**PE and sport premium for primary schools.**

You must publish details of how your school spends this funding and the effect it has had on pupils’ PE and sport participation and attainment.

You must include the following:

* your PE and sport premium allocation for the current academic year
* details of how you intend to spend your allocation
* details of how you spent your previous academic year’s allocation
* how it made a difference to the PE and sport participation and attainment of the pupils who attract the funding

**How to use the PE and sport premium**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

•develop or add to the PE and sport activities that your school already offers

•make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

•hire qualified sports coaches to work with teachers

•provide existing staff with training or resources to help them teach PE and sport more effectively

•introduce new sports or activities and encourage more pupils to take up sport

•support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life clubs

•run sport competitions

•increase pupils’ participation in the School Games

•run sports activities with other schools

**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

•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).

**The Department of Education identifies the following aim for the PE Premium**

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

It is expected that schools will see an improvement against the **following 5 key indicators**:

**1. The engagement of all pupils in regular physical activity – kick-starting 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**

**Schools should therefore measure the impact of the premium using the five indicators.**

The Association of Physical Education has been commissioned by DOE to help schools with the assessment of impact. AfPE has produced some helpful information;

http://www.afpe.org.uk/images/stories/Evidencing\_the\_Impact\_\_Guidance\_\_Impact\_Resource\_Web\_Version.pdf

**Key Findings Bradford Audit/Survey.**

The majority of schools were not reporting impact on school websites.

A third were not measuring impact.

Many schools were reporting incorrect allocations.

Some schools were not reporting accurately what the premium was actually used for.

The majority were using the premium in accordance with DoE expectations including to employ sports coaches, to enrich curriculum and after school sports programmes, to provide teacher CPD, to buy equipment and to increase participation in Pe and school sports competitions.

Some examples of impact are

|  |  |
| --- | --- |
| PE CPD | Improved;  Staff confidence and delivery  Planning  Pupil Progression  Use of external providers  Knowledge skills and understanding of requirements  Teaching practice  Increased amount of PE and CPD  Making improved teaching more sustainable |
| Sports Coaching | Diversified activity in and out of curriculum  Improved pupil involvement/engagement  Many schools use external coaches to provide teacher CPD |
| Pupil Attainment | Evidence of improved;  pupil attainment in PE and physical ability  teamwork and confidence  pupil skills knowledge and confidence in PE  results in sports competition  engagement and self esteem  Closing the gap of disadvantage  Some evidence of improved attitudes to school in general in targeted pupils |

In May 2105, CBMDC Internal Audit carried out an audit of the PE and Sport premium covering a sample of sample of schools in Bradford. The following recommendations were made.

* **The use of a dedicated cost centre on SIMS or spreadsheet to show spend for the grant allocations.**
* **Planning their use of the grant.** **Good planning can include an assessment of current provision and identification of areas for development / improvement priorities with associated actions to be funded (together with the expected costs). I.e. consideration of where the school is now, where it wants to be and how it is going to get there.**
* **Maintaining their websites. Websites should be updated for new grant allocations, and to ensure explanations of how they have been (or will be) spent remain accurate.**
* **Reporting over consistent periods year on year should help schools to keep the information up to date and clear. Whilst schools may choose what period to report over (i.e. financial year, academic year, or an extended period beyond this), the information published should be clear, complete, consistently reported, accurate and up to date.**
* **Improve assessment of impact**