In a Nutshell

Making the most of your PE and Sport Premium Funding

By Gill Cameron, a physical education specialist with 16 years of practical teaching experience across both the primary and secondary phases. She has also spent 8 years working in physical education development in a variety of roles at both regional and national level.

What is PE and sport premium?

The primary PE and sport premium was introduced in March 2013 to improve the provision of physical education and school sport in primary schools across England. The £150 million per year funding is provided jointly by the Departments for Education, Health, and Culture, Media and Sport (DfE, DH, DCMS). The funding is allocated directly to primary schools and is ring-fenced. This means it may only be spent on improving the provision of PE and sport in schools. In February 2014 the government committed to continue the funding until 2020.

How much funding will schools receive?

All schools with 17 or more primary-aged pupils between the ages of 5-11 on roll will receive a lump sum of £8,000 plus an additional premium of £5 per pupil. Schools with up to 17 pupils will receive the sum of £500 per pupil. Schools will receive the funding in two lump sum payments annually. Timings of these payments vary depending on the type of school. Please refer to www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools for payment dates.

What does the new sugar tax mean for the PE and sport premium funding?

In the 2016 Budget, Chancellor George Osborne announced that revenue from the soft drinks industry levy will be used to double the primary school PE and sport premium from £160 million per year to £320 million per year from September 2017, to help schools support healthier, more active lifestyles. This additional funding will enable primary schools to make further improvements to the quality and breadth of PE and sport they offer.
Who is eligible?
The following educational establishments with primary-aged pupils are eligible to receive the funding:

• Schools maintained by the local authority
• Academies and free schools
• Special schools (for children with special educational needs or disabilities)
• Non-maintained special schools (schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)
• City technology colleges (CTCs)
• Pupil referral units (PRUs provide education for children who can’t go to a mainstream school)
• General hospital schools

How should the funding be used?
The PE and sport premium must be spent by schools on ‘making additional and sustainable improvements to the provision of PE and sport’ for the benefit of all pupils to encourage the development of healthy, active lifestyles.

This means that the funding should be used to develop or add to the PE and sport activities that schools already offer and/or make improvements now that will benefit pupils joining the school in future years.

With this in mind, schools can choose how they use the funding.

For example, funding can be used to:

• hire qualified sports coaches to work alongside teachers
• provide existing staff with training or resources to help them teach PE and sport more confidently and effectively
• introduce new sports or activities and encourage more pupils to take part
• support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life clubs
• run sport competitions
• increase pupils’ participation in the school games
• run sports activities in partnership with other schools

Funding cannot be used:

• to employ coaches or specialist teachers to cover planning, preparation and assessment time (PPA)
• for teaching the minimum requirements of the national curriculum PE programmes of study, including those specified for swimming

Accountability
Will Ofsted inspect the impact of the PE and sport funding?
Inspectors will use evidence gained from meetings with school leaders, including governors, to assess the impact of additional funding on improving the quality and breadth of the PE and sport provision in the school. They will look at 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. Inspectors may also review the details of a school’s PE and sport provision on its website prior to an inspection. Essentially, they will want to ensure that the school’s finances are properly managed and can evaluate how the school is using the primary PE and sport premium.

Primary schools must ensure they publish on their school website information about their use of the PE and sport premium funding (Funding may be withheld if this is not done).

School website information must include:

• the amount of funding the school received for the academic year
• a full breakdown of how the school is spending or intends to spend the funding
• what the measured impact has been or will be on pupils’ attainment and participation
• how you will make sure these improvements are sustainable

Additionally, Ofsted inspectors will want to consider what impact there has
been on pupils’ lifestyles and on their physical and mental well-being. They will take into account how inclusive the school’s PE programme is, the rate of increase in participation across the activities offered, the mix and provision of activities offered, collaborative work with other schools and improvements in health education across the school.

Primary schools should expect that Ofsted will be looking at the way they are tackling common weaknesses in PE and sport provision, as identified in the most recent inspection survey report of the overall effectiveness of PE. ‘Beyond 2012 – Outstanding Physical Education for all (2013)’

This report identified a number of common weaknesses in primary PE including:

• teachers’ lack of detailed subject knowledge
• superficial lesson planning and limited use of assessment
• not enough opportunities for pupils to participate and compete in school sport
• insufficient focus on promoting pupils’ physical fitness
• no identified strategy to improve the health and well-being of all pupils
• not all pupils could swim 25 metres unaided by the end of Key Stage 2.

www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all

Things to consider for maximum impact

Schools should:

• ensure that strategic action plans for using the funding include clear, measurable targets for improvement and impact
• clearly show how school leaders, including governors, will evaluate the impact that the premium is having on improving PE and sports provision
• ensure regular monitoring and review of specialist PE teachers and sports coaches to ensure that the quality of teaching and coaching is consistently good or better
• ensure that the professional development of staff is well planned and specific to the individual needs of teachers and classroom assistants
• monitor the impact of professional development to ensure the sustainability of consistently good teaching of PE across the whole school
• provide additional activities to encourage immediate and longer-term participation in sport and physical activity for identified ‘non-participants’
• introduce activities specifically aimed at enabling the most able pupils to achieve high standards in PE and sport
• create links with a wider range of external sports clubs to achieve sustainable ways of engaging all pupils in physical activity and sport
• work closely with parents, carers, local health and other such agencies to promote the health and well-being of all pupils, especially those who are overweight.

The importance of a good PE programme

Physical education plays a crucial role in the education of the whole child. It contributes directly to development of physical ability and health and fitness, and helps children learn to make informed choices and understand the value of leading a physically active lifestyle. Physical education is unique to the school curriculum as the only programme that provides students with opportunities to learn fundamental movement skills, develop fitness, gain an understanding about physical activity and promote social, cooperative and problem-solving abilities in children. Through physical education pupils learn about the benefits of being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity within their lifestyle.
In a Nutshell

How can ‘Champions’ support schools in providing a good PE programme?

WINNER OF THE WHOLE CURRICULUM SUBJECT RESOURCE OF THE YEAR 2016

Champions is a whole-school sport, health and fitness programme that will help to transform PE teaching throughout your school, helping teachers to:

• teach PE with confidence, with flexible step-by-step lesson plans and ‘how-to’ videos
• easily demonstrate impact on sport participation and attainment for your sport premium funding
• improve fitness, promote a healthy lifestyle and cultivate a love of PE
• monitor and track pupils’ progress with fun fitness challenges and motivating rewards

Teachers can feel confident to deliver high quality lessons with the aid of:

• skills and fitness videos that help to model techniques and provide extra support for the non-specialist
• a range of pre-selected music tracks for fitness lessons
• useful skills cards to provide guidance on how to ensure children perform skills correctly
• photocopiable pupil resources for all health units
• fun fitness challenges for each year group to help track fitness levels across the school and monitor progression
• Rewards and certificates to help motivate your pupils

Download your Champions Sample Lessons here

Next Steps – Self review Questions to help

• Do we have a whole-school vision for PE and school sport that is shared across the school?
• How does the PE and sport provision in our school contribute to whole school improvement?
• How does PE and sport contribute to the overall attitude, behaviour and achievement of our pupils?
• Do we have a strong PE coordinator? Are they given additional time to develop our PE and sport programme?
• How much curriculum PE do we give our pupils? Do we ensure they get it?
• How do we ensure our curriculum provision is of the highest quality and engages all pupils?
• Is the quality of teaching in PE consistently good or better?
• Do our children make good or better progress in physical education?
• How do we extend our gifted and talented children in PE?
• Do we offer a wide and varied programme of activity for our pupils?
• Do all pupils participate in physical education regularly?
• Do we offer all our pupils opportunities to participate in high quality competition with other schools?
• How does our physical education provision contribute to the health and well-being of all our pupils?
• Do we have a strategy for ensuring staff receive effective and appropriate CPD in PE?
• Do we work collaboratively with other schools in our area to support our provision?
• Do we have a clear action plan that outlines how we will spend our funding?
• Is this displayed clearly on our website?
• Do we have a PE and sport lead governor who is able to regularly support and challenge the PE coordinator?
• How are we measuring the impact of PE and sport in our school?

Additional information and support

www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
www.afpe.org.uk/advice-on-new-national-curriculum/advice-on-sport-premium

For more information about Champions please visit: www.risingstars-uk.com/champions