For Schools & Trusts

PE and sport premium

Guidance and monitoring tool for governing boards

The PE and sport premium is funding allocated to primary schools that must be used to:

- make **additional and sustainable improvements** to the existing PE, sport and physical activity offer available in the school
- **build capacity and capability** in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

Governing boards are responsible for monitoring PE and sport premium spending.

Governors and trustees can use the following tool to:

- ensure appropriate use of the funding (in line with conditions of grant and any other relevant financial rules and procedures)
- ensure that spending represents good value for money
- evaluate the impact of spending on pupil outcomes

Reporting requirements

All schools who receive PE and sport premium funding must publish a report on their website detailing how the funding has been spent and the impact of spending, in line with requirements set out in DfE guidance. The report must be published by **31 July** each year.

While school leaders draft the report, governing boards should review and hold leaders accountable for how schools plan for and use PE and sport premium funding and the outcomes achieved in the previous academic year.

All schools who receive PE and sport premium funding must complete a PE and sport premium digital expenditure reporting return. These forms, once submitted, can be downloaded and published to fulfil the above reporting requirement. Governing boards should review, scrutinise and confirm funding has been used appropriately ahead of submission and publication by the above deadline.

A PE funding evaluation form is available from Youth Sport Trust and The Association for Physical Education to help schools prepare to complete the expenditure reporting return.

PE and sport premium monitoring tool

	Governing board monitoring priorities	Notes and actions
1	Schools should prioritise PE and sport premium spending to improve in the following **five key areas**: • increasing all staff's confidence, knowledge and skills in teaching PE and sport • increasing engagement of all pupils in regular physical activity and sport • raising the profile of PE and sport across the school, to support whole school improvement • offering a broader and more equal experience of a range of sports and physical activities to all pupils • increasing participation in competitive sport Refer to the reports provided by school leaders and ask questions to help you understand how spending has met any of the above key priorities.	-Teaching back in the class teachers hand, Cambridgeshire PE Scheme purchased as it has comprehensive ideas and coverage to support teachers in developing skills. - Short courses of experts in to support teacher and pupil development – for example Tag Rugby run by the local rugby club - Raise awareness and interest in the Kirkbymoorside 10km , running with the children, sharing positives. Encourage all to take part rather than a select few – 21/37 took part on the day. -Move away from Ryedale Network and a prescribed list of sports. Sports week to add further sports to gather interest (Cross country, martial arts and golf booked) - At least 2 hours of PE sessions for all pupils across the week. Develop play times to be active and play based through the OPAL scheme to support movement and engagement in a currently Football dominated playground.
2	Schools should see continuing professional development (CPD) for staff as a key priority to ensure that improvements to the teaching of PE, sport and physical activity are **sustainable**. This could include:	- Cambridgeshire PE Scheme as a start

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	Governing board monitoring priorities	Notes and actions
	• professional development • mentoring • appropriate training • access to external resources Governing boards should monitor the quality of the CPD provided to ensure that it is effective and fit for purpose, ensuring that the school uses established quality assured local, regional, and national subject-specific and suitably qualified providers. Refer to NGA guidance on CPD for school staff for further information.	- External providers where needed to upskill. Use staff strengths (CS teaching netball as plays)
3	Evaluate how the use of the PE and sport premium fits into school improvement plans and assess the impact it is having on pupils. Consider: • the overall quality of the teaching of PE • how it assists with the development of transferrable life and social skills such as respect, fairness and resilience • the impact PE and sport have on other school priorities, values and ethos • the role of PE and sport as a vehicle to engage and raise achievement in other subjects • how PE and sport create opportunities to learn and maximise social development • how PE and sport improve pupil engagement and wellbeing Refer to reports from the school's PE lead as well as insights gained from school visits and interactions with staff and pupils.	- Change to teachers leading PE and move away from Ryedale network to develop a more inclusive approach to PE. All pupils able to have a go at sports not just those that are good at it. - Develop sportsmanship and attitude through sessions, encouraging and supporting peers. Team sports to support working with each other. - Celebrate strengths and encourage taking risks by stepping out of comfort zones and trying new activities. - Support an active lifestyle through OPAL playtimes and extended PE sessions.

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	Governing board monitoring priorities	Notes and actions
	NGA's PE and school sport guidance sets out the features of high-quality provision. The Department for Education's updated School Sport and Activity Action Plan sets out new ambitions for equal access to PE and sport for girls and boys and two hours of PE a week. Guidance is available to help schools meet the ambitions of the physical education national curriculum, aims of the school sport and activity action plan and Chief Medical Officers' physical activity guidelines.	

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	Governing board **m**onitoring priorities	Notes and actions
4	Assess the impact of spending on the five key areas referred to in section 1 of this tool. Also consider: • Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity physical activity each day? • Is the school offering a wide range of sports and physical activities to pupils? • What is the school doing to encourage all pupils to take part in competitive sport? • Do all pupils leaving the school meet the minimum national curriculum requirements for swimming? • Is the profile of PE and sport promoted within the school (for example, are achievements recognised, such as in assemblies)? This list is not exhaustive – there are many ways schools can make use of PE and sport premium. Governing boards should focus on ensuring that spending results in **sustainable improvements** to the PE, sport and physical activities it provides.	- Lunch times extended to 45 minutes plus two 10 minute break times with physical activities set out. - Gather pupil feedback to support differing interests and arrange sessions (golf and martial arts leading from this) - All juniors have had 3 half terms swimming lessons and infants have a half term currently. For many of them they do not access swimming lessons outside of school so this is the only experience. - Sporting achievements celebrated at the Celebration Assemblies. - School celebrate and encourage participation in sports in school (arranging a small school network) and outside of school. We have a Y3 that has signed for Leeds United and a Y1 pupil that is competing in Olympia horse trials in December.

This tool was produced in partnership with the Department for Education (DfE) and the Local Government Association (LGA)

National Governance

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