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# Primary PE and Sport Premium Guidance

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This document has been commissioned by Active Essex in conjunction with Sport England and Essex County Council. If you have any queries, please do not hesitate to contact us.

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The sports provision in our school has been transformed and the change in the attitude of the children to sports is the most powerful evidence. Pupils have gone from being nonchalant about sport to it being a passion at the heart of their school life. They approach activities, events and lessons with an amazing growth mind set, determined to make their school proud and to be the best they can be. We were delighted that all of the hard work led to us being crowned a winner of 'Sports School of the Year' for the Braintree District. We are incredibly proud of all the pupils are achieving and know the Sports Premium is central to making it happen."

Headteacher, St Andrews Great Yeldham.

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**Active Essex is the fifth largest of the nationally recognised County Sports Partnerships and is the lead strategic body for sport and physical activity in Greater Essex.**

Importantly, Active Essex is hosted by and has the full support of Essex County Council. As a result important networks involving schools, Lifelong Learning, Early Years and Health and Wellbeing can be supported and augmented. This is aided by an infrastructure for sport and physical activity which Active Essex has created across the 14 local authorities and 14 School Sport Partnerships in Greater Essex, which enable it to effectively deliver local and national outcomes.

Active Essex has been commissioned by Sport England to monitor and support schools across Greater Essex. This support aims to ensure that Essex schools make the maximum use of the PE and School Sport Premium for Primary Schools and that they are using the funding appropriately and complying with the grant conditions. In addition it will enable schools to approach any Ofsted inspection with confidence. This resource provides guidance which is central to this process.

The government has committed to continue investment in the Primary PE and Sport Premium. The provision of this additional ring-fenced funding, specifically to make additional and sustainable improvements to the quality of PE and sport schools offer, demonstrates the importance placed on PE and School Sport by government and this is something we at Active Essex very much support.

This commitment to Physical Education and School Sport reflects the high priority given by the government in its recent 'Sporting Futures' framework and the Sport England 'Towards an Active Nation strategy'. Research has shown that it is possible for 85 per cent of pupils to spend a minimum of two hours each week on high quality Physical Education and School Sport, within and beyond the curriculum. In doing this, it has also demonstrated the impact that high quality Physical Education and School Sport can have on the aspirations, wellbeing, attitudes, behaviour and achievements of young people. Schools are happier, healthier and more successful; pupils have greater self-esteem and achieve higher standards.

# Essex PE and School Sport Charter

The Essex Schools Strategic Sports Group have produced a PE and School Sport Charter for Essex which sets out a standard for high quality delivery for every school across Greater Essex which if adopted in full, would enable any school to satisfy Primary PE and Sport Premium and Ofsted expectations and provide a very strong basis for a Essex Healthy Schools application.

## PE and School Sport Charter for Essex

- **Every school pupil in Essex will receive at least two hours per week of physical education**
- **Delivered by qualified, excellent and enthusiastic teachers**
- **Who deliver well planned lessons incorporating a wide range of activities appropriate for the age and ability of each student and stage of development**
- **Achieving a high level of engagement, participation and enjoyment by all students in each class**
- **Providing links to the wider curriculum developing personal, social and creative and leadership abilities**
- **Bringing about high standards of physical literacy**
- **This would be augmented by a rich and diverse extra-curricular programme**
- **Which lead to strong links to community clubs and activity opportunities**
- **Resulting in increased physical fitness and enhanced positive attitudes to a sustained healthy lifestyle**
- **Achieving more and higher levels of appropriate qualifications which allow them to access sporting pathways.**

# What must schools do to meet the conditions of grant?

## What conditions must I meet?

If your school receives PE and sport premium funding, you must publish details by 4 April 2017 of how you are spending this funding in the 2016/17 academic year and the effect it has had on pupils' PE and sport participation and attainment.

This year the grant conditions and accompanying guidance have been revised to emphasise that the funding must be used to enhance, rather than maintain, existing provision and that improvements must be sustainable in the long term. Further information about the funding can be found here: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>.

## Ofsted inspection

Ofsted intends to strengthen its coverage of sport and PE within the inspection handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the overall provision offered by the school. This will include how effectively leaders use the primary PE and sport premium funding and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

**Ofsted School Inspection Handbook: page 38.**

## New

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 your core staffing budgets or to 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).

## You must include:

- **How much PE and sport premium funding you received for this academic year**
- **A full breakdown of how you've spent or will spend the funding this year**
- **The impact of the premium on pupils' PE and sport participation and attainment**
- **How you will make sure these improvements are sustainable.**



# What can I spend my funding on?

While the government has stipulated that this ring-fenced money is to be spent on PE and School Sport, there is flexibility on a school to school basis to consider how the funding can work best for individual circumstances.

## Possible uses for the funding might include:

Hiring specialist PE teachers or qualified sports coaches to work with primary teachers whilst teaching PE.	Supporting and engaging the least active children through new or additional targeted opportunities.	Paying for professional development opportunities for teachers in PE and sport.	Providing cover to release primary teachers for professional development.
Running sports competitions or increasing pupil participation in School Games activities e.g. Sports Day.	Providing places for pupils on after school clubs and holiday clubs.	Employing expert advice to evaluate the school's current strengths and weaknesses in PE and sport, and implement plans for improvement.	Pooling the additional funding with that of other schools.

Further guidance on spending can be found at:

<http://www.afpe.org.uk/physical-education/dfe-update-primary-pe-and-sport-premium-conditions-of-grant-2016-to-2017/>



### Remember

**Schools should not employ coaches or specialist teachers to cover planning, preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets.**

# Your school website

## Your school website should encompass the government vision that:

The Primary PE and Sport Premium will ensure that all pupils leave 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.

It will assist in the process of developing self-sustaining improvement in the quality of PE and School Sport within primary schools.

## A review of the school webpage and development plan would expect to evidence the following themes:

- 1. The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles.**
- 2. The profile of PE and sport being 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.**

### You must...

- Share last year's action plan on your school website. Ofsted will look at this prior to any inspection
- Evaluate the impact that your spending had last year:
  - Quantitative (improvement in numbers of pupils or staff impacted)
  - Qualitative (evidence of how they have been affected)
- Create an action plan for this year with:
  - Amounts to be spent
  - Identified need or reasons for spend
  - Expected outcomes or impact
- Consider the sustainability of your spending.

### You could...

Add these additional ideas to your website:

- Photos
- Termly updates
- Case studies of pupils, families or teachers who have been positively affected
- Videos
- Infographics.

The following pages feature guidance which supports schools to fully implement the 'Aims of the Primary PE and Sport Premium'.

The following pages feature guidance which supports schools to fully implement the 'Aims of the Primary PE and Sport Premium'.

# 1. The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles

Rising levels of childhood obesity are both a national and local priority and we need to work together to target this condition. Part of the Ofsted framework 2015 identified promoting pupil health and wellbeing as a measure for its inspection framework. This includes how schools support children to be healthy and includes healthy eating and exercise.

Childhood Obesity: A Plan for Action released by the Department of Health August 2016, lays out guidelines that ‘at least 30 minutes should be delivered in school every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time’.

The Primary PE and Sport Premium can be utilised to satisfy both of these measures and also to support Essex Healthy Schools applications.

- Does your school have a Health and Wellbeing strand within the Whole School Development Plan?
- Do you have structured physical activity in your playground?
- Do you offer daily physical activity in the classroom?
- Are pupils and parents encouraged to walk, cycle or scoot to school?
- Do you support your parents to be active with their children?
- Do your staff know where they can take part in physical activity?
- Is your school part of the Essex Healthy Schools accreditation scheme?

**There is substantial evidence that regular participation in physical activity brings benefits such as:**

- Increasing levels of fitness
- Improving mental wellbeing
- Improving obesity levels of pupils.

## Beckers Green Primary School, Braintree

The school has altered the timing of its school day to allow 15 minutes for Daily Mile activity and has also invested in the Golden Mile initiative. As a result, between September and December 2015:

- 100% of children take part in the Golden Mile initiative daily and many of the staff join in
- 59% of children have travelled 25 miles
- 49 children have completed 50 miles
- Pupils in the school travelled a total of 46,150 miles.

# 2. The profile of PE and sport being raised across the school as a tool for whole school improvement

- Can you share the contribution PE can make across the curriculum and give ideas?
- Has positive behaviour and a sense of fair play been enhanced?
- Has pupil concentration, commitment, self-esteem and behaviour improved?
- Have incidences of bullying and poor behaviour reduced at break and lunch times?
- Has attendance improved?
- Has staff confidence and morale improved generally?
- Have relationships with parents or carers improved?
- Has the school applied for the Association of Physical Education Quality Mark Award?

## Thameside Primary School, Grays

Although there are other contributing factors, PE has had a major effect on attendance at the school. Attendance has risen by over 10% in the last two and a half years since PE has become a permanent fixture.

**There is substantial evidence that regular participation in physical activity brings benefits such as:**

- Improved behaviour within classrooms
- Parental reports of better eating and sleeping habits
- Raised levels of confidence, resilience and relationship building in children.



### 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

- How good is the teaching and learning of PE in your school?
- How confident and competent is your staff?
- How is the planning and delivery of PE lessons monitored?
- How is progress assessed?
- Are pupils motivated and engaged in PE, with good standards of behaviour?
- Are pupils given the opportunity to take part in leading parts of lessons?
- How do coaches work alongside your teaching staff?

#### Holt Farm Infants School, Rochford

**“When the support from the PE specialist started in 2013 we noticed that on a scale of 1-5 where 5 was very confident and 1 was not confident at all, only one person felt confident at teaching games, ball skills and gymnastics and the rest gave themselves a 3 or lower. In gymnastics most people could only give themselves a score of 2. We repeated this questionnaire in 2014 following a year of input, the results showed that for gymnastics most staff were now able to score a 3 or 4. All staff surveyed said they had benefited from the input of specialist staff support and guidance. They felt that the biggest improvement had been on the organisation and structure of their lessons.”**

#### Using sport coaches in your school

Specialist sports coaches and organisations can add value to PE and school sport in your school. We believe that in curriculum time, teachers should not be replaced by coaches but they can be a useful addition to enhance provision and upskill teachers.

### 4. A broader experience of a range of sports and activities offered to all pupils

- Are pupils consulted on opportunities that are available outside of the curriculum?
- Does your school offer links to outside sports clubs and organisations?
- Do you target groups of pupils who are less active and address barriers to their participation?
- Do you provide a range of sports and activities to all pupils both within and outside the curriculum?
- Do you stretch and challenge your higher ability pupils?

#### Ardleigh St Mary's C of E Primary School

**Prior to September 2013 the school developed a partnership with a squash coach who had designed a syllabus for teaching Physical Education skills using the medium of the game of squash. At the start of September 2014 a relationship was developed with Colchester Garrison allowing the use of their facilities, an important step for a small village school.**

- In the academic year 2013-14, 100 of 115 pupils at the school took part within the curriculum aspect of the initiative – all except reception
- In 2014-15, 100% of school population took part in the curriculum time programme. N.B. Curriculum time is above two hours per week
- There was also an after school club. Out of a Year 5 & 6 class 28 of 35 attended the after school club in 2014-15 and 25 out of 32 in 2015-16 so far
- Over 40 pupils attend weekly academy sessions out of school time through Off the Wall
- This means that 40 pupils – 46% of the school population – are taking part in over four hours of PE and School Sport each week.

## 5. An increased participation in competitive sport

- Are pupils able to access a range of opportunities to take part in competitions?
- Do you have a calendar of events for the year?
- Does the school take part in School Games events via their local Schools Games Organiser (SGO)?
- Has the School applied for School Games Mark?
- Are children in Early Years Foundation Stage (EYFS) and Key Stage One (KS1) provided with appropriate competitive opportunities?
- Has the school applied for the Active Essex KS1 quality Mark Award?
- Are children with disabilities provided with opportunities to compete?
- Is appropriate provision made for talented pupils?

### St Andrew's Primary School, Great Yeldham

**"In 2014-2015 our school attended 15 Level 2 competitions and 93% of pupils from Year 2-6 represented the school at a festival or tournament. This is a massive increase on anything the school has ever done previously. In some previous years we have attended no Level 2 competitions while others we may have attended one or two.**

**During the 2015 Autumn Term 66% of pupils from Year 1-6 have attended a Level 1 festival or tournament, while 59% of Year 5 and 6 have already attended a Level 2 competition. These figures are set to rise as we begin the Spring term and already we have children qualifying for Level 2 activities."**



## Adding Value: The Pupil Premium and Physical Education and School Sport

For some children and young people, participating confidently and enjoyably in regular PE and sport remains a barrier to climb. The pupil premium offers schools the opportunity and flexibility to allocate funding where it matters most. 'We know a good education is the key to improving young people's life chances, to enable them to progress into adulthood with the skills and confidence for success. The Pupil Premium will provide schools with the resources with which to address inequalities in the system and raise the attainment of those pupils from low income families'. (DfE) As part of that 'good education', it is worth every school considering the opportunities available in sport to break down some of these inequalities.

### Consider:

- A term's membership fee for a community based sports club
- Weekly fee for a given period to attend an after school sports club
- A donation towards a sports kit to take part in an activity held on the school site after school or during school hours
- Purchasing a piece of sports equipment so that the young person can participate safely, confidently and appropriately in a sports club
- Contribution towards transport to a sports club or activity
- School buying in a specialist coach for a term/half term to work with a targeted group of children and young people
- Organising a trip to a sporting event for a targeted group of pupils
- Contribution to a visit to an outdoor centre such as Thorpe Woodlands to take part in character and confidence building outdoor and adventurous activity

- Purchasing a set of sports equipment to widen the opportunities for children and young people to participate in less 'well known' activities
- Organising C, D, E teams so that everyone has an opportunity to participate in competitions against other schools, not just the 'elite' performers
- Organising partnership sporting events, linking up with other local schools and pool a pupil premium amount to widen opportunities and quality and develop a sustainable model
- Contributions towards holiday clubs and visits.

### Gaining added value from using the Pupil Premium and Primary PE and Sport Premium alongside each other

Attendance can be an issue for some individuals, groups and schools. Evidence from the QCA investigation into PE and School Sport, undertaken between 2001- 2008, suggests that before school sport clubs and recreational activities encouraged pupils into school and offered them the incentive to attend school. The PE and sport funding, combined with the Pupil Premium, could help support initiatives around this targeted and important intervention/area of support.

We know that pupils' self-esteem, confidence and social skills can be improved when they are able to access a range of opportunities based outside the classroom. Once again, the Pupil Premium used alongside PE and Sport Funding could be used to pay for either whole KS2 classes or FSM pupils to access outdoor adventurous activity trips and residential opportunities.

## Support from Active Essex

Active Essex is commissioned by Sport England to be the responsible body within the county for supporting schools to deliver their Primary PE and Sport Premium spend effectively. To provide local support, Active Essex commissions a small group of Primary PE and School Sport Advisors and also works with a range of partners to maximise the impact of the funding. Here's how support and guidance can be provided:

- Via information directly to headteachers individually or via Education News, a half-termly bulletin to all headteachers
- Information on recommended providers
- Facilitating collaborative partnerships and attending partnership meetings
- Identifying other funding streams
- Advising and supporting PE co-ordinators in schools
- Helping to audit needs and compile action plans
- Information on events and competitions
- Information on and co-ordination of training opportunities
- Training for staff:
  - Whole schools
  - Teachers
  - Support staff
  - Subject Leaders
- Resources for teachers
- Case studies
- Exemplar SLSs or protocol to be used when employing/engaging outside providers.

An important group of partners are the 14 School Sports Partnerships within Greater Essex. Although School Sport Partnerships play an important part in this respect, support for Primary PE and Sport Premium is not part of their central Youth Sport Trust funded role.

Active Essex works closely with the Essex County Council Standards and Excellence Team, the Department for Education and national and local partners including Sport England, Youth Sport Trust, Association for Physical Education, sports coach UK and UK Active Kids, to ensure you have the support you need to maximise your use of the funding.



Active Essex is able to support with a range of documents from infographics to development plan proformas and staff evaluation questionnaires.

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