A Guide for Governors

Maximising the impact of the primary PE and sport funding
Foreword

The Youth Sport Trust has been working in PE and school sport for almost 20 years and has a proven track record in helping schools use sport to raise achievement, and pupils’ wider access to learning as well as improve their physical education provision.

Governing bodies are the strategic leaders of our schools and have a vital role to play in making sure every child gets the best possible education. This guide aims to give primary Governors’ information and advice about how to maximise the impact of the new Government primary investment in PE and school sport. It includes an overview of the funding, accountability measures and some key questions for Governors to explore with senior leadership teams and headteachers about the provision of PE, physical activity and school sport.

It is, as you all know, imperative that a young person’s appetite for an active lifestyle is developed early, and the best way to achieve this is by providing a high-quality physical education experience during their first few years at school. We call it physical literacy: the basic movement skills of agility, balance and co-ordination. At the Youth Sport Trust, we believe this should be an entitlement for all our children because it is the foundation for both a healthy active lifestyle and future sporting success.

So, the challenge is there for us all. Let us take a generation, inspired from the spectacular moments of the London 2012 Games, and make it an ‘active generation’. Let us offer all young people the highest quality physical education while they are at school and get them moving...for life.

This is an exciting new chapter for PE and school sport. My organisation, the Youth Sport Trust, is passionate and committed to supporting primary schools to maximise this opportunity to improve outcomes for all young people. We hope that you find this resource useful and look forward to working with you in the future, so together we can work towards a healthier, more active youth.

Baroness Sue Campbell CBE
Chair, Youth Sport Trust

Introduction

Does PE matter in your school?

There has never been a more important time for PE in primary schools!

New research finds that half of all seven year olds do not get enough exercise, only 38 per cent of girls at that age take part in the recommended hour of moderate or vigorous exercise a day and one in three young people leave primary school overweight. These statistics show how important high-quality PE and sport is in tackling the growing levels of inactivity amongst primary age children in the UK.

If young people enjoy taking part in physical activity early on in life they will go on to lead active healthy lifestyles, but if they have a bad experience, particularly at school, they could be put off for life.

The Government investment over the next two years is dedicated to primary school PE and school sport. It has the potential to make a significant contribution if schools channel the funding correctly, and leadership teams are challenged to maximise the impact of their spend on outcomes that address physical education, physical activity levels and sporting opportunities.

The wider benefit

It’s not just about health and fitness, developing high-quality PE and sporting opportunities for young people can have an impact across a range of other areas including their sense of well-being, self-esteem, confidence, discipline and resilience. It is also well evidenced that a positive relationship exists between physical activity and memory, attention and concentration.

Primary-age children participating in as little as 10 minutes of additional organised physical activity a day, gain huge benefits in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance.

A high-quality PE and school sport programme can support these developments but, to maximise the impact on a child’s attainment and overall achievement, PE and sport needs to be a deliberate and explicit part of a child’s educational journey. Only 10 per cent of children will transfer gains made through PE and school sport into measurable school achievement outcomes by just taking part. Therefore, schools need to develop their PE, physical activity and school sport provision as a way of contributing to their overall strategy for raising achievement and improving standards, not just as a way of increasing physical activity levels and fitness.

Baroness Sue Campbell CBE
Chair, Youth Sport Trust

Matthew Simpson
Chair of Governors, Hose Church of England Primary School

Denise Lewis
We know that PE and sport are important for pupils at our school. They enjoy the opportunities they have and we are constantly exploring new ideas to enhance our provision. This guide is really helpful in providing us with a framework to ensure we maximise this additional funding for the benefit of all pupils and are fully prepared in terms of Ofsted accountability.

High-quality PE and Sport has had a positive impact on so many children in our school. Engagement and motivation in all areas of learning has increased as has achievement across the academic and physical curriculum. The primary school sport funding will allow us to build on these achievements and, if used effectively as part of a whole school strategic plan, has the potential to benefit all children in our schools today and in the future.

David Barnett
Headteacher Chadleigh Church of England Community Primary School
High-quality PE should be a universal entitlement of all pupils

The terms ‘physical education’, ‘physical activity’ and ‘sport’ are often used interchangeably, but it is important for schools to understand the difference between them to provide the best possible sporting start in life for young people.

We describe PE as the foundation block; it is the curriculum subject, delivered by teachers, that ensures all young people achieve physical literacy.

Developing on from these experiences, schools should also provide extra-curricular opportunities that develop life-long healthy, active lifestyles and participation in competitive sport.

This model shows the pathway PE should provide into activity that promotes the development of healthy and active lifestyles and more traditional competitive school sport. The use of key words defines the purpose and focus of each of these strands of activity.

Physical education

Literacy, Learning, Leadership

High-quality PE is planned, progressive, inclusive learning, delivered as part of the curriculum by primary teachers.

It develops a child’s physical literacy as well as their self confidence, understanding of teamwork and leadership skills.

It is the base on which the foundation for an active lifestyle as well as performance in competitive sport is built.

Physical activities to develop life-long healthy, active lifestyles

Enjoyment, Engagement, Exercise

Healthy, active lifestyles are developed through a focus on enjoyment. Engage pupils by offering a breadth of appealing activities that include plenty of exercise and promote wider health and well-being messages in a young-people centred environment.

Competitive school sport to develop life-long sport participation

Coaching, Competition, Clubs

Competitive school sport for primary children should focus on achieving their ‘personal best’ rather than being ‘the best’.

Background to the new investment

What is the new primary school sport funding?

The new primary school sport funding is additional funding of £150 million per year for the next two academic years, (2013/2014 and 2014/2015). It has been provided jointly by the Departments for Education, Health and Culture, Media and Sport and will go directly to primary school headteachers to spend on improving the quality of PE and sport for all children.

How much will a school receive?

Funding for schools will be calculated by the number of primary-aged pupils (between the ages of five and 11) as at the annual schools’ census in January 2013. All schools with 17 or more primary-aged pupils will receive £7,535 plus a premium of £5 per pupil. Smaller schools will receive £475 per pupil.

Using your primary school sport funding effectively:

Schools must spend the additional funding on improving their provision of PE and sport. Schools will have the freedom to choose how they do this but the funding is ring-fenced and, therefore, can only be spent on PE and sport. Embedding the investment within the school development plan ensures that it will contribute to overall improvement priorities rather than being an ‘add-on’. It is also important that it is used to develop teacher confidence and competence in the delivery of PE, as it is widely recognised that primary teachers lack training and support to deliver high-quality PE.

Decisions on how the funding is used must be made by school leaders; however, local advice and guidance can be sought from the Youth Sport Trust, County Sports Partnerships, local school sport partnerships or other organisations. By working collaboratively, or in clusters, primary schools may be able to develop a sustainable, long term local structure that will result in good value, high-quality provision that is responsive to local contexts.

Examples of possible uses of the funding and case studies provided by schools with a track record for delivering high-quality PE and sport can be found at the Department of Education website:

www.education.gov.uk/schools/adminandfinance/financialmanagement/b00222858/primary-school-sport-funding
Accountability measures

Ofsted will monitor the impact of this funding on primary PE and school sport and report on its findings.

Primary schools must publish on their website information about their use of the new funding. This should include:

- the amount of grant received;
- how it has, or will be, spent; and
- what impact the school has seen on pupils’ PE and sport participation and attainment.

Inspectors will be assessing and reporting on how effectively this new funding is being used to improve PE and sport provision when making the judgement on the quality of the school’s leadership and management. In addition, inspectors must take account of how increasing participation in PE and sport is helping pupils develop healthy lifestyles and reach the performance levels they are capable of when making judgements about the achievement of pupils at the school.

Inspectors will expect school leaders and Governors to be able to give an evaluation of the quality and breadth of PE and sport provision and how the new funding has been used to make improvements. There is an increased expectation of PE lesson observations and inspectors are likely to ask young people for their views on PE, sport and what their school does to keep them healthy and active. Evidence may also be used from observations of extra-curricular sports clubs and inspectors may review the details of a school’s PE and sport provision on their school website prior to an inspection. Ofsted will expect additionality from the investment, it will not be sufficient to be maintaining current levels of quality or provision.

Inspectors have been asked to consider the impact of the new primary school sport funding on pupils’ lifestyles and physical well-being by taking into account of the following factors:

- the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics;
- the increase and success in competitive school sports;
- how much more inclusive the physical education curriculum has become;
- the growth in the range of provisional and alternative sporting activities;
- the improvement in partnership work on physical education with other schools and other local partners;
- links with other subjects that contribute to pupils’ overall achievement and their greater social, spiritual, moral and cultural skills; and
- the greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health.

Schools should also expect that Ofsted will be mindful of the way they are tackling common weaknesses as identified in the most recent inspection survey report of the overall effectiveness of PE (Beyond 2012 – outstanding physical education for all 2013). Whilst this report found that PE was good or outstanding in two thirds of the 120 primary schools visited, it identified a number of common weaknesses in primary PE including:

- teachers’ lack of detailed subject knowledge;
- superficial lesson planning and limited use of assessment;
- not enough opportunities for pupils to participate and compete in school sport;
- insufficient focus on promoting pupils’ physical fitness;
- no strategy to improve the health and well-being of all pupils; and
- not all pupils could swim 25 metres unaided by the end of Key Stage 2.

The full report with key findings and recommendations can be viewed here:
http://www.ofsted.gov.uk/resources/beyond-2012-outstanding-physical-education-for-all.
Key questions for Governors

In all schools, governing bodies have a focus on three core strategic functions:

1. ensuring clarity of vision, ethos and strategic direction;
2. holding the headteacher to account for the educational performance of the school and its pupils; and
3. overseeing the financial performance of the school and making sure its money is well spent.

These functions are reflected in new regulations for maintained schools coming into force in September 2013 and in the criteria Ofsted inspectors use to judge the effectiveness of a school’s governing body.

To maximise the impact of the primary physical education and school sport funding and ensure compliance with Ofsted accountability measures, governing bodies will be supporting and challenging headteachers and senior leadership teams about the school’s vision, provision and impact of PE, sport and physical activity. The following questions, arranged under Ofsted judgment headings, may be useful starting points for these discussions. The answers describe some of the practice and processes likely to be seen in schools with embedded high performance in these areas. They are not meant to represent the only appropriate ways of achieving high-quality outcomes, and it would be unusual for a school to be this effective across the board.

Achievement of pupils:

1. How does physical education and school sport contribute to the overall attitude, behaviour and achievement of all our pupils?
   - All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high-quality PE lessons. Behaviour is excellent across all PE lessons and has improved in all lessons and at break and lunchtime. Pupils make decisions that challenge and inspire them even further and are achieving high levels of progress in all subjects.
2. Is the progress and achievement of all pupils in physical education consistently good or outstanding?
   - Pupils make good or outstanding progress, which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.
3. Is a rich and varied programme of extra-curricular sport and physical activity offered to pupils and are they engaged in deciding which activities are provided?
   - All pupils are able to access a broad offer of school sport activities (as participants, leaders and supervisors). Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed through Change4Life Sports Clubs. Positive attitudes towards healthy and active lifestyles are encouraged amongst pupils and staff, and extended to parents and carers.
4. Do all pupils participate in this programme of extra-curricular sport and physical activity?
   - Most young people participate in activities either before or after school. They enjoy competing against each other and understand the value in regular participation.
5. Do we participate in high-quality competitive opportunities with other schools, and are we successful?
   - Most young people represent the school and are part of community clubs that the school has links with. Pupils’ take part in inter-school competitions (L2) as part of the Sandhurst’s School Games and the school has a Kitemark for its involvement in this programme.

Quality of teaching:

6. How much time do we devote to the teaching of physical education?
   - All pupils receive two hours or more of timetabled high-quality PE.
7. How does our school ensure that the physical education curriculum is engaging and stretching for all pupils?
   - The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills.
8. Is the teaching and learning of physical education in our school consistently good or outstanding?
   - All staff are confident and competent to deliver high-quality PE and the quality of all lessons is good or outstanding. Staff provide for the least and most-able pupils, and recognise pupils learn in different ways.

Behaviour and safety of pupils:

9. How does our school ensure the extracurricular programme is of a high-quality and delivered safely?
   - Teachers are supported in the delivery of the extracurricular programme by quality assured coaches who extend, enrich and enhance the experience for those young people who are interested or talented in sport. National governing body (NGB) coaches have been used to up-skill teachers’ technical knowledge in a particular activity when the need was identified.
10. How does our school ensure that physical activity contributes to the health and well-being of all our pupils?
    - The school has a clear physical activity policy that incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed through Change4Life Sports Clubs. Positive attitudes towards healthy and active lifestyles are encouraged amongst pupils and staff, and extended to parents and carers.

Quality of leadership and management:

11. Does our school have a clear vision for high-quality physical education and school sport that contributes to the whole school development plan?
    - There is a clear vision statement included in the school’s aims that recognises the value and impact of high-quality PE and school sport that pupils and parents understand and have contributed to.
12. Who takes the lead for physical education in our school?
    - The PE co-ordinator is an experienced highly skilled classroom teacher. They are able to cascade training and motivate staff. They have the support of the headteacher, staff, governors, pupils and parents.
13. Do we have a strategy for ensuring effective professional development in physical education?
    - There are termly opportunities for staff to participate in CPD relevant to high-quality PE. Staff have taken part in Bupa Start to Move, Matalan Top Sport and inclusive PE training and the context is cascaded to other members of staff. The PE co-ordinator has released time to build capacity with staff including jointly planning lessons, team teaching and being observed teaching.
14. Do we work in partnership with other schools and local partners to enhance our provision?
    - The school is part of a cluster partnership for PE and school sport. This partnership organises an extensive range of competitive sporting opportunities for pupils, run by quality assured coaches and leaders. The school is also a member of a national scheme that provides high-quality networking opportunities and CPD.
15. Does our school have a clear plan for the use of the primary physical education and sport funding?
    - It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.
16. Who is responsible for monitoring and evaluating the impact of this funding in our school?
    - Budgets are monitored regularly by the leadership team, enabling the school to see which elements of spend have the greatest and most sustainable impact.
17. How will the impact of this funding be reported to the governing body?
    - The impact of this funding will be reported to the governing body each term and presentations made in two identified meetings a year. The Youth Sport Trust has produced a self-review tool that schools may use to identify strengths and areas for development. The ‘key questions for Governors’ are aligned to this self review tool, so the two documents can be used in conjunction with each other.
Further Support

Further support and guidance can be obtained from the following organisations:

- Department for Education (www.education.gov.uk)
- Ofsted (www.ofsted.gov.uk)
- Youth Sport Trust (www.youthsporttrust.org)

The following website addresses may also be useful:

**Guidance on the funding**


**Self review tool**

A tool designed by the Youth Sport Trust (referenced in this guide) that will help you assess your school’s provision and outcomes in PE and school sport and identify areas for development.

- [http://www.youthsporttrust.org/media/3387110/sporting_start_finalproof_wallplanner_final.pdf](http://www.youthsporttrust.org/media/3387110/sporting_start_finalproof_wallplanner_final.pdf)

**Professional development opportunities**

A new approach to teaching PE to four to seven year olds that will help them stay active for life.

- [http://www.starttomovezone.com](http://www.starttomovezone.com)
- [http://www.matsainsburyssportingpromise.co.uk](http://www.matsainsburyssportingpromise.co.uk)
- [http://www.inclusivepe-eng.co.uk](http://www.inclusivepe-eng.co.uk)

**Additional support**

**Sainsbury’s School Games**

An opportunity to get young people enjoying the benefits of playing competitive sport.

- [https://www.yourschoolgames.com](https://www.yourschoolgames.com)

**Change4Life**

A new type of extracurricular sports club, designed to increase physical activity levels in less active children.

- [http://www.nhs.uk/Change4Life/Pages/sports-clubs.aspx](http://www.nhs.uk/Change4Life/Pages/sports-clubs.aspx)

**Equipment, products and resources**

An online store for all age groups with resources aimed at pupils, teachers and school leaders.

- [http://www.youthsportdirect.org](http://www.youthsportdirect.org)

JOIN OUR PRIMARY MEMBERSHIP

We believe that by working together, schools can maximise the opportunities for young people in PE and sport. Our Primary Membership packages are designed to effectively support, and add value to, local arrangements.

Our Membership is focused on supporting schools to achieve the priorities that are listed in this brochure. Your Membership will provide you with access to the latest national information, resources, training and events that will transform your PE and sport provision and impact on pupil achievement. It also allows schools to contribute strategically to national policy and be involved in the development of national programmes.

**Youth Sport Trust Membership supports you to:**

- raise standards of achievement across your school;
- improve the quality of teaching and learning in PE;
- enhance leadership of PE in schools and across clusters of schools;
- promote effective sport and healthy active lifestyle development;
- benchmark your provision and outcomes nationally in PE, physical activity and school sport, and;
- share practice and learn from the best schools nationally, and internationally.

**Work as a cluster for additional benefits**

Join our Membership as a cluster of schools and receive additional discounts and free, newly developed national training for your nominated cluster co-ordinator. We can also personalise your cluster’s package with additional support and development opportunities as requested.

Join as a cluster of 10 schools and every school only pays £270 for the standard package as detailed on the back page. Larger clusters receive larger discounts. Please contact our Membership team to develop your package. Individual standard school membership is £330.

Please email membership@youthsporttrust.org or phone 01509 226600 to register, for more details on or to discuss your needs.
The Youth Sport Trust: sport changes lives

Our charity is passionate about helping all young people to achieve their full potential by delivering high-quality physical education and sport.

We work to:

- give every child a sporting start in life through high-quality PE and sport in primary schools;
- ensure all young people have a sporting chance by developing opportunities for those with special educational needs and disabilities (SEND); and
- support all young people to achieve their sporting best in school and their personal best in life.

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