



# Effective reporting of your Primary PE and Sport Premium spend

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# Workshop Outcomes

**By the end of workshop delegates will**

- Receive a national update and strategic overview of the Primary PE and Sport Premium
- Recognise the relationship to the revised Ofsted Inspection Framework
- Be advised on the perceived implications of the impending School Sport Action Plan
- Have an opportunity to ask questions

# Primary PE and Sport Premium Update

- Revised reporting date 31<sup>st</sup> July 2019 – for this year report on April 18 to March 19 and add on the summer term
- A revised reporting template
- Swimming: Changes to cohort reporting on CURRENT year 6 cohort reporting data
- Use of funding to provide CPD for teachers/deliverers of swimming
- Guidance on spending on capital builds – not to be used for capital
- Funding dates stipulated in guidance



# 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](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)



# How to use the Primary PE and Sport Premium

- Schools **must** use the funding to make additional and sustainable improvements to the quality of PE and sport they offer
- This means that they should use the premium to: develop or add to the PE and sport activities that the school already offers
- The PE NC curriculum and the Primary PE and Sport funding should compliment each other.
- Build capacity and capability within the school to ensure improvements made now will benefit pupils joining the school in future years



# Task One

- Discuss with the people on your table why you think it is important to put all the details of your plans and their costs on the website
- What other information should you include?
- Discuss the difference between 'have to' and 'want to'

# 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.

## Key Indicators:

### Key Indicators:

- Engagement of all pupils (5-16) 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



# New Reporting Template for the Primary PE and Sport Premium



## Task Two

- What is the impact on your pupils as a result of the Primary PE and Sport Premium funding?
- Cross check with afPE's Outcomes poster
- How will you ensure future sustainability?



# Developing the Whole Child Through Physical Education, School Sport & Physical Activity



**“The difference that high quality Physical Education, School Sport & Physical Activity make to the lives of young people is quite remarkable”**

## How might you review your PE, SS and PA?

### Quality of Physical Education

#### Intent

- All curriculum design, coverage and appropriateness

#### Implementation

- All curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

#### Impact

- Attainment and progress of all pupils
- Wider impact

### Behaviour and Attitudes

- Attitudes to learning
- Behaviour
- Attendance
- Participation

### Personal Development

- SMSC
- Fundamental British Values
- Healthy living
- Citizenship
- Equality & diversity
- Preparation for next stage

### Leadership & Management

- Vision & ethos
- Staff development
- Staff workload and wellbeing
- Governance / oversight
- Safeguarding

Towards the Education Inspection Framework 2019



# The three strategic 'i's

- Senior Leaders – **Intent**
- Subject Leads/Teachers – **Implementation**
- Pupils – **Implementation and Impact**
- Governors – **Intent and Impact**





# Primary PE and Sport Premium Website Reporting Template Exemplification Support Document



**Academic Year:**  
September 2018 - August 2019

**Total Fund allocated:**  
£18010

**Key Indicator 3. Increased confidence, knowledge and skills of all staff in teaching PE and Sport**

**Percentage of total allocation:**  
63% = £11361

Intention	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement	Sustainability and suggested next steps
Subject Leader undertook afPE Level 5 and 6 accredited courses (February - May) in order to up-skill her own knowledge and understanding so she can confidently disseminate to all staff, thus increasing their knowledge and confidence.	Enrolled in the locally delivered afPE courses (Level 5 undertaken together with HLTA) and cover provided as required. Liaised with SLT to ensure staff meeting time was allocated in order to disseminate to staff. Provided cover so SL could team teach/observe all members of staff at least once.	£5500 to supply cover cost of course/travel. Cover to monitor staff delivery by SL.	<ul style="list-style-type: none"> <li>As a result of good leadership in the subject and confident and knowledgeable staff, all pupils made good or better progress, building on prior achievement. 99% achieved the national expectation at the end of each Key Stage with more than 50% achieving beyond.</li> <li>Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE increased participation in wider activities (30% increase in club attendance, with 91% of all pupils attending one or more clubs).</li> <li>Development of co-operation/working in groups/desire to learn impacted right across the whole curriculum and standards improved significantly (See SATs results - 10% increase in attainment).</li> <li>There are fewer non-participants - exception rather than rule (Now down to 1.5%).</li> </ul>	The subject leader will be allocated on-going staff meeting time once per month; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed.



Academic Year:  
September 2019- August 2020

Total Fund allocated:  
£18010

Key Indicator 3. Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Percentage of total allocation:  
12.50%

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps
<p>Introduce breakfast club to encourage more pupils to attend school earlier and get involved in activities.</p> <p>Develop scoot to school in order to get more pupils travelling to school under their steam rather than being dropped off in a car.</p> <p>Introduce the daily mile to get <u>all</u> pupils undertaking at least 15 minutes of additional activity per day.</p>	Additional member of catering staff to order food, prepare and supervise.	£785	55 pupils attending breakfast club which includes 'Wake up and Shake' session - 97% attendance (previously 94%).	Aim to increase numbers at breakfast club - possibly minimal charge for breakfast to cover food costs.
	Identify a staff member to undertake activities (possibly a TA or external coach initially).	£200	TA and coach working together with nearly all the pupils above involved.	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.
	Introduce activities in which all pupils can be involved (e.g. wake up and shake)			Continue to work closely with parents to increase the number of pupils who own scooters - 25 pupils asked for them for Christmas.
	Purchase 20 scooters to introduce scooting in school.	40 x £30 = £1200	More pupils getting involved in scooting with over 100 now.	Explore upgrading track from capital budget Daily mile firmly embedded in school day.
	Identify course for daily mile.		ALL pupils involved in 15 minutes of additional activity every day.	<b>WIDER IMPACT AS A RESULT OF ABOVE</b>  Pupils are more active in PE lessons - take part without stopping to rest. Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target Attitudes to learning improved - better concentration in lessons. SAT results improved - see data.



# Task Three

Using the exemplification template discuss with the people on your table about your:

**Intentions** – how did you decide these?

**Implementation** – this should include your action plan including costing

**Impact** – what difference have the above made to your pupils and how do you know?

# afPE's Advice

## Remember:

- Impact is about the pupils not the teachers
- Include benchmark data
- Use a combination of qualitative and quantitative measurement data
- Include activities that have cost nothing or have been funded by alternative methods
- Be clear and concise about sustainability strategies
- Demonstrate connectivity
- Put in the 'value added'



# 10 Things that require Zero Talent:

- Being on Time
- Work Ethic
- Effort
- Body Language
- Energy
- Attitude
- Passion
- Being Coachable
- Doing Extra
- Being Prepared

