

PE & SPORT PREMIUM: A GUIDE FOR GOVERNORS

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FOREWORD FROM EDUCATOR SOLUTIONS:

The PE and Sport Premium funding has the potential to enrich school life and support whole school improvement in many ways. With careful planning it gives school leaders the opportunity to be creative and impactful for all pupils and the wider community. Sustainable impact is the key and this is clearly identified in the Ofsted framework - how effectively leaders and governors 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. As the heads of Educator Solution teaching and learning team and governance and leadership service we believe this is a crucial area to address and not forget. Therefore we have jointly released this supporting document alongside Active Norfolk to impact all Norfolk schools.

Samantha Penn - Senior Adviser (Teaching and Learning Service)

Helen Wardale – Head of Governance and Leadership Service

FOREWORD FROM ACTIVE NORFOLK:

The PE and Sport Premium investment represents an unprecedented opportunity to impact upon the lives of our young people through sport and physical activity. The health benefits, both physical and emotional, that can be realised through physical activity are well known and given that 1 in 3 11 year olds in Norfolk are overweight or obese, 68% of primary aged pupils feel anxiety about issues in their life and only one in four young people reach the chief medical officer's guidelines for physical activity, this is not an opportunity that we can afford to waste. This guide will help Governors to understand the context, the opportunities open to schools and their role in maximising the PE and Sport Premium funding. Governors can play a key role in ensuring that the potential impact of this funding is realised and our young people leave primary school happy, healthy, successful and on the road to an active lifestyle.

Ben Jones – Director, Active Norfolk

INTRODUCTION

The purpose of this guide is to explore the PE & Sport Premium in greater detail and the role of the Governor in ensuring impact of the premium is maximised.

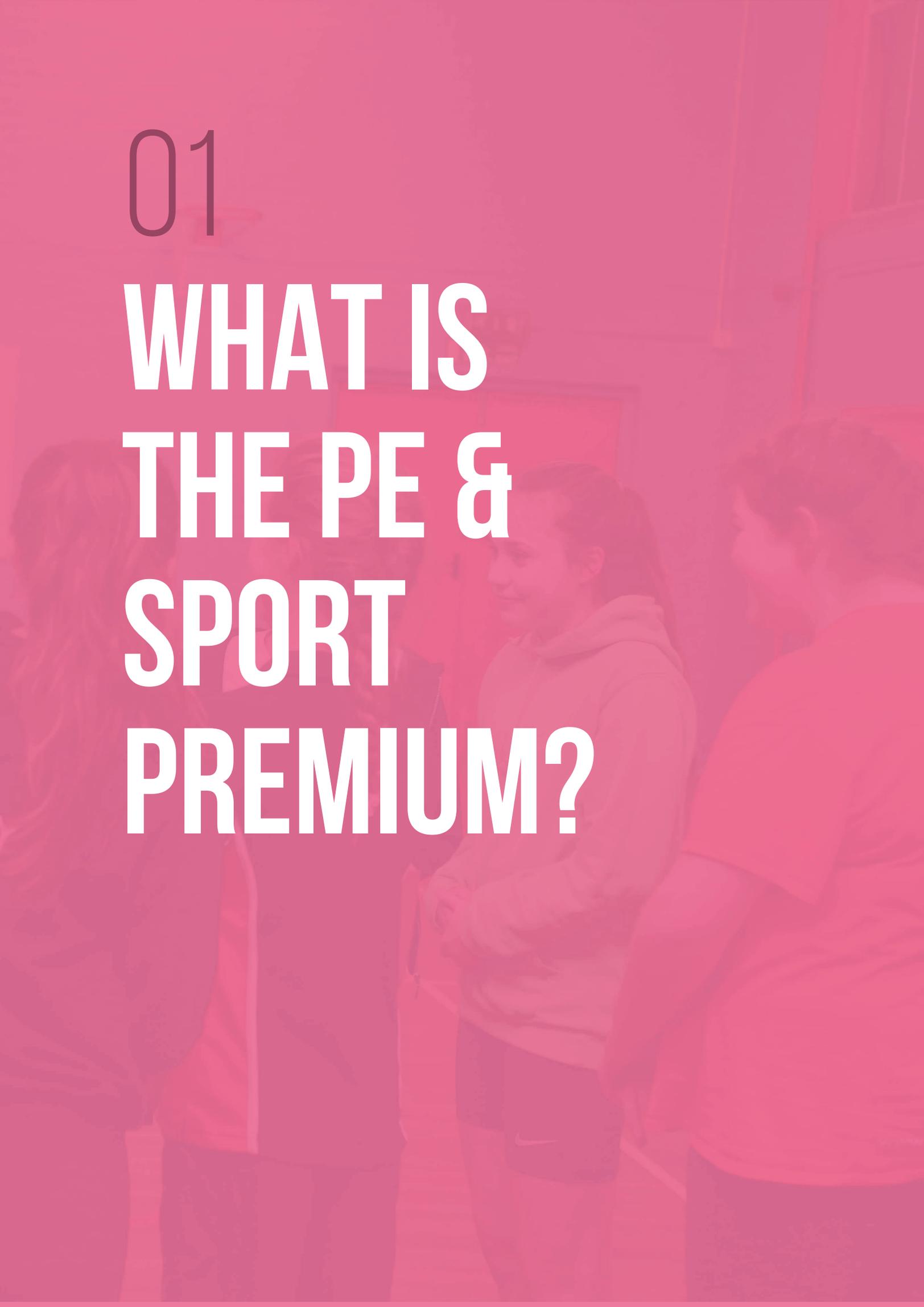
It will set the context and outline why sport and physical activity is important for children, detailing the breadth of benefits it can bring from physical and emotional wellbeing to better academic achievement.

It will provide information on potential uses of the funding, important considerations, and the opportunities and support available in Norfolk.

It will outline your role as a governor, what accountability measures are in place and pose some challenging questions. We hope that it helps you to support your school to make informed decisions and maximise this funding for the benefit of your pupils.

01

WHAT IS THE PE & SPORT PREMIUM?





In March 2013 the government announced that it was to provide additional funding of £150 million per annum to improve provision of physical education (PE) and sport in primary schools in England - The Primary PE & Sport Premium. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - is allocated to primary school headteachers. The funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. The funding has been committed to continue until 2020.

In July 2017 the DfE announced the doubling of the original amount of the funding with some amendments to the grant conditions from previous years. This has increased the expectation of its potential impact, proven the value now placed by the government on this area of schools work and opened up further opportunities for all primary age pupils.

PURPOSE OF FUNDING

Schools must continue to spend the additional funding on additional and sustainable improvements to the quality of their provision of PE and sport, but they will have the freedom to choose how they do this. This means that schools should use the premium to:

- Develop or add to the PE and sport activities that their school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

VISION

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. We would expect indicators of such improvement to include:

- 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
- The profile of PE and sport 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

For example, schools can use the funding to (this is not an exhaustive list):

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

YOU SHOULD NOT USE YOUR FUNDING TO:

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

02

CONTEXT AND BACKGROUND

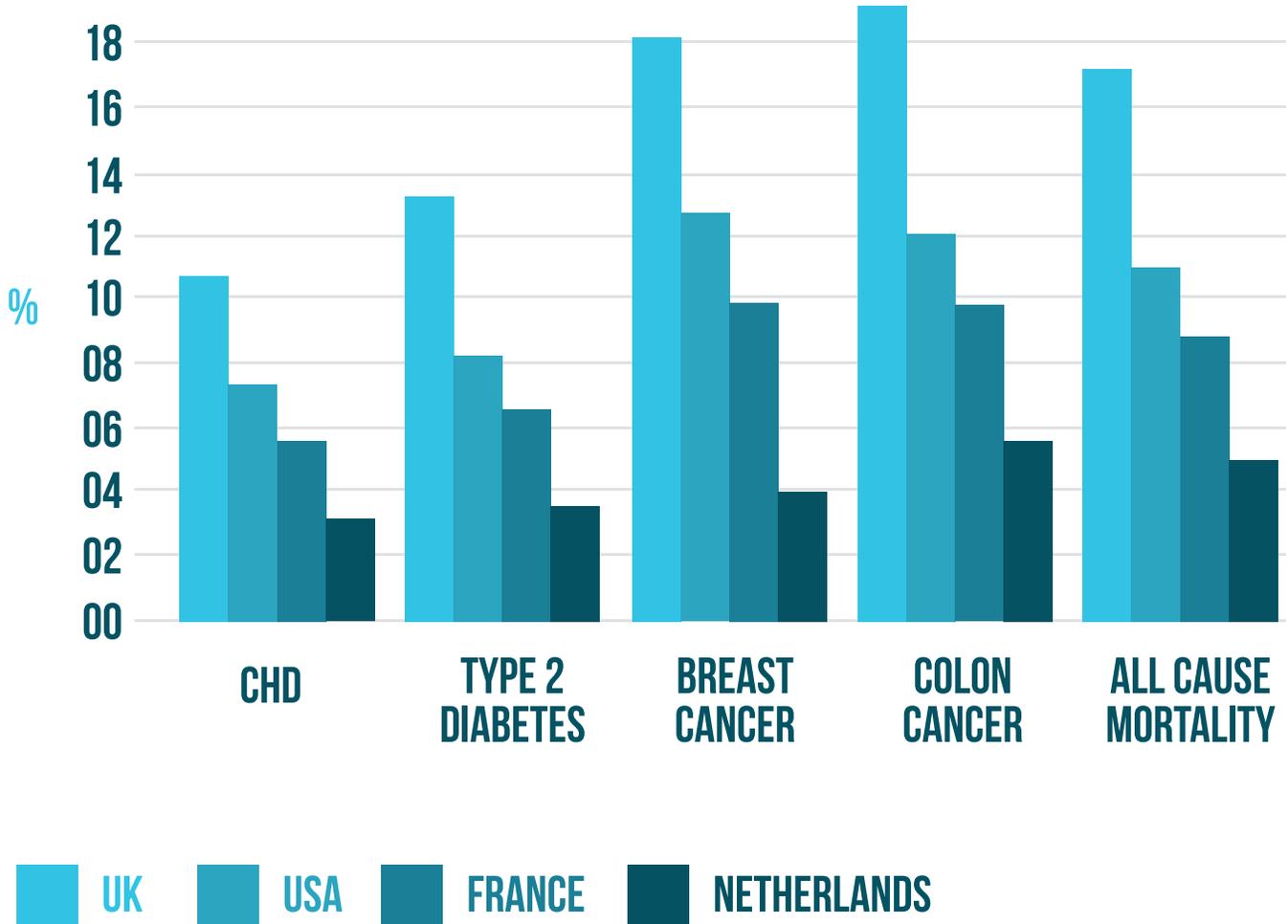


THE BENEFITS OF PHYSICAL ACTIVITY, SPORT AND PHYSICAL EDUCATION – WHY IS IT IMPORTANT?

In a time of high pressure on academic performance PE and sport and physical activity can be seen as a 'nice to have' but not a priority, however, there is strong evidence that it can impact positively on a young person's attainment and academic achievement (Stead and Neville, 2010). This is in addition to the strong relationship with physical wellbeing, emotional wellbeing and promoting positive behaviours (British Heart Foundation, 2014). In addition, physical inactivity costs the Norfolk economy £18m per year (UK Active, 2014) mainly through treatment of conditions that could be avoided with physical activity. The table below summarises the benefits:

BENEFIT	NATURE OF RELATIONSHIP
<p>Physical Benefits</p>	<ul style="list-style-type: none"> ● Improved cardiovascular fitness ● 20-35% lower risk of cardiovascular disease including coronary heart disease, stroke and improved cholesterol profiles ● Decreased risk of early onset type 2 diabetes ● Improved bone health ● Reduced body fat and maintaining a healthy weight ● Stronger muscles. ● Promote healthy growth and development (BHF, 2014)
<p>Emotional Wellbeing</p>	<p>Strong association with improved Self-esteem, Resilience, Depression and Mood. (Trudeau & Shephard, 2010), (Tomperowski, 2003)</p> <p>Improved self-esteem can lead to many wider benefits including increased academic achievement, employment prospects and greater social integration (Martin, 2010).</p>
<p>Social Benefits</p>	<p>Social Benefits Physical activity helps produce more rounded citizens, it encourages:</p> <ul style="list-style-type: none"> ● Improved social interaction and integration ● Raised aspirations ● Enhanced leadership ● Improved communication skills ● Positive behaviours ● Greater morality
<p>Attainment & Achievement</p>	<p>Children and young people who are aerobically fit have higher academic scores. Physical activity improves factors affecting attainment including:</p> <ul style="list-style-type: none"> ● Memory, concentration and perception ● Behaviour ● Attendance ● School and college satisfaction (PHE, 2014a), (Stead and Neville, 2010)

We know that physically active young people are more likely to become physically active adults and to put the physical benefits of being physically active in context the following graph shows the percentage of deaths that would be avoided if everyone met the physical activity guidelines.



THE NATIONAL & LOCAL STRATEGIC CONTEXT

Given the breadth of benefits of participation in PE, sport and physical activity it has a strong strategic role to play both nationally and in Norfolk with key strategy documents outlining the importance of being active. Here we outline some of the key strategies to which the PE & Sport Premium contribute first nationally and then locally.

SPORTING FUTURE (2016) – THE GOVERNMENT STRATEGY FOR SPORT

Government's investment into the PE and Sport Premium, which will exceed £1bn by 2020, is a demonstration of the importance they place on the role physical activity can play in ensuring happy, healthy and successful young people.

Further evidence of the importance placed on physical activity is the recent Government 'Sporting Future' strategy which is the biggest shift in government policy in sport in more than a decade outlines the vision for role of sport and physical activity in this country. Government understands the breadth of benefits that sport and physical activity can have and as such the strategy is not written and published by the Department for Media, Culture and Sport but instead it is a cross-government document involving all government departments, because they can all benefit from a more active nation. The strategy sets out the vision that sport and physical activity investment will contribute to at least one of five outcomes:

- **Physical wellbeing**
- **Mental wellbeing**
- **Individual development**
- **Social and community development**
- **Economic development**

In the Strategy Edward Timpson MP, Minister for Children and Families said:

"Provision for children and young people will rightly sit at the heart of a new strategy for sport in this country. We want to see healthy, happy active children becoming healthy, happy active adults and the talented primary school children of today becoming our sporting stars of the future."

TOWARDS AN ACTIVE NATION (2016) – SPORT ENGLAND'S STRATEGY

Sport England published their strategy, 'Towards an Active Nation', setting out how they intend to deliver the Government's vision. Sport England set out that everyone, regardless of their age, background or level of ability, should feel able to engage in sport and physical activity. Some will be young, fit and talented, but most will not. We want everyone to feel welcome, to find something in sport and activity that meets their needs.

They set out that school is when future champions first dream of success, but it is also when the last child to be picked for the team or the disabled child constantly relegated to the sidelines is put off sport and physical activity, sometimes forever. Two things matter most at this age: basic competence and enjoyment. The sense that 'you can do this' whatever your level of ability and that you can get something out of it that matters to you, builds strong foundations. What matters to each child varies – it might be winning, spending time with a parent or just the freedom of running around with friends. PE and school sport should impact on ALL young people.

CHILDHOOD OBESITY: A PLAN FOR ACTION (2017)

Recognising that childhood obesity is a major threat to the long term health of our population, the Government released ' ' which sets out the aim to significantly reduce England's rate of childhood obesity within the next ten years. The Strategy outlines the importance of reducing childhood obesity both for health and economic reasons, stating:

Reducing obesity levels will save lives as obesity doubles the risk of dying prematurely. Obese adults are seven times more likely to become a type 2 diabetic than adults of a healthy weight which may cause blindness or limb amputation. And not only are obese people more likely to get physical health conditions like heart disease, they are also more likely to be living with conditions like depression. The economic costs are great, too. We spend more each year on the treatment of obesity and diabetes than we do on the police, fire service and judicial system combined. It was estimated that the NHS in England spent £5.1 billion on overweight and obesity-related ill-health in 2014/15.

The strategy states that reducing childhood obesity is the responsibility of all of us, including industry, families, communities and education. It also puts physical activity front and centre of the approach to tackling obesity. It outlines a number of measures that will be introduced, the notable and relevant ones to schools are:

- **The expectation that schools will support ALL young people to undertake 30 minutes of physical activity during the school day, every day.**
- **A new Healthy School rating system will be introduced for schools to assess their effectiveness against tackling obesity.**
- **Ofsted will assess a school's progress towards tackling obesity in school**

The PE and Sport Premium provides a fantastic opportunity to introduce physical activity to help ensure your pupils maintain a healthy weight. The Strategy also outlines that money raised by the sugar levy could be invested to expand the PE and Sport Premium.

ACTIVE NORFOLK'S STRATEGY 2016-2021

Active Norfolk is the strategic lead for sport and physical activity in Norfolk, their 5 Year Strategy sets out how they will lead a collaborative approach to broadening and deepening the impact that sport and physical activity has on the lives of people in Norfolk. It outlines 3 objectives:

- **To increase participation in sport and physical activity**
- **To improve health and wellbeing by reducing physical inactivity**
- **To improve lives by establishing and increasing sport and physical activity's contribution to creating stronger, more sustainable and prosperous communities.**

Effective use of the PE and Sport Premium can contribute to all three objectives.

FUTURE IN MIND: PROMOTING, PROTECTING AND IMPROVING OUR CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH & WELLBEING (2015)

Future in Mind emphasises the importance of the mental health of our young people and sets out the Government's approach from 2015-2020 to improve services and outcomes. The strategy outlines that physical activity can contribute to improved outcomes, the impact of physical activity on emotional wellbeing are set out earlier in this guidance and the links are clear. Used effectively, the PE and Sport Premium can contribute to ensuring that your pupils are less stressed, more resilient, have high self-esteem and good mood.

A GOOD SCHOOL/EDUCATION FOR EVERY NORFOLK LEARNER

'A Good School for Every Norfolk Learner', arose as a result of the huge determination to have the best schools possible for Norfolk's children and young people. 'A Good Education for Every Norfolk Learner' (March 2015) reiterates existing principles and practices and broadens the focus to provide support and challenge for all education providers for children and young people, including for the most vulnerable. All of our children and young people deserve the best possible education to provide the best possible start in life and this is an important aspect of Norfolk County Council's ambition to pursue 'excellence in education'.

The PE and Sport Premium outcomes align with the outcomes of these strategies. Beyond effective use of the premium being a contributory element of being a good or outstanding school, the Premium can be used to improve teaching and learning, as outlined earlier in this document, physical activity can improve attendance, attainment, behavior and if embedded across the school can help transform a school's outcomes.

We know young people from areas of high deprivation are likely to have poorer outcomes, we also know that physical activity can help improve these outcomes including physical and mental wellbeing, academic achievement and employment. These young people are also more likely to be inactive and suffer from conditions linked with inactivity either as a young person or later in life. The premium should be impacting on ALL young people, targeting those most likely to benefit from physical activity is encouraged.



ACTIVE FUTURES

Active Futures is Norfolk's strategy for physical activity, PE, sport and physical development for young people. The vision is to inspire all young people in Norfolk to realise the benefits of an active lifestyle, if we can collectively contribute to the strategic aims then we will have happier, healthier and more successful young people and communities. The aims represent a wide range of approaches to achieving this vision and these should be considered when planning PE and Sport Premium activity, a good check and challenge exercise is to consider whether or not your premium spend is impacting upon all of these aims:

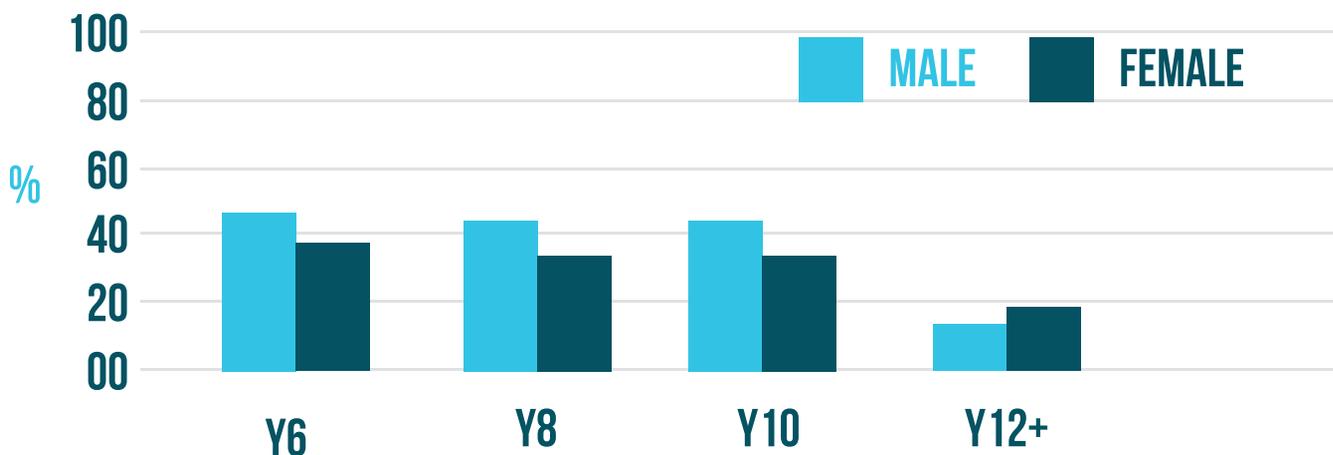
- Raise awareness of the breadth of benefits of physical activity to those who can influence young people's behaviour.
- Create and develop diverse opportunities to be physically active every day that are appealing, safe and meet the needs of young people and families.
- Place an emphasis on engaging those who are most likely to be inactive and those who will benefit most from physical activity.
- Support young people who want to progress to reach their potential through sport and physical activity.
- Strive to understand, continue to learn and commit to share what works and what doesn't work in engaging children and young people in physical activity.
- Prepare young people for adult life by teaching and increasing confidence in life skills such as swimming, cycling and leadership.
- Provide appropriate spaces for young people to be physically active.
- Develop the physical competence of young people to help ensure confidence and enjoyment.

NORFOLK'S LIVING WELL: A PUBLIC HEALTH STRATEGY FOR NORFOLK 2016-2020

The vision for Norfolk's Living Well; A public health strategy for Norfolk 2016-2020 is to prioritise public health actions which will promote healthy living and healthy places, protect communities and individuals from harm, provide services that meet community needs and work in partnership to transform the way services are delivered. Public Health will lead the development of the Norfolk Health and Wellbeing Board strategy from 2017, focusing on preventing ill-health, reducing health inequalities and promote integration. Public Health has a statutory duty to enable the people of Norfolk to live healthy lives and aims to pay special attention to the health and wellbeing of children and young people to give them the best start in life. The PE and Sport Premium is well placed to inspire schools to help tackle key public health issues such as childhood obesity and mental health within their school day through providing innovative, sustainable activities that will encourage children to lead healthier, active lifestyles.

HOW ARE WE DOING AT THE MOMENT?

The recent Health and Wellbeing Survey undertaken by Public Health Norfolk (2016) found that 45% of males and 39% of females of year 6 pupils meet the guidelines of 1 hour of physical activity a day for 5 days or more per week. Girls participate less than boys.



Other measures indicate that participation is much lower than this at around 1 in 4 primary school age young people meeting the guidelines (BHF, 2015):

ENGLAND	5-15	2-4	5-7	8-10	11-12	13-15
Boys						
Meeting recommendations	21%	9%	24%	26%	19%	14%
Some activity	41%	6%	39%	40%	38%	44%
Low activity	39%	85%	37%	34%	43%	42%
Base	643	212	192	175	123	153
Girls						
Meeting recommendations	16%	10%	23%	16%	14%	8%
Some activity	40%	7%	37%	41%	44%	38%
Low activity	45%	83%	40%	43%	42%	54%
Base	651	206	182	190	133	146

Does your school know how active your pupils are? If you had this information could it help improve target physical activity for those who could benefit most? Or to ensure that ALL young people are benefitting from the PE and Sport Premium?

To emphasise the importance of this the following data shows how we are doing in Norfolk in some areas where we know physical activity can have an impact for children and young people.

OBESITY

In Norfolk **1 in 5** reception aged pupils are overweight or obese

By the time they reach year 6 this becomes **1 in 3**



This is in line with the national average. The burden is falling hardest on those children from low-income backgrounds. Obesity rates are highest for children from the most deprived areas and this is getting worse. Children aged 5 and from the poorest income groups are twice as likely to be obese compared to their most well off counterparts and by age 11 they are three times as likely.

You should have access to your National Child Measurement Programme data which will tell you the obesity rates in your schools. Have you seen this data? How can this data be used to inform your use of the PE and Sport Premium to ensure maximum impact?

EMOTIONAL WELLBEING

The prevalence of mental health problems in children and adolescents shows (Department of Health, 2015):

9.6% or nearly 850,000 children and young people aged between 5-16 years have a mental health issue.

7.7% or nearly 340,000 children aged 5-10 years have a mental health issue.

11.5% or about 510,000 young people aged between 11-16 years have a mental health issue.

This means in an average class of 30 schoolchildren, 3 will suffer from a diagnosable mental health issue. The most common diagnostic categories were conduct disorders, anxiety, depression and hyperkinetic disorders.

Norfolk's Health Related Behaviour Questionnaire (2016) shows that emotional wellbeing is an issue felt by our young people:

68% of primary pupils and 74% of secondary pupils responded that they worry about at least one of the issues listed 'quite a lot' or 'a lot'

Q40. Percentage of primary pupils responding that they worry about the following quite a lot or a lot:

Primary Males

- 30%** Their health
- 29%** Bereavement/ Death or separation
- 29%** Exams and tests
- 24%** Family problems
- 22%** Bullying

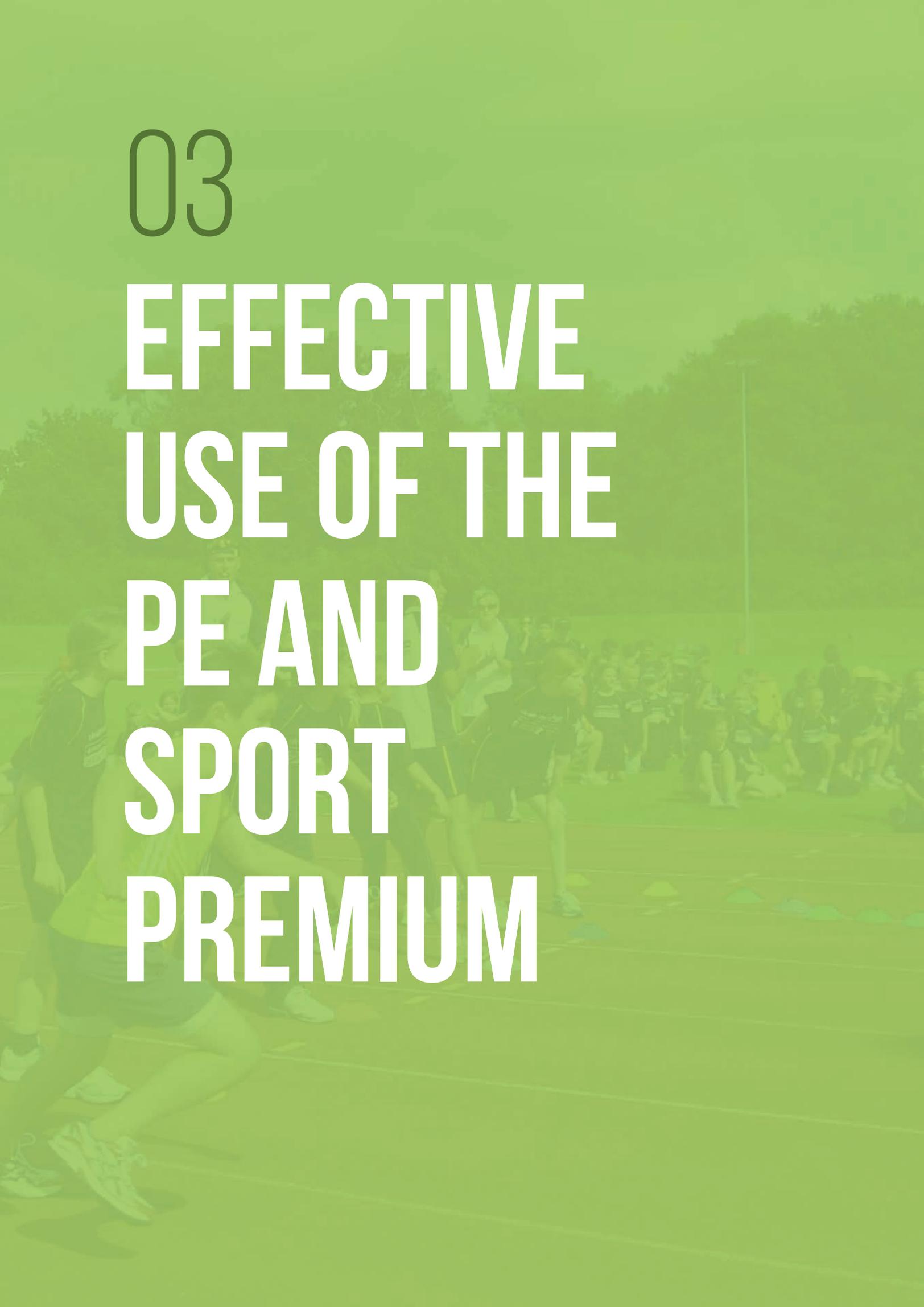
Primary Females

- 33%** Exams and tests
- 30%** Bullying
- 27%** Their health
- 26%** Problems with friends
- 25%** Family problems

Is emotional wellbeing an issue in your school? The Health and Wellbeing Survey for Children and Young People is a school based survey and you can participate and get a report on the health behaviours of your pupils. Could you use your PE and Sport Premium to improve the emotional wellbeing of pupils?

03

**EFFECTIVE
USE OF THE
PE AND
SPORT
PREMIUM**

The background of the page is a photograph of a track and field race, overlaid with a semi-transparent green filter. The image shows several runners in various colored uniforms (black, green, blue) competing on a track. Spectators are visible in the background, and a goalpost stands on the right side of the field. The overall scene is captured from a low angle, emphasizing the runners' movement.

Schools have the freedom to choose how this funding will be spent, you know your pupils and your school and how the money can best be utilised, however, when planning and monitoring the use of the premium the following model will help guide you to effective use of the premium. Your school should be able to answer yes to all of the questions. Contact details for people who can help are on the next page if you feel you need support with ensuring that all questions can be answered yes.

WHERE ARE YOU NOW?

- Have you undertaken a self-review to assess where you are now? You can find an example self-review tool in the appendices
- Does your PE, sport and physical activity offer meet the needs of ALL of your pupils?
- Have you identified key areas for potential improvement?

IS IT SUSTAINABLE?

- If the funding stopped would the action continue to have an impact?
- Will the actions taken continue to benefit future pupils of the school?

WHAT WILL YOU DO?

- Do you know what actions can improve the identified areas?
- Are you clear in what you are trying to achieve?
- Are there examples of other schools that have achieved this
- Have you set deadlines for completion?
- Is it clear who is responsible?

HOW WILL YOU KNOW IT HAS WORKED?

- Have you thought about how you will know whether interventions have worked and included impact measurement from the start? (If you also measure why it has worked you can use this learning in future.)
- Have you considered how you will demonstrate your impact and effective use of funding to Ofsted, parents and others?

There are a number of organisations who can support your school and guide you with using your PE and Sport Premium spend, this can include advice, training and signposting to opportunities. Guidance and information on PE and School Sport, including useful templates and guides for the PE and sport premium, is gathered on www.norfolkpeandsport.com.

ORGANISATION	DESCRIPTION OF AVAILABLE SUPPORT
<p>Active Norfolk</p>	<p>Active Norfolk are the County Sports Partnership in Norfolk, through the DfE and Sport England they fulfil a role as impartial advisors on the PE and Sport Premium. Active Norfolk can offer free and independent advice. They work with a limited number of schools to offer 1 to 1 support but can also offer ongoing guidance throughout the year.</p> <p>They have a role in understanding the opportunities available to schools to utilise the PE and Sport Premium and communicating them simply.</p> <p>Active Norfolk also seek to broadly understand how the premium is used in Norfolk and use that knowledge to most effectively direct support.</p> <p>Contact www.activenorfolk.org Jo Thompson – joanne.thompson@activenorfolk.org</p>
<p>School Sports Partnerships</p>	<p>School Sports Partnerships offer a number of free to access programmes such as the School Games, Bikeability and Change4Life clubs to all primary schools.</p> <p>Some offer additional support including advice on use of the PE and Sport Premium.</p> <p>Contact To find out what your School Sports Partnership offers visit www.norfolkssp.co.uk</p>
<p>Educator Solutions</p>	<p>Educator Solutions is a traded service with an experienced team of qualified education professionals committed to building partnerships with schools, academies and other providers - both within Norfolk and beyond - to improve learning experiences and outcomes for children and young people.</p> <p>They can help facilitate development of curriculum, support improvement and enhance leadership through training, networks and conferences.</p> <p>Contact www.educatorsolutions.org.uk Kevin Holland - kevin.holland@educatorsolutions.org.uk</p>

04

THE ROLE OF THE GOVERNOR



The Governing Body of a school can play a key role in ensuring that the pupils of their school can realise the benefits of physical activity, sport and PE. As ever, that role is to challenge the school on their decision making process, holding them to account and providing strategic direction.

Given the importance and potential impact that effective use of this premium could have (as outlined earlier in this guidance) we would suggest assigning a lead on the PE and Sport Premium to one named Governor. This will help ensure accountability specifically for the PE and Sport Premium and as the value of PE and sport is raised in the school, will help ensure longevity beyond the life of the funding. The lead governor need not have experience or an in-depth understanding of PE, sport and physical activity, this guide can provide all of the information needed. The entire Governing body will continue to be responsible but the lead Governor will undertake a number of key tasks:

SUGGESTED RESPONSIBILITIES FOR A LEAD PE AND SPORT GOVERNOR:

- Ensure that the PE and Sport Premium is discussed regularly as part of an appropriate sub group with actions monitored and minuted.
- Meet the member of staff responsible for the PE and Sport Premium regularly
- Report impact of previous year and plans for coming year to the full Governing Body and other relevant school staff annually
- Keep up to date with national and local developments on the PE and Sport Premium.
- Monitor, understand and feedback on the link between the PE and Sport Premium and the School Improvement and Development Plan
- Contribute towards relevant school policies associated with PE & Sport Premium
- Ensure that monitoring the progress of action plans and spend of the premium is included within the Governing Body monitoring programme.

These roles have been placed into a template to allow the lead governor to develop an action plan to achieve them in Appendix 1.

If you feel that you would require training to fulfil this role please contact Active Norfolk (using details on page 21) who can signpost you to appropriate opportunities.

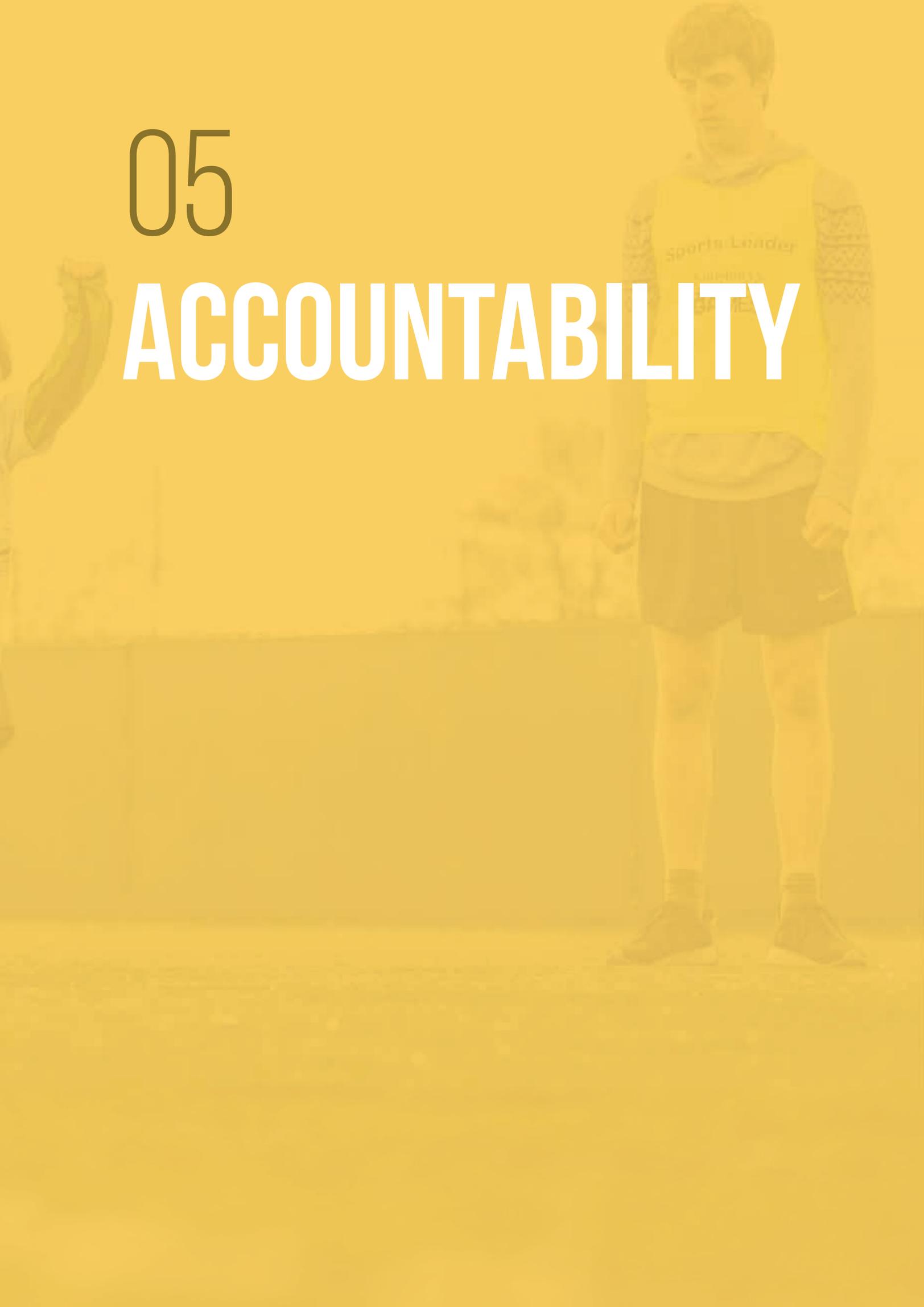
KEY CHALLENGING QUESTIONS FOR GOVERNORS TO RAISE

- Is the Premium being used to make additional and sustainable improvements in the quality of PE and School Sport?
- Have we considered all aspects of the planning model set out in this guidance?
- Can we demonstrate the impact of the circa £50,000 that we will have received by the end of this year (July 2018)?
- Is our practice sustainable? Will it still impact pupils after the funding has gone?
- Are both the Head teacher and Governing Body fully aware of the guidelines connected with premium?
- Does an outline of intended use of the Premium appear on the school website?
- Does it accurately reflect what is happening in school?
- Does the school's PE, sport and physical activity offer impact upon ALL young people in the school?
- Is the premium being used to target those pupils that are less active?
- Is the funding promoting active and healthy lifestyles?
- Is the school contributing towards the Chief Medical Officer guidelines that 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?
- Is your school aware of the offer from your School Sports Partnership? And do you maximise the opportunities they offer to help achieve your outcomes?
- Can the funding be used to ensure PE, sport and physical activity are contributing across the curriculum?
- Do finance records distinguish between the PE and Sport Premium and the curriculum budgets?
- How well is PE and Sport covered in the whole school professional learning strategy?
- To what extent is funding leading to professional learning for your staff?
- If you are using external providers:
 - What impact will they have on the pupils and staff and how will you know?
 - Are they replacing or supporting your staff in the delivery of PE and School Sport? Do they work alongside staff during curriculum time to upskill them or just cover PPA time?
 - What quality assurances and safeguarding procedures are in place to ensure quality provision?
 - Are coaches inducted into school procedures and understand how PE and sport contribute to whole school strategies?
 - Is time set aside for planning, monitoring and reviewing delivery of the provider?
 - Is there a set timescale for when the teachers working alongside the coaches have been suitably upskilled to teach/deliver independently?

These questions have been placed into a grid to allow comments and actions in Appendix 2 and 3.

05

ACCOUNTABILITY



Schools must publish details of the use of their PE and Sport Premium spend on their website by April each year, this must include:

- The amount of premium received;
- A full breakdown of how it was spent in the previous year and how it will be spent in the forthcoming year.
- What impact the school has seen on pupils
- How the improvements will be sustainable in the future.

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 meters, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Your school could also include:

- Photo's and videos
- Pupil testimonials
- Anecdotal evidence of impact from staff and parents
case studies of the impact on a particular pupil or group of pupils
- Previous year's report

Schools will be held to account for their use of the PE and Sport Premium spend through Ofsted inspections. Within the inspectors' handbook the premium features in the Effectiveness of Leadership and Management section as outlined below, however, it should be noted the premium can have an impact across many areas of the school.

ACCOUNTABILITY REVIEW

Accountability reviews will be carried out after the April deadline for schools to have published details on their websites of how they have spent their premium funding. The reviews will be of a sample number of schools in each local authority, with the schools chosen based on a mix of random selection and prior non-compliance with the online reporting requirements.

THE PE AND SPORT PREMIUM IN THE OFSTED INSPECTORS HANDBOOK:

The PE and Sport Premium in the Ofsted Inspectors Handbook:

The Effectiveness of Leadership and Management:

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. 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

Grade Descriptors:

Outstanding:

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures 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.

Good:

Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

JOHN MITCHESON

HMI SAYS:



The accountability of schools and their spending of the premium is coming under increasing scrutiny.

This funding is additional to their normal budget allocation, and therefore **MUST** be spent on something in addition to what they already provide in PE and school sport.

Schools must also account for it – list what they are spending it on, and review the impact it is having on their school website. This is a basic requirements of schools.

From Ofsted's point of view we continue to evaluate the impact of PE and sport premium in primary school inspections, and report the findings in inspection reports – good and bad.

For example – a recent report stated:

The PE and sport premium funding is used effectively to increase the opportunities for pupils to participate in a wider range of sporting activities and competitive sport. Sports coaches have provided training for teachers to develop their confidence in teaching a greater range of physical activities. They also run after-school clubs, including football and dance clubs. During the inspection, all pupils in key stage 2 enthusiastically participated in a series of challenging PE activities.

Another example, on the front page of a school Ofsted report:

“Leaders have not spent primary sport funding appropriately and their use of pupil premium funding is ineffective”

And in the L&M section:

“Leaders have not spent the money allocated for primary sports since the last inspection. Although they have produced a list of intentions, there has been no increase in pupils' participation either in competitive sports or in lunchtime or after-school clubs”

In summary, HT and governors must have a clear rationale for what they are doing with this additional funding and be able to articulate the difference it is making.

A NOTE ON IMPACT

It is important to understand what is meant by impact as this is often misunderstood in the context of sport and physical activity. The impact is the difference that an intervention has made on a person and not the number of people that have been involved. For example if you run a lunchtime activity session for those not currently participating in any extra-curricular sports, stating that 20 young people participate every week is not a measure of the impact but of the output. The impact on those young people may be the health and fitness improvement that you notice, improved behaviour, achievement, self-esteem or possibly the school National Child Measurement Programme results.



06

FAQS



HOW MUCH DOES THE SCHOOL RECEIVE?

Between 2013 and 2016 your school received £8000 plus £5 per Yr1-6 pupil per academic year. Schools with less than 16 pupils received £500 per pupil. Since 2017 schools receive £16,000 plus £10 per pupil (yr 1-6) and schools with less than 16 pupils receive £1000 per pupil. Exact details of funding allocations can be found here www.gov.uk/government/

WHAT KIND OF SCHOOLS 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 hospitals

The following types of school don't receive this funding:

- Nursery schools
- Studio schools
- University technical colleges (UTCs)
- Independent schools (except for non-maintained special schools, which do receive the funding)

CAN MY SCHOOL USE THE PREMIUM TO CONTRIBUTE TOWARDS CAPITAL PROJECTS?

If it will achieve lasting and sustainable impact on the pupils' through PE, school sport and physical activity then it is a justified use of the premium. However, it is important to consider maintenance costs of any capital projects beyond the premium and also to consider the amount of the premium being used, if it takes up all the premium, is this maximising the benefit of the funding for pupils? Will ALL young people benefit? Are there better projects and uses that are being ignored?

CAN MY SCHOOL USE THE PE AND SPORT PREMIUM FOR PPA COVER?

No. This is not an acceptable use of the premium, PPA cover should come from your core staffing budget.

CAN MY SCHOOL USE THE MONEY FOR SWIMMING?

The money cannot be used to teach the minimum requirements of the national curriculum – including those specified for swimming. However, a justifiable use may be to use the premium for additional swimming for those who need it, either to reach a minimum standard or for those who excel.

WHEN DOES THE MONEY ARRIVE AT THE SCHOOL?

You will receive 7/12 in November and the remaining 5/12 in May. If you are a maintained school, this funding will come from Norfolk County Council. Academies will receive the funding from the Education Funding Agency.

HOW LONG WILL THE FUNDING CONTINUE FOR?

The current Government has committed to the PE and Sport premium through to the end of this Parliament in 2020.

07

APPENDICES



APPENDIX 1: LEAD GOVERNOR ACTION PLAN

ACTION	DATE ACTIONED	OUTCOME	REPORT TO FULL GOVERNORS
PESP part of sub-group and discussed regularly			
Meet member of staff responsible for PESP regularly monitoring activity and spend			
Report impact of previous year and plan for next year to Governing Body			
Keep up to date with national and local developments on the PE and Sport Premium			
Link PESP to SIDP			
Contribute towards relevant school policies associated with PE & Sport Premium			
Monitoring the progress of action plans & spend of the premium is included within the Governing Body monitoring programme			

APPENDIX 2: CHALLENGING QUESTIONS TEMPLATE

QUESTIONS	COMMENTS	ACTIONS	DEADLINE
Is the Premium being used to make additional & sustainable improvements in the quality of PE and School Sport?			
Have we considered all aspects of the planning model set out in this guidance?			
Can we demonstrate the impact of the circa £50,000 that we will have received by the end of this year (July 2018)?			
Is our practice sustainable? Will it still impact pupils after the funding has gone?			
Are both the Head teacher and Governing Body fully aware of the guidelines connected with premium?			
Does an outline of intended use of the Premium appear on the school website? Does it accurately reflect what is happening in school?			
Is the premium being used to target those pupils that are less active?			

QUESTIONS	COMMENTS	ACTIONS	DEADLINE
Does the school's PE, sport and physical activity offer impact upon ALL young people in the school?			
Is the school contributing towards the Chief Medical Officer guidelines that 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?			
Is the funding promoting active and healthy lifestyles?			
Is your school aware of the offer from your School Sports Partnership? And do you maximise the opportunities they offer to help achieve your outcomes?			
Can the funding be used to ensure PE, sport and physical activity are contributing across the curriculum?			
Do finance records distinguish between the PE and Sport Premium and the curriculum budgets?			
To what extent is funding leading to professional learning for your staff?			
How well is PE and Sport covered in the whole school professional learning strategy?			

APPENDIX 3:

CHALLENGING QUESTIONS FOR EXTERNAL PROVIDERS

QUESTIONS	COMMENTS	ACTIONS	DEADLINE
<p>What impact will the external provider have on the pupils and staff and how will you know?</p>			
<p>Are they replacing or supporting your staff in the delivery of PE and School Sport? Do they work alongside staff during curriculum time to upskill them or just cover PPA time?</p>			
<p>What quality assurances and safeguarding procedures are in place to ensure quality provision?</p>			
<p>Are coaches inducted into school procedures and understand how PE and sport contribute to whole school strategies?</p>			
<p>Is time set aside for planning, monitoring and reviewing delivery of the provider?</p>			
<p>Is there a set timescale for when the teachers working alongside the coaches have been suitably upskilled to teach/deliver independently?</p>			

APPENDIX 4: BECOME OUTSTANDING

This self-review tool will help you assess your school's provision & outcomes in PE and school sport. It will also help you identify your school's priorities.

It's easy to use — answer the questions by selecting your level of provision as **emerging**, **established** or **embedded**.

To find out how Youth Sport Trust Membership can help you address those priorities contact our team (01509 226600) and they will put you in touch with our local representative.

Our Membership also offers professional development opportunities for your staff, including training, events and conferences, school visits from our trained experts and athlete mentors and access to resources.

Whatever your level of provision — **emerging**, **established** or **embedded** — you'll benefit from being part of a national network where you can learn from, and share practice with, the best schools in the country.

Youth Sport Trust Membership also offers access to a nationally accredited Quality Mark which expands on these questions and celebrates your school's success.



	QUESTIONS	EMERGING	ESTABLISHED	EMBEDDED	
1.	Does your school have a vision for PE and school sport?	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and school sport.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.	✓
2.	Does your PE and sport provision contribute to overall school improvement?	PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community & foster positive relationships with other schools.	✓
3.	Do you have strong leadership and management of PE and school sport?	The headteacher understands the importance of PE and school sport and there is an identified PE co-ordinator.	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development.	There is a detailed PE development plan with short and long term targets that enable all pupils (including target groups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.	✓
4.	Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.	✓
5.	How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting or progress to parents or carers.	Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.	✓
6.	Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.	✓
7.	Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?	Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.	All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers.	✓
8.	Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.	The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers.	✓
9.	Does your school know how to effectively utilise the new PE and school sport funding?	Consideration has been given and a basic plan of how to use the funding is being established.	It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.	Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact.	✓

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