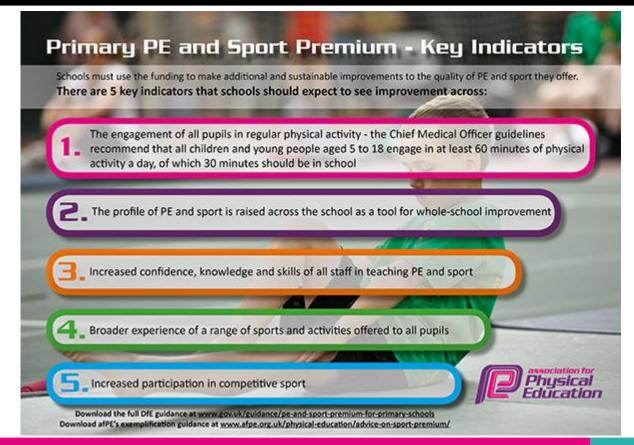
(this is the approximate amount each school will have had in funding since 2013/14)

What does £41.5k of impact look like in PE, PA and school sport in your school





















Website

- 4 April
- how much funding
- how spent
- impact on participation and attainment
- Sustainability
- swimming (new 17/18)
- Audit of Websites by CCSP







Primary PE and Sport Funding update

- DfE know that there is varying practice across the system, and they are working with partners to provide more support to schools
- DfE considered measures to target funding at certain groups, but in light of funding pressures on schools, decided to retain the ethos of providing doubled funding to every primary school







DfE Accountability Measures

- To ensure that this funding continues to deliver value for money and that Government build on the success of the existing Premium, DfE intend to increase the levels of accountability within the system. The intention is to add an additional condition of funding to require schools to take part in a 'sampling review' if selected.
- These reviews would be carried out by an external organisation, with the aim to look at how schools are complying with the existing conditions.
- Each school would receive an individual report, with the reviews helping to: 'Build the DfE understanding of local practice and inject challenge into the system, highlighting the importance of using the Premium funding effectively.'







DfE Accountability Measures

- DfE anticipate that they want to sample up to 5% of primary schools a year depending on geographical spread. We believe that this is a proportionate sample, that will not place undue burdens on schools.
- DfE intend to undertake a procurement exercise in the autumn, with a view to conducting the first reviews in the summer term 2018. We will be refining the final scope with partners in the next few months, before providing guidance to schools.
- To respond to recommendations within the report from the swimming working group, which found that many pupils leave primary school being unable to swim, DfE has added a further condition of funding to require schools to publish how many pupils within their school are meeting swimming attainment targets.







TASK

- Divide a piece of paper in half
- List everything you have funded or will fund through the Primary PE and Sport Premium
- List everything you would cease to fund without the grant and say why you would <u>not</u> keep it







Swimming

- Report on their premium spending by April –does not capture all of the academic year.
- Our intention with the swimming reporting was to ask schools for information on how many of their <u>current</u> year 6 cohort can meet the NC requirements by the time we ask for the premium info to be uploaded on schools' websites.
- This provides a snapshot of attainment at this point in time but we recognise that swimming must be taught at either KS1 or KS2 and there may be schools who schedule swimming in the year 6 summer term for their pupils.
- If a child has met the NC requirements at some point during KS1/2 then they can be counted as having met the requirements in 'the current yr6 cohort' i.e. the teaching doesn't have to be delivered in year 6, or the child re-tested.







Key questions

- Are <u>all</u> your teachers confident and competent in delivering PE?
- Will <u>every</u> child have the opportunity to take part in a competition or festival?
- Are <u>all</u> children able to articulate the importance of healthy lifestyles?
- Are <u>all</u> children meeting the CMO's recommendation of 60 minutes of physical activity per day? How are you tracking 30 active minutes?
- Is PE being used to <u>support</u> whole school outcomes?
- Do <u>all</u> children have the opportunity to access extra-curricular?
- Have <u>all</u> of the above resulted in sustainable change?















Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

^{*}Schools may wish to provide this information in April, just before the publication deadline.







Exemplification Support Document: Primary PE and Sport Premium Indicators

Academic Year: September 2017 - August 2018	Total fund allocated: £18010 Percentage of total allocation: 28.79%			
Key indicator 1: Engagement of all				
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- Introduce breakfast club to encourage more pupils to attend school earlier and get involved in activities.	- Additional member of catering staff to order food, prepare and supervise. - Identify a staff member to undertake activities (possibly a TA or external coach initially). - Introduce activities in which all pupils can be involved (e.g. wake up and shake)	€785 €200	- 55 pupils attending breakfast club which includes 'Wake up and Shake' session - 97% attendance (previously 94%). - TA and coach working together with nearly all the pupils above involved.	Aim to increase numbers at breakfast club - possibly minima charge for breakfast to cover food costs. TA to work with another member of staff in order to upskill so no requirement for external coach - employing the coach as an additional TA is being explored.
- Develop scoot to school in order to get more pupils travelling to school under their steam rather than being dropped off in a car.	- Purchase 20 scooters to introduce scooting in school.	40 x £30 = £1200	- More pupils getting involved in scooting with over 100 now.	- Continue to work closely with parents to increase the number of pupils who own scooters - 25 pupils asked for them for Christmas.
- Introduce the daily mile to get <u>all</u> pupils undertaking at least 15 minutes of additional activity per day.	- Identify course for daily mile.	Additional track required = £3000	- ALL pupils involved in 15 minutes of additional activity every day.	- Daily mile firmly embedded in school day.







TASK 2

 Using the template can you have ago at completing one of the Key indicator sections that will help you in readiness for April's deadline. Remember impact is about the pupils,







'PE is expertly led & managed. The formal curriculum & programme of study is well designed, relevant & purposeful & supplemented effectively with an outstanding extracurricular offer. This guarantees breadth & balance & progression; thus ensuring every **pupil** makes progress from their **starting points** in their skills, knowledge & understanding. The pupils participate willingly & respond positively to the sporting, creative & cultural opportunities provided. Pupils are engaged & motivated & can explain accurately and **confidently** how to **keep themselves healthy**. They make **informed choices** about healthy eating, fitness and their emotional and mental well-being. Pupils understand how PESS can make a difference to their confidence, self-esteem, behaviour and attitude across the **school.** Leaders use the Primary PE & Sport Premium well; measuring its impact on outcomes for pupils effectively & governors rigorously hold them to account'.









Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below:



Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.





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*extracted from afPE's Health Position Paper 2015







Physical Education Programme of Study

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Engagement of all pupils (5-18) in regular physical activity - kick-starting healthy active lifestyles (CMO 60mins: 30/30)

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

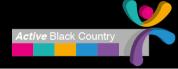
Increased confidence, knowledge and skills of all staff in teaching PE and sport

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

Increased participation in competitive sport







So What can you do?

- Ensure your curriculum is fit for purpose you are in control
- Ensure extra curricular activities and competition are on track
- Embed additionality by challenging other staff
- Pilot with the most challenging class additional Physical activity
- Ensure that the Primary PE and Sport Premium is spent on the areas for development self review
- Check and challenge the sustainability and the impact
- Check break time and lunch time activity
- Have a clear evidence base demonstrating progress
- Ensure SLT members and Governors are on board







2018 Policy Challenges

All Senior Leadership Teams will need to respond to the following policy updates

- Transition from April to the new funding formula
- By May respond and adhere to the new Data Protection Regulations
- Recognise and understand the new short inspection revisions









State LA Funded Schools

There are two key requirements that are critical to these schools and are statutory in achieving children and young people's' outcomes:

- The National Curriculum
- Safe guarding and Safe Practice for all children and young people

And of course these are judged by OfSTED the rest is added value, evidence and impact.









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