

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 the passion and enjoyment that sport has given me and so many others.

Building on the legacy

It's why as a government we remain firmly committed to PE and school sport, to build on the legacy of the Games and encourage more young people to be physically active and get involved in sport. I want us to help bring up an active and healthy generation of children by enabling them to experience the power of sport for themselves – to have

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.

Through our PE and sport premium we've already provided over £300 million to primary schools, giving governors and headteachers the opportunity to improve PE and sport provision for their pupils.

This funding has been given to schools for the past two years and we have confirmed it will continue into this academic year, with schools receiving their first instalment this month. And we're already seeing some fantastic results – our research shows that nine out of 10 schools have used this funding to deliver better quality PE lessons, and more

than 80% of schools report that their pupils are more engaged in lessons and extra-curricular activities.

Schools can decide how to spend this money, and I've seen it bring about some fantastic, innovative ways to improve the quality of PE and sporting activities for pupils – such as extending after-school opportunities, buying new equipment and investing in facilities.

Some schools are joining forces: extending local and regional sports competitions, sharing sports coaches and introducing both traditional and contemporary sports to their pupils. Sports like football and cricket are now sitting alongside aqua Zumba, gymnastics and rock climbing.

It is excellent to see that more and more children are getting a better chance to compete and learn lessons about teamwork, self-discipline and resilience through sport. But this isn't just about training the next generation of sporting stars, it's about making sure children, whatever their ability, develop a real and long-lasting love of sport and the habit of physical activity.

Making the most of the money

That's where school governors have a key role to play. Governing boards are absolutely crucial in deciding how this funding is used – challenging headteachers to ensure that every school makes the most of this money to create its own sporting legacy.

FURTHER INFORMATION

GOV.UK

Information on how much funding primary schools will receive this academic year and advice on how to spend it. www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools

Association for PE and Youth Sport Trust

Download a tool to help schools measure and report on the impact of funding. www.afpe.org.uk/advocacy-a-leadership/national-strategies/guidance-a-template-evidencing-impact-of-the-primary-pe-a-sport-premium
www.youthsporttrust.org/how-we-can-help/primary-pe-and-sport-premium-funding.aspx

County Sports Partnerships (CSP)

Contact your local CSP to find out how your school can make the best use of the funding and what local offers are available. www.cspnetwork.org/en/your_csp/

Sports Coach UK Coaching Portal

Find out how coaches can support and upskill teachers to improve the delivery of PE. www.sportscoachuk.org/site-tools/about-uk-coaching/coaching-schools-portal

Sport England Good Practice Films

Watch a series of short films demonstrating how to use the funding to deliver improvements across a range of areas, for example as a tool for whole school improvement. www.sportengland.org/our-work/children-and-young-people/primary-school-sport/

SPORTS CO-ORDINATOR

"Our school's largest investment has been our sports co-ordinator. Attending school once a week, she delivers sports activities such as gymnastics and country dance and trains staff so they too deliver an excellent standard of sport. We were shown before and after videos in governors' meetings as well as observing the sports co-ordinator in action during monitoring visits. We asked pupils what they felt about sport and gained positive responses. Staff told us they felt more confident teaching sport and became able to modify their teaching to meet the needs of all pupils no matter what their ability."

Chair of governors, Terrington St Clement Community School, King's Lynn

We have produced guidance on the PE and sport premium which I hope will be useful in making those decisions. Most importantly, it makes clear that the funding must be used to improve existing provision: not simply maintaining the status quo, but driving up quality and encouraging more children to take part.

“Funding must be used to improve existing provision”

So I'd like to take this opportunity to encourage all of you, as governors, to get involved in continually reviewing your school's sport provision and identifying areas for development.

It's important for schools to consider the effect of the changes they're making now and how their work will benefit pupils arriving at the school in five to 10 years' time. There are a range of tools available to help your schools measure and report on the impact of the premium.

There are also some excellent examples of schools using the premium well: for example, using the funding to work with specialist sports coaches, making sure that the coach works alongside existing teachers, increasing their specialist knowledge, skills and confidence and ensuring that the impact lasts long after the coach has left. We want to see a long-term ambition and professional development which will benefit future year groups as well as current pupils.

We're not just focusing on primary schools either. A recent consultation by the Department for Culture, Media and Sport (DCMS) asked for views on how we can make sure pupils continue to participate in PE and sport as they progress to secondary school – and I'm particularly interested in seeing the findings, which will inform a new DCMS sports strategy.

And I believe you, as governors, can help shape that future so every child has that sporting habit for life.



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