



# PE and Sport Premium PE Governor Report

## Evaluating the sustainability of Sport Premium Expenditure 2023-2024.

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

Governors and trustees are responsible for monitoring PE and sport premium spending. This means:

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

**Completed by:** Allister Brown (PE Governor)

**Actioned by:** Lauren Johnston (PE Subject Leader)



## Reporting spending

Schools that receive the PE and sport premium are required to publish a report on their websites by 31 July each year that details the amount of PE and sport premium received, a full breakdown of how it has been spent, and covers:

- the measurable impact on pupils’ PE attainment, physical activity and sport participation due to the spending
- how the spending will be sustainable in the future
- the percentage of year 6 pupils who met the national curriculum swimming and water safety requirements

Whilst school leaders are responsible for drafting the report, we recommend that governing boards review it ahead of publication and ensure it is published prior to 31 July. [Youth Sport Trust](#) and [The Association for Physical Education](#) provide a reporting template.

## PE and sport premium monitoring tool

	Monitoring priorities	Follow up questions & planned actions
1	<p>Schools should prioritise PE and sport premium spending to improve in the following <b>five key areas</b>:</p> <ul style="list-style-type: none"> <li>• increasing all staff’s confidence, knowledge and skills in teaching PE and sport</li> <li>• increasing engagement of all pupils in regular physical activity and sport</li> <li>• raising the profile of PE and sport across the school, to support whole school improvement</li> <li>• offering a broader and more equal experience of a range of sports and physical activities to all pupils</li> <li>• increasing participation in competitive sport</li> </ul> <p>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.</p>	<p>List CPD undertaken on Sport Premium Doc. – teaching staff and subject leader.</p> <p>All 5 key indicators are evidenced within the Sports Premium report.</p> <p>Is there a barrier to providing a broader range of sports? Discuss sports we have offered before and what new sports are planned for the academic year.</p> <p>Update local club links on PE display in hall.</p> <p>Expand on acronyms used within the sports premium report e.g. FMS (Fundamental Movement Skills)</p>



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2	<p>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:</p> <ul style="list-style-type: none"> <li>• professional development</li> <li>• mentoring</li> <li>• appropriate training</li> <li>• access to external resources</li> </ul> <p>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.</p> <p>Refer to our <a href="#">guidance on CPD for school staff</a> for further information.</p>	<p><b>Publish breakdown of CPD undertaken on Sport Premium Doc. and website- teaching staff and subject leader – separate document was provided during meeting with PE Lead.</b></p> <p>How are staff confidence levels evidenced before and after CPD/mentoring?</p> <p>Consider TA CPD next academic year to emulate teachers - evidencing, assessing against PE Passport outcomes.</p> <p>Has the subject leader received substantial training in order to mentor future new staff members should the funding be cut/stopped (external specialist coach no longer funded for mentoring)?</p> <p>Welfare staff to be scheduled for leading active play CPD next academic year – Pendle SGO.</p> <p>Have we secured Learn to Ride CPD and balance bikes for EYFS staff?</p>
3	<p>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:</p> <ul style="list-style-type: none"> <li>• the overall quality of the teaching of PE</li> <li>• how it assists with the development of transferrable life and social skills such as respect, fairness and resilience</li> <li>• the impact PE and sport have on other school priorities, values and ethos</li> </ul>	<p>Whole school initiative links are mentioned throughout the draft Sports Premium report. Specify which initiatives (SIP/PE Action Plan) the Sport Premium actions are linked to and how PE and Sport have impact on SIP/values and ethos.</p> <p>Resources have been replenished in line with PE Passport lesson sequences. They are easily</p>



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<ul style="list-style-type: none"> <li>the role of PE and sport as a vehicle to engage and raise achievement in other subjects</li> <li>how PE and sport create opportunities to learn and maximise social development</li> <li>how PE and sport improve pupil engagement and wellbeing</li> </ul> <p>Refer to reports from the school’s PE lead as well as insights gained from <a href="#">school visits</a> and interactions with staff and pupils.</p> <p>NGA’s <a href="#">PE and school sport guidance</a> sets out the features of high-quality provision.</p> <p>The Department for Education’s updated <a href="#">School Sport and Activity Action Plan</a> sets out new ambitions for equal access to PE and sport for girls and boys and two hours of PE a week.</p> <p><a href="#">Guidance</a> is available to help schools meet the ambitions of the <a href="#">physical education national curriculum</a>, aims of the school sport and activity action plan and <a href="#">Chief Medical Officers’ physical activity guidelines</a>.</p>	<p>accessible in the hall cupboard and summer term resources are stored within the garage.</p> <p>PE subject leader has factored in cognitive load theory and dual coding opportunities as part of adaptive teaching – progression images (PE cupboard doors in hall) and videos (PE Passport on IWB) available for staff and pupils.</p> <p>Ensure teaching staff explicitly discuss character values with children and gather pupil voice and application during lessons – PE Passport.</p> <p>When gathering pupil voice, it is good that we have been focusing on girls. Consider narrowing the demographic further to ethnic minorities within the girls on roll – low participation in extra-curricular clubs. Is this because of religious commitments after school?</p> <p>Character values are documented within each PE Passport lesson. Gather pupil voice to monitor coverage of these within units, recall of previous (sticky knowledge) and children’s ability to communicate their personal and mental development alongside physical acquisition of skills.</p> <p><b>PE Governor monitoring has increased within the last academic year.</b></p>



	Monitoring priorities	Notes and actions
4	<p>Assess the impact of spending on the five key areas (referred to in section 1 of this tool). Also consider:</p> <ul style="list-style-type: none"> <li>Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity physical activity each day?</li> <li>Is the school offering a wide range of sports and physical activities to pupils?</li> <li>What is the school doing to encourage all pupils to take part in competitive sport?</li> <li>Do all pupils leaving the school meet the minimum national curriculum requirements for swimming?</li> <li>Is the profile of PE and sport promoted within the school (for example, are achievements recognised, such as in assemblies)?</li> </ul> <p>This list is not exhaustive – there are many ways in which schools can make use of PE and sport premium. Governing boards should have a focus on ensuring that spending results in <b>sustainable improvements</b> to the PE, sport and physical activities it provides.</p>	<p>How are we tracking increase in physical activity and engagement during break and lunchtimes?</p> <p>Wet playtimes – are all children provided with opportunities to be active within the classroom? Are teachers planning in opportunities for movement during lessons?</p> <p>Sound provision from Sports School - 2 lunchtimes per week. Welfare staff (considerable turnover this year) – are they observing physical activity set up by Sports School? Has there been an increase in welfare staff leading play? Include within CPD plan next academic year (following playground leaders training with Pendle SGO). Are they actively signposting inactive children to physical activity taking place? (Playground Leaders’ area &amp; rota for welfare staff e.g. 1 member in charge of a game each day)</p> <p>What quality assurance does the Pendle SGO offer when providing Level 2 sports coaches for extra-curricular clubs?</p> <p>Road 2 Paris Olympic &amp; Paralympic Day – impact of this full day of sports tailored by external provider. Detail impact links to providing children with the skills needed to</p>



represent school in the same sports through the SSP inter-school calendar.

I recognise that providing transport through the Sports Premium is essential for children to access inter-school participation and competition sport. What are our plans should the funding be cut/stopped? To approach SGO about this – sustainability response?

Swimming data is published for this academic year. Include last year's data to compare with this year's high needs cohort (detailed on report). Intervention swimming was provided for a group of children in Year 6 through the Sports Premium.

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