

Effective Use of the Physical Education and School Sport Premium

This article outlines exemplification to support schools in making judgements about how to use their Physical Education and School Sport Premium funding to secure the maximum impact on children and young people. This is in no way definitive guidance but is a starting point for debate and discussion to ensure a sustainable strategy for a lasting legacy. It has been jointly developed by afPE and YST for the Department for Education.

Sue Wilkinson and Jo Colin

The government in England is providing funding of £150million per annum for academic years 2013/14 and 2014/15 to provide additional substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school head teachers to spend on improving the quality of physical education and sport for all their children.

The funding is **ring-fenced** and can only be spent on physical education and sport provision in schools.

Eligible schools

Funding for schools will be calculated by the number of primary-aged pupils (between the ages of 5 and 11) as at the annual schools' census in January 2013. All schools with 17 or more primary-aged pupils will receive a lump sum of £8,000 plus a premium of £5 per pupil. Smaller schools will receive £500 per pupil.

Purpose of funding

Schools will have to spend the funding on improving their provision of physical education and sport, but they will have the freedom to choose how they do this. We would encourage schools to firstly consider the following steps and consider how to improve provision in curriculum physical education, school sport and health-focused physical activity.

Step one: audit, through a self-review, your existing provision in all three of these areas and their impact on all young people's attainment in your school.

Step two: prioritise the areas to develop and action.

Step three: identify the good or outstanding provision to ensure sustainability in these areas.

Step four: ensure you are able to evidence the impact of the strategies and be accountable for the spend.



Exemplification: suggested uses for effective use of the funding

Paying for professional development opportunities in physical education and sport

1. After an average-size primary school had audited its needs, it identified that levels of confidence and competence to deliver physical education were low and all staff in the school had very few professional development opportunities. Through staff meetings and performance management, a list of opportunities was created that linked to the school development plan and the teacher standards' framework. The school identified a local physical education and sport partnership as providing the best service; this included high quality twilight and one-day courses with some in-school follow-up support. The school focused particularly on developing Key Stage 1 activity areas and the physical education curriculum design.
2. A large urban primary school, after identifying very specific needs around teacher professional development and finding no appropriate support locally, chose a national organisation to provide high quality courses and personalised support linked to Ofsted criteria and teacher standards. Its particular area of focus was assessment in physical education and subject leader development.
3. Following a whole school review, a primary school identified that it needed a teacher responsible for physical education. It is funding an accredited physical education specialist vocational award for a member of staff who will be responsible for up-skilling other staff to ensure a sustainable impact beyond the funding.

Providing cover to release primary teachers for professional development in physical education and sport

1. Professional development for physical education in this primary school is embedded in the school improvement plan. Therefore, the senior leadership team ensure staff who need to attend any professional development opportunities are able to. The school has planned termly external opportunities, for which staff need to be released, and is using some of the physical education and sport funding to

enable this. The school ensures it monitors the impact of the use of cover teachers as well as that of the professional development.

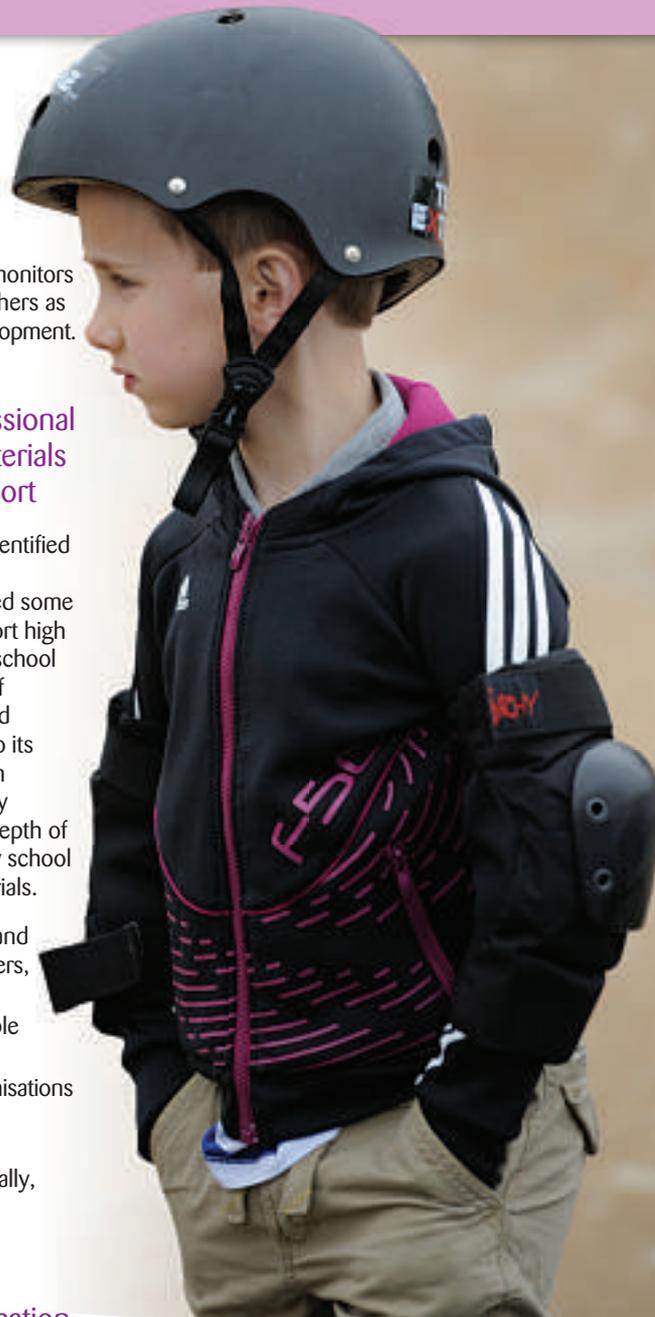
Buying quality assured professional development modules or materials for physical education and sport

1. A small rural primary school had identified that, after staff had participated in professional development, it needed some more up-to-date materials to support high quality teaching and learning. The school explored and compared a variety of suppliers, looking for best value and materials that were most relevant to its pupils. It selected a supplier with an excellent track record, with ethically sourced materials and who had a depth of experience in working with primary school physical education and sport materials.
2. Depending on the identified need and relevant learning styles of the teachers, a school could:
 - purchase resources, for example online, hard copy
 - join relevant membership organisations to network and for support
 - attend organised professional development opportunities locally, regionally or nationally
 - observe outstanding practice.

Hiring specialist physical education teachers to work alongside primary teachers when teaching physical education

1. After considering the needs of its young people and staff, a large urban primary school used the funding to develop in-house professional development of the staff to increase physical education and school sport opportunities for all of its pupils. It achieved this by having a full-time physical education specialist in the school who delivers the first hour of every physical education lesson to ensure consistency and that the National Curriculum for Physical Education is being covered. This enables the classroom teachers to learn from the specialist, but also have the flexibility to deliver activities with which they feel more confident. The specialist is responsible for ensuring that all staff in the school become confident, effective deliverers of physical education and constantly share practice for continual improvement. The specialist is also responsible for providing and co-ordinating all after-school clubs, school sport opportunities and competitions.

2. A city-wide approach through a single school sport partnership is overseen by the Physical Activity, Sport and Physical Education Strategy group, made up of key stakeholders from around the city. This group is aligned to the broader, strategic needs of the city and reports directly to the Children's Partnership Board. The city school sport partnership is well positioned to offer a co-ordinated response for city schools. The hub of the offer is to provide high quality physical education teaching for city primary schools alongside a continuing professional development programme for school staff. Staff are employed through a local school and, whilst supported in terms of quality by the partnership, work for their allocated schools, many of which have locally pooled their requirements.
3. In a local authority where there is a strategic lead officer for physical education, primary schools are buying into a local model that includes a multi-agency approach to address all schools' identified curriculum and school sport needs.



Running sport competitions or increasing participation in the School Games

1. Through its self-review and audit, a primary school had identified that the quality of physical education and sport was strong and felt comfortable that it would achieve 'outstanding' according to the Ofsted framework. However, the school had identified that not all of the pupils who wanted to could participate in local sport competitions and, in particular, level 2 School Games competitions. The school has used the funding to increase staff capacity and improve specific equipment stock so all of the young people can participate in their requested sports.
2. Schools could work in partnership with local sports clubs to run taster sessions after school to encourage increased participation at school and club level.

Buying-in quality assured coaches who increase provision and quality of after-school sport

1. A primary school is utilising the funding to expand its after-school sport provision. It looked closely at what the curriculum is providing for pupils and, as part of its school sports offer, hired quality assured coaches who enable, enrich or enhance the experience of these sports for those young people who are interested or talented in the sports.
2. Schools could use national governing body (NGB) coaches to up-skill teachers' technical knowledge in a particular activity or to develop pupils' physical literacy.

Developing new after-school and holiday clubs and providing places for pupils

1. Through their self-reviews, a cluster of primary schools had identified a gap in provision for a particular group of young people, in this case young carers and looked-after children. Through a cluster approach and by pooling resources, the schools used some of their funding to provide a new holiday club that was specifically designed to support and develop the targeted young people.
2. Schools could employ health mentors to work with children and young people at lunchtime and after-school and to up-skill staff.

Establishing new or additional Change4Life Sports Clubs

An inner-city primary school in London has a catchment area with some social deprivation, with some pupils experiencing socio-economic, social, emotional and/or behavioural problems. The school felt there was a need to design a club specifically for these children (and their families). It was felt that this was the one initiative that might help to facilitate parental involvement, both in the club and more generally – something that the school, like many others, often found difficult. A teacher identified children in Year 6 who would benefit from a Change 4 Life Sports Club. These children were all considered to be vulnerable in some way. Some lacked motivation in physical education and/or had fears about their physical self; some lacked confidence and/or had weight issues. For example, one child was a regular participant in sports clubs but demonstrated severe social interaction problems when playing team games. The funding was used to establish and sustain this club.

Frequently asked questions

These questions may prove helpful as you consider how to use the Physical Education and School Sport Premium. Always ask yourself, "Is this sustainable, will it have an impact and will it leave a legacy beyond the funding?"

Can I use this ring-fenced money to pay a coach to deliver physical education in PPA time?

Is this sustainable; are you up-skilling teachers? Are you already using coaches in PPA time? In which case, this would be double-funding.

Can we use coaches to support teachers in the curriculum?

Yes. Coaches should help to up-skill teachers' technical skills and support sustainability but should be appropriately qualified.

Can we use coaches to lead school sport?

Yes. Consider how this will link to pathways into satellite and other clubs.

Can we pool resources across clusters of schools?

Yes, but provision should address the needs of all schools.

Can we buy a minibus?

Yes, if the audit identifies a need. However, will this be sustainable?

Can we use the money for courses, resources and other professional learning?

Yes, if it will have an impact on pupil learning, participation and health.

Does the money need to be spent equally across physical education, school sport and health?

No, it should be based on need in any one of these areas.

For more guidance, contact any of the organisations involved in developing this guidance.

