

Black Country Primary PE & Sport Premium Conference

In partnership with:



Planning and Sustainability of the Primary PE and Sport Premium

Kate Thornton-Bousfield

National Lead Physical Education and
Achievement YST

Sue Wilkinson MBE

CEO afPE

Outcomes

By the end of the workshop delegates will:

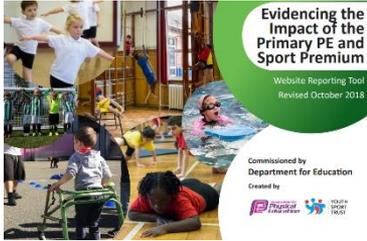
Know and understanding the funding compliance commitments

Understand the relationship between effective planning and the key indicators

Have discussed the challenges and potential solutions for sustainability

Have had an opportunity to share good practice and ask questions

Primary PE and Sport Premium

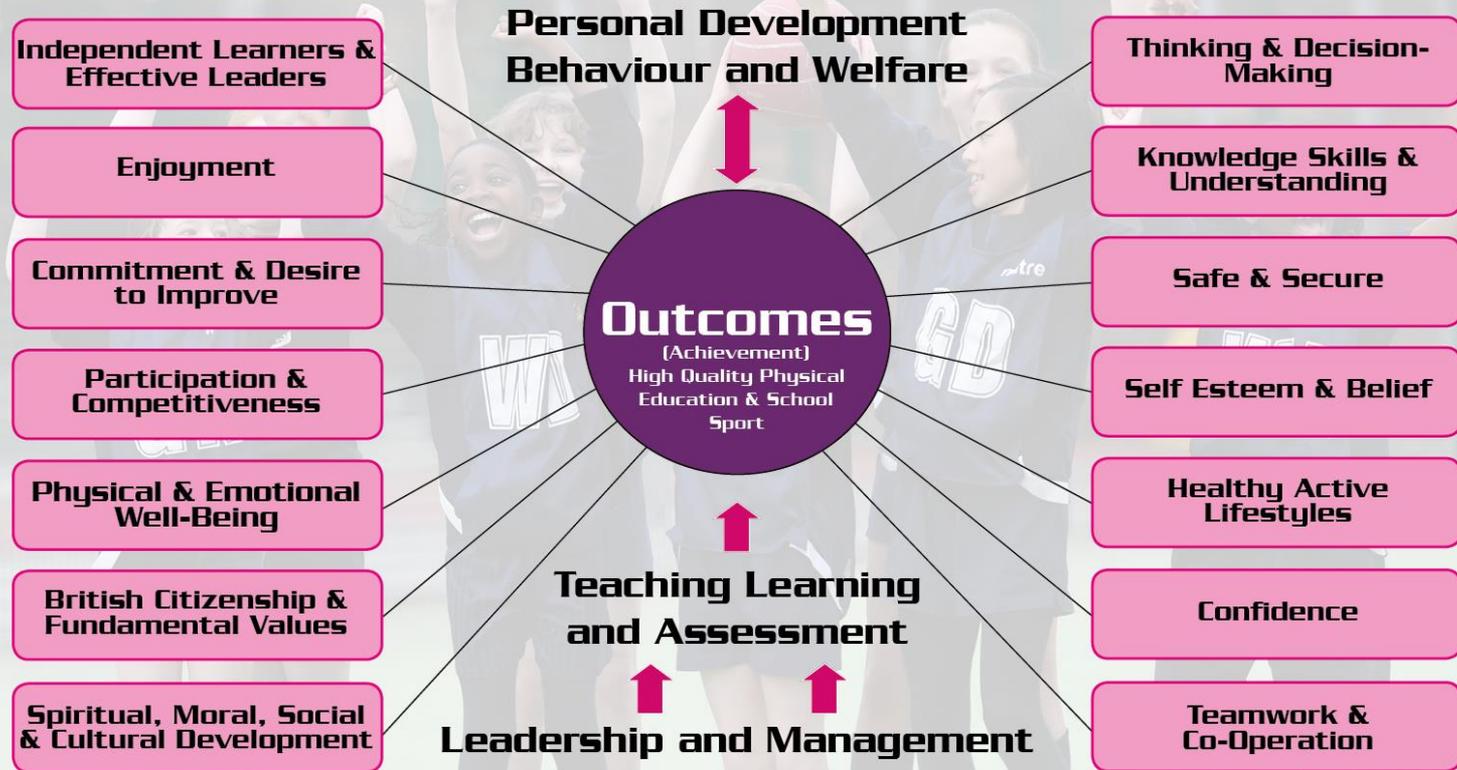


Hopes and Fears

Making the Difference: PE at the Heart of School Life



The Difference Physical Education, School Sport & Physical Activity Make to the Development of Well-Balanced Responsible Individuals



“The difference that high quality physical education, school sport & physical activity make to the lives of young people, is quite remarkable”

www.afpe.org.uk

Primary PE and Sport Premium



- NEW reporting date July 31 2019, NEW 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

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 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 1

- List in bullets everything you have spent your funding on
- Asterisk items that you have spent on each year
- Are there any common threads?

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

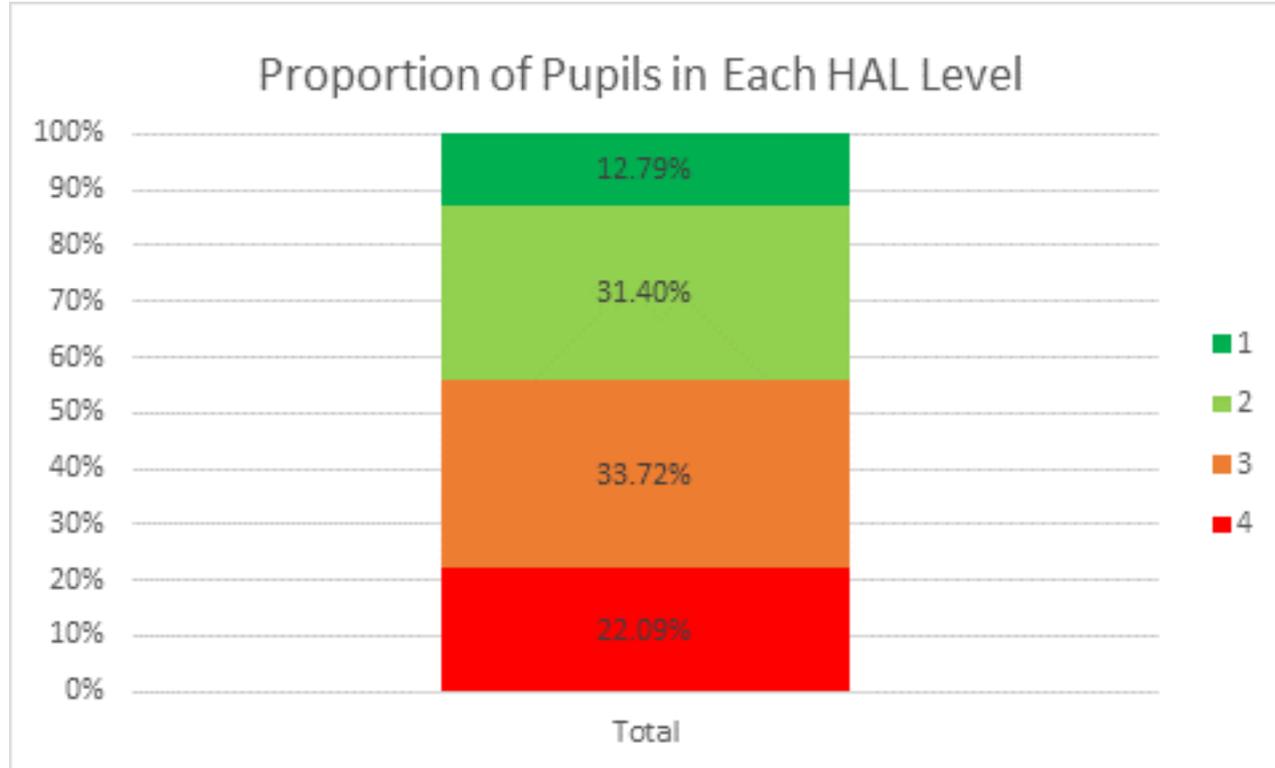
Why children and young people need regular PE, SS and PA

- Fact 1: Achievement – Pupils improve in all subjects.
- Fact 2: Personal Development – Pupils are more confident and positive.
- Fact 3: Social Skills – Pupils have more developed social skills.
- Fact 4: Health & Emotional Well-Being – Pupils have a better outlook on life
- Fact 5: Leadership – Pupils will be able to make informed decisions

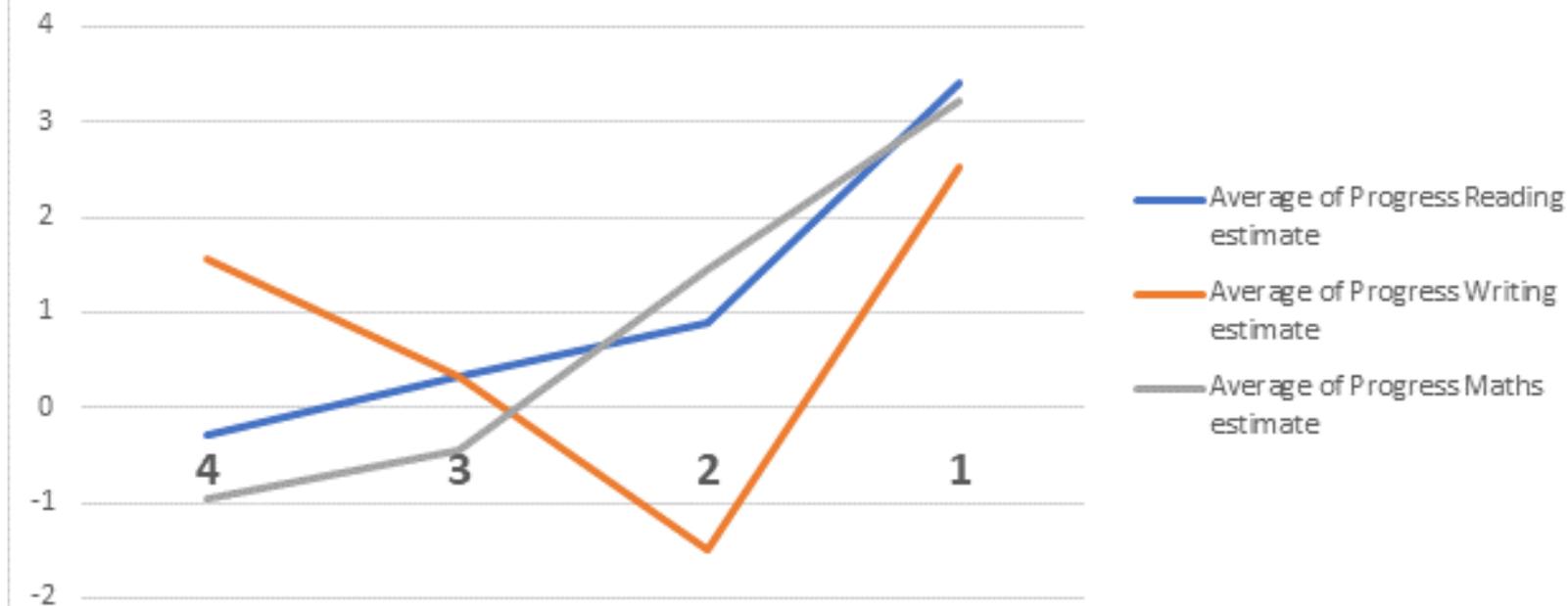
Number of Pupils: 86

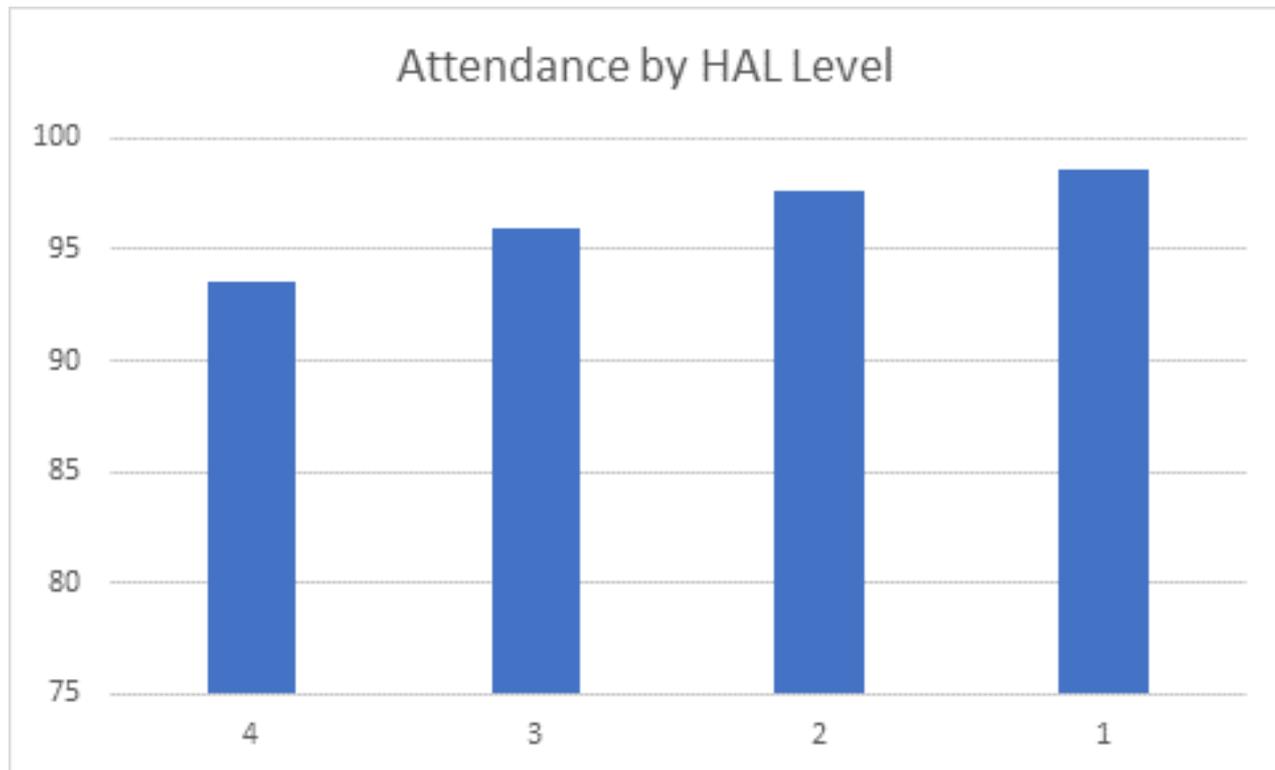
Male: 44

Female: 42



Average Progress Scores by HAL Level



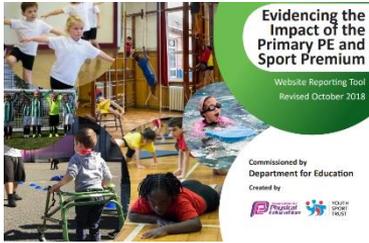


Primary PE and Sport Premium 2018-2019

Are you confident that...

- 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?

Primary PE and Sport Premium 2018-2019



Planning for sustainability

Task 2

Solutions for ensuring a sustainable process :

- List how you have planned for retaining key aspects of your actions
- Select one area that you do not think can be retained – ask your partner to find a solution

Ofsted Framework - Key Proposals from September 2019

- Curriculum at heart of new quality of education judgement – focus on broadening it and not teaching to tests
- Outcomes are a result of coherent well planned/well taught curriculum
- Not using schools' internal performance data - focus on putting child first.
- Importance of Leadership and management remains
- Separate judgements about learners' personal development and behaviour and attitudes
- Two days on site for short inspections

Questions Ofsted might ask :

- What do you **intend** to achieve in physical education?
- What strategies do you have in place to **implement** your intentions?
- What has been the **impact** and how do you know?
- Has there been an **impact** on whole school improvement and how do you know?

Section 5 Handbook Questions



 **association for
Physical
Education**

**Ofsted Inspections &
the Primary PE and Sport Premium**

Outlined below are extracts from the Ofsted Section 5 handbook which identify key areas that inspectors should ask schools about the Primary PE and Sport Premium. The next major change of the handbook is anticipated to be in 2019.

Inspectors should check:

- How effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

And specifically - that Governors:

- Ensure that the school's finances are properly managed and can evaluate how the school is using the Pupil Premium, Year 7 Literacy and Numeracy Catch-Up Premium, Primary PE and Sport Premium and Special Educational Needs funding.

The Outstanding criteria states that:

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the Pupil Premium and the Primary PE and Sport Premium secure excellent outcomes for pupils.
- Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

www.afpe.org.uk

Ofsted Additional Questions



association for
**Physical
Education**

Ofsted Inspections & the Primary PE and Sport Premium

Questions Ofsted might ask:

1. What specific outcomes does the school aim to achieve with the Primary PE and Sport Premium? For example: improving progress and skills, better attendance, increasing opportunities and activities.
2. Has there been an impact on whole school improvement as a result of the Primary PE and Sport Premium funding? If so, how do you know and what evidence do you have to support this?
3. How is the Primary PE and Sport Premium being used to enhance, rather than maintain existing provision?
4. How will these improvements be sustainable in the long term? What will the impact of the changes that the school is making now, be on pupils arriving at the school in five to 10 years time?
5. Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills and securing long-term impact?
6. What has been the most notable impact of the Primary PE and Sport Premium funding in terms of outcomes for your pupils? How do you measure these?
7. How has the Primary PE and Sport Premium funding impacted on attainment in national curriculum physical education?

© Association for Physical Education

Join your Professional Subject Association from £62

www.afpe.org.uk



association for
**Physical
Education**

www.afpe.org.uk @afPE_PE



Ofsted expectations in 140 words!

'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 and Sport Premium well; measuring its impact on outcomes for pupils effectively & governors rigorously hold them to account.'

Mike Crichton, afPE Chair

Primary PE and Sport Premium

PRIMARY PE AND SCHOOL SPORT PREMIUM

Are your teachers more confident and competent in teaching High Quality PE?

Have you got **more** children participating in physical activity, school sport and competitive activities?

How is PE and sport being used as a tool for whole school improvement?

What differences can you see in your children?

Do you know that being active reduces school related stress like taking SATS?

What are you proactively doing to engage your least active pupils?

Are you ready to meet the challenge of getting every child active for 30 minutes a day?

Have you made sustainable changes?

Are you ready to make the most of the sugar tax?

Do you know healthier children are better learners?

How do you know your children are happier and healthier?

What are you presenting on your website to evidence the impact of your spending against the DfE vision?

Too many Questions? How about one...

Year 6 pupil: Will I leave primary school this year with better knowledge, skills and motivation to be able to lead a healthy, active lifestyle and a love for lifelong physical activity and sport? Can the same be said for all children in reception now?

Primary PE and Sport Premium

Dear Headteacher,

I wanted to tell you how much I enjoy PE. We don't just play games anymore. I have learnt how to warm myself and my group up. We learn new skills and try to get better each lesson. We learn about teamwork and working with others. We learn how to win well and lose well too. We know how our body works, the names of muscles and how to make our body fitter and stronger. We know exercise makes us feel good too and what we need to eat and drink to do this.

There are loads of different activities on every lunch time and after school and lots of competitions. Sometimes we can enter two teams which is good as more of us can go.

Thank you,
Lucy age 10

For ideas and support with evidencing the impact of your PE and Sport Premium spend please visit...

www.youthsporttrust.org/PE-sport-premium

Call to action: national training programme: power of an active school

www.youthsporttrust.org/power-active-school



YOUTH
SPORT
TRUST

Task 3

- What would year 6's in your school write in their postcard to your headteacher?



Content of the Film

The film demonstrates:

- The clear vision that the Head Teacher has for the roles of PESSPA
- The role of the Subject Leader which includes developing other staff
- The role of the classroom teacher in making other subjects active
- The role of coaches in working alongside the teaching staff
- Why parents hold the school in high regard and their attitudes to PE,SS and PA
- The importance of PESSPA from the Chair of Governors
- How PESSPA can impact on pupils (see the three case studies which include a pupil who had behavioural issues, a pupil who had always been inactive and a pupil who had confidence issue. All three clearly articulate the difference that PESSPA have made to their lives)
- The effective use of the Primary PE and Sport Premium funding in meeting the 5 Key Indicators

Primary PE and Sport Premium 2018-2019



Supporting schools to sustain the impact of the primary PE and sport premium

<https://www.youthsporttrust.org/yst-premium-toolkit>



Definition of Physical Education, School Sport & Physical Activity*

Physical Education, school sport and physical activity 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.



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 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.



Thank you for engaging

Contacts :

afPE –

Simon Leach – Membership, Communications and Events

simon.leach@afpe.org.uk

Office – 01905 855584

Sue Wilkinson – Chief Executive Officer

sue.wilkinson@afpe.org.uk

YST – membership@youthsporttrust