



YOUTH
SPORT
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Supporting schools to sustain the impact
of the Primary PE and Sport Premium

Introduction

How to use the Primary PE and Sport Premium

This toolkit provides a framework for you to undertake a self-review and contains a series of prompts and examples of how to maximise the impact of your Primary PE and Sport Premium funding against your school's priorities.

It is designed to be completed in partnership between headteachers, governors, PE subject leaders and for them to reference the funding's impact within their whole school development plan.

You will be able to note key actions to inform what you decide to start, stop and continue to do using the accompanying template.

To help you complete the self-review questions it would be helpful to have the following documents to hand:

- YST Quality Mark
- Whole School Improvement Plan
- School Budget
- Latest PE and Sport Premium Evaluation and Impact Report
- Latest Ofsted Report

Introduction

How to use the Primary PE and Sport Premium

The toolkit contains two parts.

Part one: An introduction to each key indicator with a message from a headteacher sharing good practice about how they have improved and planned for sustainability in each of the key indicators.

Part two: Sustainability Actions, a proforma that can be downloaded to help you as a school consider where you are now and what you need to do to improve and achieve sustainability in each key indicator

Key indicator 1 Physical Activity

Are ALL children meeting the Chief Medical Officer's 30 minutes of physical activity every day in school?

REFLECTIONS

WHAT WILL YOU START DOING?

WHAT WILL YOU STOP DOING?

WHAT WILL YOU KEEP DOING?

WHAT?

WHAT?

WHAT?

WHY?

WHY?

WHY?

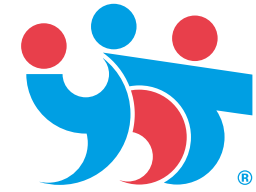
HOW?

HOW?

HOW?

FIND OUT MORE

www.youthsporttrust.org/PE-sport-premium

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Introduction

How to use the Primary PE and Sport Premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport offered. The average school has been granted **£40,000** over the past four years.

The DfE expects schools to use the premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

[Click here to view the full guidance document](#)

There are five key indicators that schools should expect to see improvement across:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

The following self-review questions reference all five indicators and allow you to consider what is taking place, what you wish to sustain and the implications of this.

Key indicator 1

The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least **60 minutes of physical activity a day**, of which **30 minutes should be in school**



Physical activity has a huge impact on the cognitive function of the brain including retention and recall, it improves concentration but it also gives children better self-belief and self-image."

Chris Willan

Headteacher Water Primary School, Lancashire



Key indicator 1

Are ALL children meeting the Chief Medical Officer's 30 minutes of physical activity every day in school?

Physical Activity is any form of sustained physical activity that takes place outside of curriculum time e.g. before and after school, break and lunch times. It can be used to make 'sitting time' more active and therefore used in the classroom.

Do you have the following in place and being accessed by ALL children?

- Active learning in the curriculum
- Physically active breakfast club
- Active transport to school
- Daily mile or equivalent
- Structured lunchtime and breaktime play
- Playground leaders supporting activity for their peers
- Trained lunchtime supervisors supervising activities
- Physically active after school clubs

Schools should support parents to achieve an extra 30 active minutes with their children beyond the school day.

Key indicator 1

Are ALL children meeting the Chief Medical Officer's 30 minutes of physical activity every day in school?

YES?

Refer to your completed PE and Sport Premium evidence and impact template:

- 1.** Thinking about the 30 minutes physical activity interventions funded by the PE and Sport Premium, can you evidence the impact on your whole school priorities?
- 2.** What resource is needed to sustain or embed this?
 - What is in place to retain staff beyond the premium?
 - What is in place to sustain delivery/impact?

NO? See next slide

Key indicator 1

Are ALL children meeting the Chief Medical Officer's 30 minutes of physical activity every day in school?

NO?

If you are not yet able to answer YES to this question, what are your reasons for this?

- Do you still need to engage specific groups of children?
- Do you need to target specific times of the day that are less active?
- Are non-teaching staff not confident to deliver opportunities?
- Could your lessons involve more activity?
- Do you need to use school spaces and facilities more creatively?

SUPPORT

There is a wide variety of support available including the following from the Youth Sport Trust that will assist you in achieving this indicator:

- **Primary PE and Sport Premium**
- **Active Schools Planner**
- **Active 30:30**
- **TOP Play/Sport**
- **Active Spaces**

Find out more about our Resources and Learning

Key indicator 1

Are ALL children meeting the Chief Medical Officer's 30 mins of physical activity every day in school?

Use the Sustainability Actions proforma to help plan your next steps.

What will you start doing?

What/Why/How?

What will you stop doing?

What/Why/How?

What will you continue to do?

What/Why/How?



Key indicator 2

The profile of PE and sport is raised across the school as a tool for whole-school improvement



Physical Education gives us the opportunity to teach life skills such as cooperation, reliance and responsibility through PE, we use Physical Education as a true cross-curricular approach to allow our children the skills they require for life long learning."

Gavin Storey,
Headteacher, Cullercoats Primary School,
North Shields



Click here to view an introduction to Key indicator 2



Click here to view from a headteacher's perspective

Key indicator 2

Has the profile of PE and sport been raised across the school as a tool for whole-school improvement?

Do you have the following in place and being accessed by ALL children:

- Is PE teaching good or outstanding and good practice shared across other curriculum areas?
- Does your PE teaching enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.
- Does your PE teaching develop the whole person including thinking, social and personal skills?
- Do you have external recognition for PE and the impact it has on the schools priorities, values and ethos?
- Does your PE teaching aid fine and gross motor skill development?
- Is sport used as a vehicle to engage and raise achievement in other subjects, such as maths and English?
- Are sporting role models used to engage and raise achievement?
- Is PE and school sport visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)



Key indicator 2

Has the profile of PE and sport been raised across the school as a tool for whole-school improvement?

YES?

Refer to your completed PE and Sport Premium evidence and impact template

- 1.** What impact has the raised profile of PE and sport interventions funded by the PE and Sport Premium had on whole-school improvement? E.g. Personal development (physical skills, thinking skills, social skills and personal skills). What attainment and achievement, behaviour and attendance impact have you collected evidence for?
- 2.** What resource is needed to sustain or embed this?
 - What is in place to retain staff beyond the premium?
 - What is in place to sustain delivery/impact?

NO? See next slide

Key indicator 2

Has the profile of PE and sport been raised across the school as a tool for whole-school improvement?

NO?

If you are not yet able to answer YES to this question, what are your reasons for this?

- Is the quality of PE teaching not yet good or outstanding?
- Is this because the teaching of PE is sport and physical skill focussed?
- Is your school's focus on sport solely on excellence?
- Does the sport offer only engage a minority of pupils?
- Does PE and school sport not contribute to your school's development?
- What is the current perception of PE by staff, parents and pupils?
- What currently stops it having a higher profile?

Find out more about our Resources and Learning

SUPPORT

There is a wide variety of support available including the following from the Youth Sport Trust that will assist you in achieving this indicator:

- **My Personal Best Primary**
- **TOP PE – the principles (KS2)**
- **YST Quality Mark**
- **TOP Start (formerly Start to Move) KS1**
- **Active Leaders**
- **Leading Achievement Across the School**
- **Leading Achievement Through PE**
- **Active Literacy**
- **Active Maths**
- **Athlete Mentors**

Key indicator 2

Has the profile of PE and sport been raised across the school as a tool for whole-school improvement?

Use the Sustainability Actions proforma to help plan your next steps.

What will you start doing?

What/Why/How?

What will you stop doing?

What/Why/How?

What will you continue to do?

What/Why/How?



Key indicator 3

Increased confidence, knowledge and skills of all staff in teaching PE and sport



Through developing the confidence of all staff in teaching PE, the children have a much more exhilarating experience of PE."

Tim Bethell, Headteacher
Ings Farm Primary School, Redcar



Click here to view an introduction to Key indicator 3



Click here to view from a headteacher's perspective

Key indicator 3

Has the confidence, knowledge and skills of staff in teaching PE and sport increased?

This indicator is focussed on qualified teaching staff (QTS) teaching PE and qualified coaches coaching sport outside curriculum time.

Do you have the following in place and being accessed by ALL children:

Teaching

- Do all teachers receive appropriate professional development in PE?
- Are all teachers able to confidently plan, teach and assess National Curriculum PE?
- Are all PE lessons good or outstanding?

Coaching

- Does the sports coaching at school improve sports skills in children through increased opportunities in school and the wider community?
- Does sports coaching improve physical, technical, tactical and mental understanding of a range of sports?
- Does sports coaching develop wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?
- Is provision age and stage appropriate?



Key indicator 3

Has the confidence, knowledge and skills of staff in teaching PE and sport increased?

YES?

Refer to your completed PE and Sport Premium evidence and impact template

- 1.**What impact has the increased confidence, knowledge and skills of staff funded by the PE and Sport Premium had on the quality of teaching? E.g. all PE lessons are taught by staff with QTS and are good or outstanding.
- 2.**What resource is needed to sustain or embed this?
 - What is in place to continue to support good and outstanding teaching beyond the premium?
 - What is in place to support the continued extra-curricular offer?
 - What is in place to sustain delivery and impact?

NO? See next slide

Key indicator 3

Has the confidence, knowledge and skills of staff in teaching PE and sport increased?

NO?

If you are not yet able to answer YES to this question, what are your reasons for this?

- Is the quality of PE teaching not yet good or outstanding?
- Are all teaching staff confident in delivering PE lessons?
- Is your PE curriculum sport/activity specific rather than a focus on whole person development and transfer of skills?
- Are coaches replacing teachers?
- Does your curriculum allow enough time to teach PE?

SUPPORT

There is a wide variety of support available, including the following from the Youth Sport Trust that will assist you in achieving this indicator:

- **Effective Professional Learning Review Tool**
- **Effective use of Coaches in Schools Review Tool**
- **My Personal Best Primary**
- **TOP PE the principles and activity specific courses (KS2)**
- **TOP Start (formerly Start to Move) KS1**
- **Leading High Quality Teaching and Learning in PE Across the School**
- **Subject Leader Modules**
- **Healthy Movers**

Key indicator 3

Has the confidence, knowledge and skills of staff in teaching PE and sport increased?

Use the Sustainability Actions proforma to help plan your next steps.

What will you start doing?

What/Why/How?

What will you stop doing?

What/Why/How?

What will you continue to do?

What/Why/How?



Key indicator 4

Broader experience of a range of sports and activities offered to all pupils



Having a broad and balanced curriculum offers children a range of different learning experiences where they can develop a variety of skills including social, emotional and thinking skills."

Debbeie McLean,
Headteacher, Trinity Academy Middleton
Tyas, Richmond

A video thumbnail showing a woman with long brown hair, wearing a patterned jacket over a blue top, speaking against a plain grey background.

Click here to view an introduction to Key indicator 4

A video thumbnail showing a woman with long brown hair, wearing a dark top, speaking in a classroom setting. A bulletin board with various photos is visible in the background.

Click here to view from a headteacher's perspective

Key indicator 4

Have ALL pupils experienced a broader range of sports and activities?

This indicator is focussed on the complete offer of PE, physical activity and sport across your school day and its engagement of ALL pupils.

Do you have the following in place and being accessed by ALL children?

Are pupils engaged in identifying what activities they would like to participate in:

PE

- Are the sports and activities within the curriculum broad and balanced e.g. individual and team activities; gymnastics, dance, swimming, athletics and games (net and wall, striking and fielding, target and invasion)?
- Are children encouraged to be independent, to coach and officiate their peers?

Physical Activity

- Are pupils offered an exciting, varied and new range of activities
- Beyond the PE National Curriculum E.g. yoga, skipping, relay games, creative games.
- Are children encouraged to be playground leaders?

Sport

- Are pupils participating in modified and National Governing Body recognised versions of sports that are stage and age appropriate e.g. small sided versions and adapted versions of games including High 5 netball



Key indicator 4

Have ALL pupils experienced a broader range of sports and activities?

YES?

Refer to your completed PE and Sport Premium evidence and impact template

- 1.**What has been the impact of ALL pupils accessing a broader range of sports? E.g. increased confidence, improved wellbeing.
- 2.**What resource is needed to sustain or embed this?
 - What is in place to retain staff or opportunities beyond the premium?
 - What is in place to sustain delivery/impact?

NO? See next slide

Key indicator 4

Have ALL pupils experienced a broader range of sports and activities?

NO?

If you are not yet able to answer YES to this question, what are your reasons for this?

- Is your sport offer only relevant to a minority of children?
- Is it a predominantly team and invasion game focus?
- Are the staff delivering the sport/physical activity offer able to engage and provide activities that are relevant for all?
- Does your current competition calendar dictate your sport offer?
- Does the time of the sport offer prohibit certain children from participating?

Find out more about our Resources and Learning

SUPPORT

There is a wide variety of support available including the following from the Youth Sport Trust that will assist you in achieving this indicator:

- **TOP Play/Sport (formerly Skills 2 Play/Sport)**
- **Active Leaders**
- **Inclusive PE training**

Key indicator 4

Have ALL pupils experienced a broader range of sports and activities?

Use the Sustainability Actions proforma to help plan your next steps.

What will you start doing?

What/Why/How?

What will you stop doing?

What/Why/How?

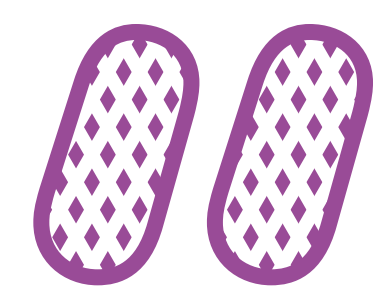
What will you continue to do?

What/Why/How?



Key indicator 5

Increased participation in competitive sport



Competition is important as it is a life skill in itself. Competition done well makes children well, makes children secure in themselves and have that self-motivation to want to achieve more."

**Simon English, Headteacher
Zetland Primary School, Redcar**



Click here to view an introduction to Key indicator 5



Click here to view from a headteacher's perspective

Key indicator 5

Have you increased the number of competitive sport opportunities for ALL pupils?

Do you have the following in place and being accessed by ALL children?

Please consider your competitive opportunities in line with the following focus on the five principles of high quality competition:

- Are the young person's motivation, competence and confidence at the centre of the competition?
- Is the focus on the process rather than the outcome?
- Are volunteers, leaders and officials appropriately trained and display behaviours reflective of the nature of the competition?



- Is the environment safe and does it create opportunities to learn and maximise social development?
- Do the facilities and the environments that are created for the competition reflect the motivations, competence and confidence of the young people and format of the competition?

Key indicator 5

Have you increased the number of competitive sport opportunities for ALL pupils?

YES?

Refer to your completed PE and Sport Premium evidence and impact template

- 1.** What has been the impact of ALL pupils accessing a greater number of competitive sport opportunities? E.g increased resilience, higher attendance. How do you know?
- 2.** What resource is needed to sustain or embed this? How do you know?
 - What is in place to retain opportunities to compete beyond the premium?
 - What is in place to sustain delivery/impact?

NO? See next slide

Key indicator 5

Have you increased the number of competitive sport opportunities for ALL pupils?

NO?

If you are not yet able to answer YES to this question, what are your reasons for this?

- What competitive sport opportunities do you have in place within school (intra-school)?
- Which pupils (age, gender, other groups) do not currently engage in competition?
- Is the inter-school sport offer not appropriate for certain pupils?
- Do your children possess the necessary competitive skills (e.g. resilience, determination, empathy) and physical skills?

Find out more about our Resources and Learning

SUPPORT

There is a wide variety of support available including the following that will assist you in achieving this indicator:

- **Complete online tool for principles of competition:**
 - **Engage with your School Games Organiser**
 - **Apply for a School Games Mark**

Key indicator 5

Have you increased the number of competitive sport opportunities for ALL pupils?

Use the Sustainability Actions proforma to help plan your next steps.

What will you start doing?

What/Why/How?

What will you stop doing?

What/Why/How?

What will you continue to do?

What/Why/How?

