

PE and School Sport Premium Solihull Governors



Jim Morris

jim.morris@youthsporttrust.org

CSW Sport

jim.morris@coventry.gov.uk



PE and Sport Premium

1. 2017/18 Expectations
2. Reporting and Accountability
3. Swimming
4. Active 30 Minutes





PE and Sport Premium Objectives

- There are 5 key indicators that schools should expect to see improvement across:
 1. the engagement of all pupils in regular physical activity*
 2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
 3. increased confidence, knowledge and skills of all staff in teaching PE and sport
 4. broader experience of a range of sports and activities offered to all pupils
 5. increased participation in competitive sport



What you can do

- Development of staff
- Support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- Partner with other schools to run sports activities and clubs
- Increase pupils' participation in the School Games
- Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- Embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching



Accountability

Self Review and Action Planning

Website
Review by
CSP's

5% Random
Sampling

SLT check
and
challenge

Swimming
Reporting

Increased Outcomes and Sustainability

■ Leaders evaluate, very thoroughly, the impact of additional funding, such as the pupil premium and the PE and sport premium. Following a review of the way the school spends the pupil premium, outcomes are improving rapidly for disadvantaged pupils currently in school. This is as a result of targeted teaching and support.

■ Similarly, well-targeted spending of the PE and sport premium has led to increased pupil uptake in sport, including for disadvantaged pupils. Initiatives such as the appointment of a PE apprentice and increased opportunities for competitions have enthused pupils and increased staff confidence in teaching PE. Pupils' participation in sport is monitored closely by pupil group, except for those who have special educational needs and/or disabilities.

■ Leaders use the primary school physical education (PE) and sport funding very effectively and with remarkable attention to ensure that pupils receive high-quality sporting opportunities and experiences. Leaders' research-based evidence ensures that there is equality in participation in sport. For example, the 'Malin's mighty girls' project

raised the profile of girls' sport, involved mums and staff, and resulted in increased awareness and interest in keeping fit and healthy.




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- The headteacher does not have effective oversight of the school's use of pupil premium

funding and the primary physical education (PE) and sport premium. Neither the headteacher nor governors have a clear picture of the impact of pupil premium funding on the outcomes achieved by disadvantaged pupils. There is a similar lack of clarity about the impact of primary PE and sport premium on pupils' levels of participation and attainment in PE and sport.

16 of 22 reports released this week all identified PE and School Sport Premium with the inspection



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



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PE and sport premium

Edward Timpson highlights the governors' role



The London 2012 Olympics were a resounding success. The incredible experience of hosting the prestigious competition, and the triumphant performance of our British athletes, will remain in our memories for many, many years to come. And without a doubt, one of the most important legacies of London 2012 is summed up by its official slogan: 'Inspire a Generation'. Thousands of children, all over the country, were inspired to get involved in sport by Mo, Jessica, Greg and Nicola – and three years on, their enthusiasm is more important than ever.

Sport played a huge role in my childhood, even the simple things like hitting a tennis ball against the garage door or flinging myself across the football goal like my hero Big Joe Corrigan, the sometime England keeper. I want all children in this country, no matter where they live or what their background, to experience

QUESTIONS FOR PRIMARY SCHOOL GOVERNORS TO ASK THEIR HEADTEACHERS

1. Who is reviewing the school's PE provision and what areas for development have they identified?
2. Has the school got (or should it consider) a designated subject leader for PE? What is their role in deciding how the premium should be spent?
3. What specific outcomes does the school aim to achieve with the primary PE and sport premium? For example, in terms of improving progress and skills, better attendance, increasing opportunities and activities.
4. How is the premium being used to enhance, rather than maintain, existing provision?
5. How will these improvements be sustainable in the long term? What will the impact of the changes that the school is making now be on pupils arriving at the school in five to 10 years' time?
6. Does the school website include a breakdown of how the premium is being spent and a report on its impact on pupils?
7. Have the new grant conditions and guidance been considered when planning how to spend the funding?
8. Have staff accessed resources (from gov.uk or other sources) to support effective use of the primary PE and sport premium?
9. Where external specialist coaches are being used in curriculum time, are they working alongside class teachers to improve their skills – securing long-term impact? (Coaches should not be used to deliver PE as part of planning, preparation and assessment (PPA) arrangements.)
10. Where external providers are being used either in PE lessons or extra-curricular activities, how is the school assessing the quality and impact of their delivery?

fun while getting fit and competing against their own personal best

[IDENTIFYING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM](#)
[UNDERSTANDING THE IMPACT CASE STUDIES](#)
[EFFECTIVE PROFESSIONAL LEARNING](#)
[SPORTING START SPECIAL EDITION](#)
[HEADTEACHER POSTCARD](#)
[ST | Maximising the Eff...](#)

Swimming Expectations

- The Swim Group report July 2017
 - 16 recommendations to Government too improve High Quality Swimming within Primary Schools
 - Recognition that there are problems
 - Teacher CPD and awards, pupil progress programmes and Local Authority Delivery Plans
 - Swimming reporting expectation
 - Recognition that you can spend PE Premium on swimming



Swimming Expectations

Meeting national curriculum requirements for swimming and water safety	Please complete <u>all</u> of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/No

*Schools may wish to provide this information in April, just before the publication deadline.

Created by:  

Supported by:   



Swimming Possibilities

provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum

- Top Up Swimming
 - For those that can't meet the minimum expectations
- Intervention groups
 - Groups of pupils that need interventions to support
 - Emotional Health, cultural, travel

The School Swimming Charter

Taking school swimming seriously

Home
The Charter
For Parents
Champions
Training
Resources
Contacts

Using the PE and Sports Premium



Like 86

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G+

Share

January 20, 2016

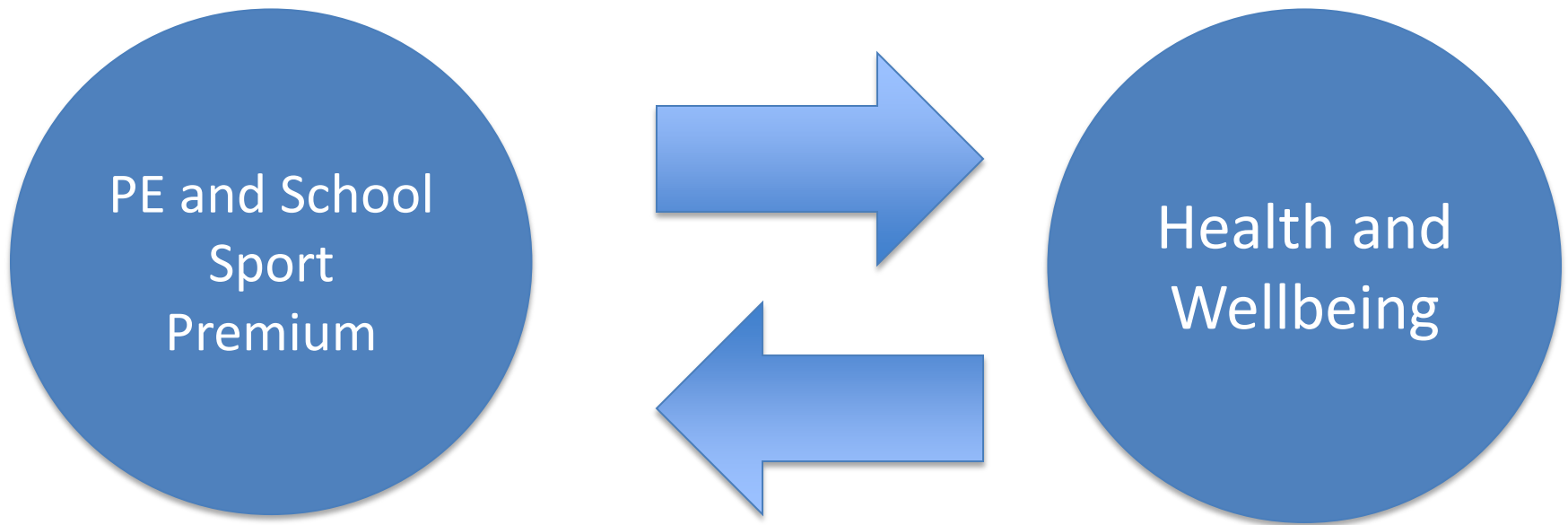
Schools, sign up to the Charter

We're taking School Swimming seriously, are you? Schools, sign up today.

[Go to Charter](#)



PE and School Sport Premium & Health and Wellbeing



The Childhood Obesity Strategy

Soft Drinks Levy

**Helping all children to enjoy an hour
of physical activity every day**

Improving the co-ordination of quality sport and
physical activity programmes for schools

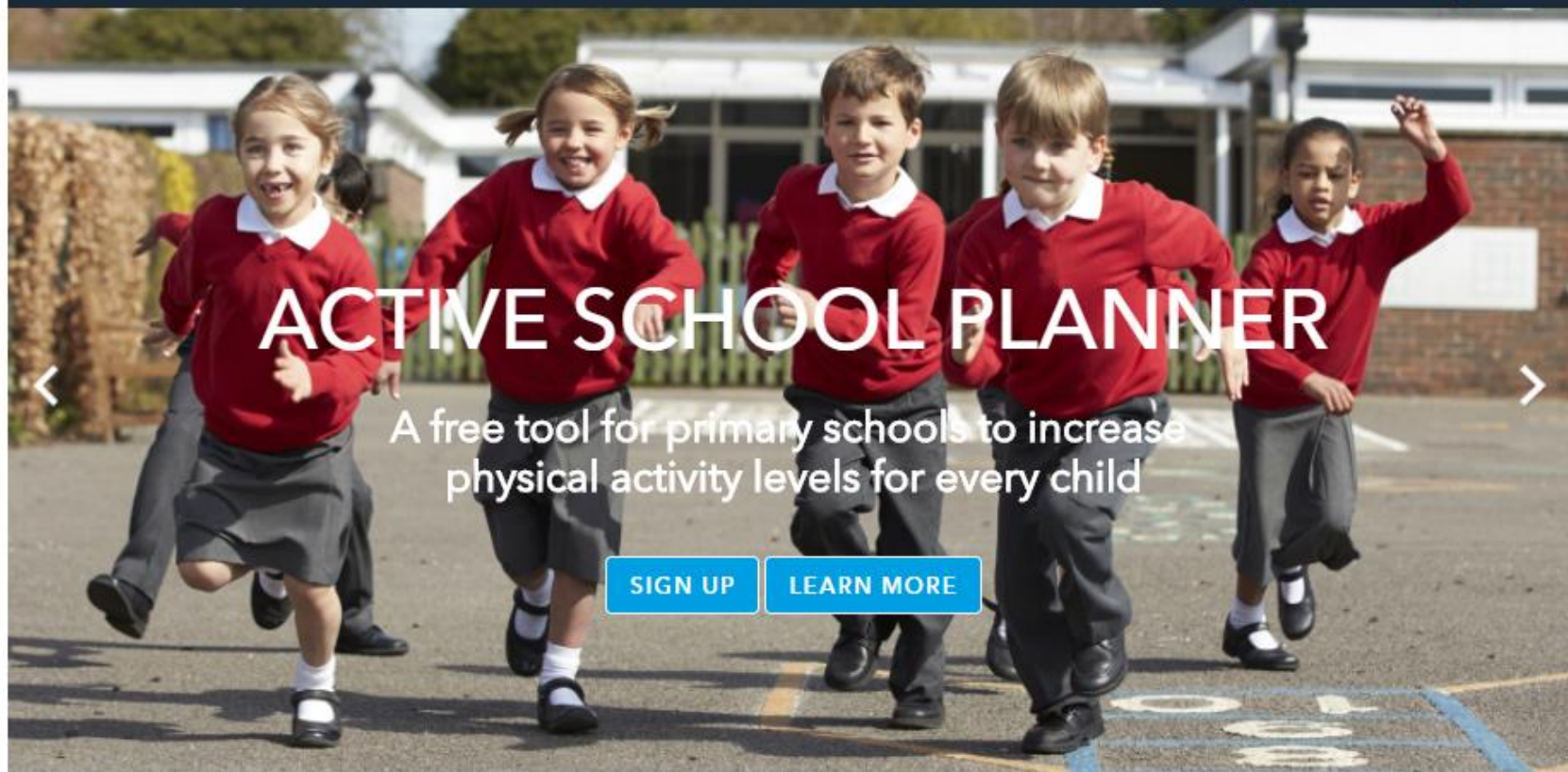
Creating a new healthy rating scheme for
primary schools



ACTIVE SCHOOL PLANNER



[Login](#) | [Sign Up](#) | [Acknowledgements](#)



Delivered to South Solihull Schools early January
2018



active kids learn better

physical activity at school is a win-win for students and teachers

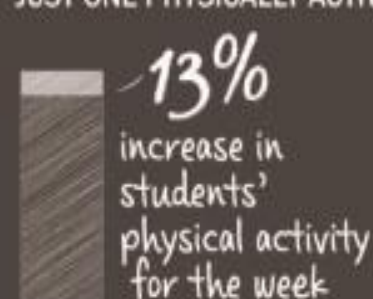
GRADES:



STANDARDIZED TEST SCORES:

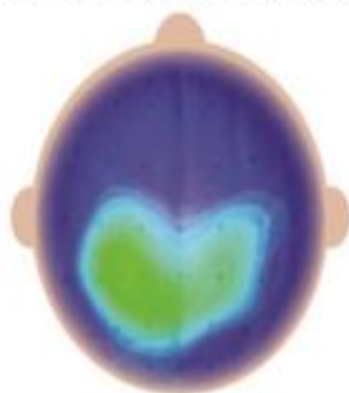


JUST ONE PHYSICALLY ACTIVE LESSON CREATES:

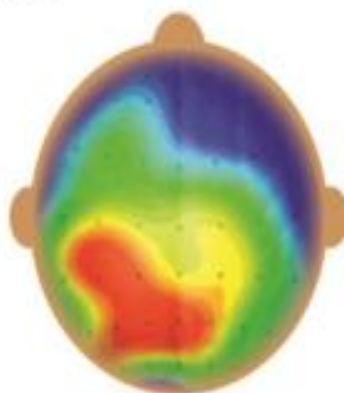


physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:



after 20 minutes of sitting quietly



after 20 minutes of walking

Red areas are very active; blue areas are least active.

MORE RESULTS:

after 20 minutes of physical activity:

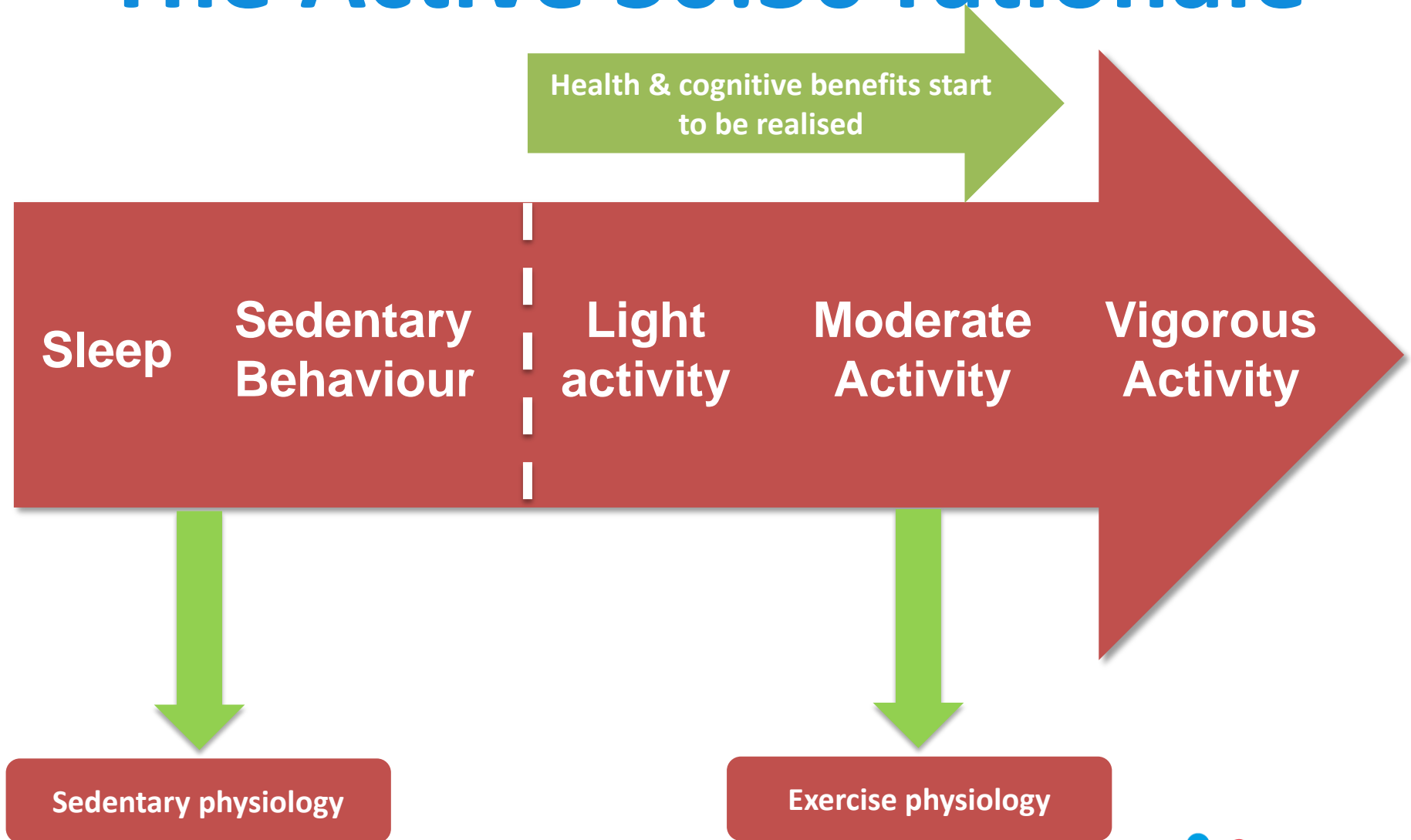
students tested better in reading, spelling & math and were more likely to read above their grade level

after being in a physically active afterschool program for 9 months:

memory tasks improved 16%



The Active 30:30 rationale



Effective Spending Questions

- What your spending it on now...how will this impact pupils that come to your school in 3 years time?
- What difference is this making this year?
- Where is the impact?

“Action plan should be an organic document on the website before April 4th”

Invest in your people to ensure sustainability

If employing others...don't settle...challenge them



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**PHYSICAL
EDUCATION
Curriculum
Min 2 hrs HQ**

‘Learning’

Outcomes:

PRIMARY

-Physical Literacy

SECONDARY

-Social & Emotional
Literacy

(Personal
Development, Welfare,
Character Education)

**PHYSICAL ACTIVITY
Whole school
30 active mins a day**

‘Activity’

Active Travel

Active Classrooms

Active Pedagogy

Active Playgrounds

Outcomes:

- Physical wellbeing
(Cognitive development,
Cognitive functioning,
Attention & Behaviour)

**SCHOOL SPORT
Co-curricular
Daily programme**

**‘Application’
(Coaching &
Competition)**

**Breakfast Clubs
Lunch time clubs
After school clubs
Holiday clubs
Satellite Clubs**

Outcomes:

-British Values
-Citizenship
- Ethics & Morals

PHYSICAL AND EMOTIONAL WELL BEING