

# Supporting schools to sustain the impact of the *Primary PE and Sport Premium*

## Key indicator **3**

*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 lifelong learning."

GAVIN STOREY  
HEADTEACHER, CULLERCOATS PRIMARY SCHOOL, NORTH SHEILDS





## Key indicator 3

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

This indicator centres on aligning PE and sport with whole-school priorities, embedding the subject to influence culture and ethos and ensure sustainable impact.

#### **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 curriculum and enrichment offer plan for and deliver against personal development outcomes?
- 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?
- Is PE and school sport visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)





## Key indicator 3

*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 **3**

*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?**

- Does PESSPA lack vision and a clear strategic direction?
- Is this because the teaching of PE is solely sport and physical skill focussed?
- Is your school's focus on sport solely on excellence?
- Is there little or no alignment between PE and sport and school development?
- What is the current perception of PE by staff, parents and pupils?
- What currently stops it having a higher profile?

### **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:**

- **PE Premium Top Tips**
- **Curriculum Blueprint**
- **My Personal Best - A life skills approach**
- **5 Ps to a Perfect Curriculum**
- **PE Subject Leader Modules**

**Find out more about our Resources and Learning**

# Key indicator **3**

**FIND OUT MORE ABOUT  
KEY INDICATOR TOP TIPS**

The profile of PE and sport is 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 KEEP DOING?**

**WHAT?**

**WHY?**

**HOW?**