

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

Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

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, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport



Effective & Sustainable Use of the Primary PE and Sport Premium

Schools can use their Primary PE and Sport Premium to:

- ✓ Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- ✓ Hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- ✓ Introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- ✓ Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- ✓ Enter or run more sport competitions
- ✓ Partner with other schools to run sports activities and clubs
- ✓ Increase pupils' participation in the School Games
- ✓ Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- ✓ Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- ✓ Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

The Primary PE and Sport Premium should NOT be used to:

- ✗ Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- ✗ Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

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 not 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 current 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 all your teachers confident and competent in delivering PE?
- Will every child have the opportunity to take part in a competition or festival?
- Are all children able to articulate the importance of healthy lifestyles?
- Are all 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 support whole school outcomes?
- Do all children have the opportunity to access extra-curricular?
- Have all of the above resulted in sustainable change?



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



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
Key indicator 1: Engagement of all pupils in regular physical activity				Percentage of total allocation: 28.79%
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Introduce breakfast club to encourage more pupils to attend school earlier and get involved in activities. 	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> £785 £200 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Aim to increase numbers at breakfast club - possibly minimal charge for breakfast to cover food costs. - TA to work with another member of staff in order to up-skill so no requirement for external coach - employing the coach as an additional TA is being explored.
<ul style="list-style-type: none"> - Develop scooter to school in order to get more pupils travelling to school under their steam rather than being dropped off in a car. 	<ul style="list-style-type: none"> - Purchase 20 scooters to introduce scooting in school. 	<ul style="list-style-type: none"> 40 x £30 = £1200 	<ul style="list-style-type: none"> - More pupils getting involved in scooting with over 100 now. 	<ul style="list-style-type: none"> - Continue to work closely with parents to increase the number of pupils who own scooters - 25 pupils asked for them for Christmas.
<ul style="list-style-type: none"> - Introduce the daily mile to get all pupils undertaking at least 15 minutes of additional activity per day. 	<ul style="list-style-type: none"> - Identify course for daily mile. 	<ul style="list-style-type: none"> Additional track required = £3000 	<ul style="list-style-type: none"> - ALL pupils involved in 15 minutes of additional activity every day. 	<ul style="list-style-type: none"> - 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 extra-curricular 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’.



Definition of Physical Activity, Physical Education and School Sport*

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 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.



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.



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'.

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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