

10 top tips for spending the Primary PE and sport premium in 2020/21

Covid-19 has impacted on young people in a variety of ways. Research has shown that physical activity levels have reduced, mental health concerns have increased, and educational gaps have widened. With schools now fully open and children returning to formalised educational settings, it is critical that we ensure that they feel safe, secure, and confident in order to maximise learning and wellbeing. Now more than ever, physical education, school sport, and physical activity should be priorities for all schools given the known benefits they bring to physical, social, emotional and cognitive wellbeing. This includes a whole school approach to physical activity, physical education (PE) and school sport so that other areas of the curriculum can be enhanced and developed thus achieving improved attainment across the whole curriculum.

The Primary PE and sport premium can be used in effective and impactful ways to overcome some of the challenges that have arisen as a result of the pandemic. It is important that all schools ensure that the funding is used in an appropriate and sustainable manner, thus ensuring positive changes in behaviour. Outlined below are a number of exemplars for which schools could use the PE and sport premium 2020/21, together with any carry over funding 2019/20. It is important to create changes that will make a **sustainable** difference to the lives of all children and young people.

Currently it may be more challenging but not impossible to use external providers in order to support PE lessons and sports clubs; therefore, it is of paramount importance that existing staff are qualified, competent and confident to deliver high quality PE and physical activity opportunities. If external coaches are used to assist with technical upskilling of the workforce and to enhance the extra-curricular offer, this work should be comprehensively risk assessed and in line with locally agreed policies. We would encourage schools to explore CPD opportunities including online learning, linked to physical education delivery, whole school physical activity learning strategies and/or outdoor learning initiatives. Try to invest in CPD that aims to address staff motivation as well as their relationship with physical education and sport, rather than just simply up-skilling staff in the technical aspects of traditional sporting activities. The key question must be: "If the funding is no longer available will the impact of this current investment continue?"

1. PE, sport, physical activity and play*

* If the investment is in play it must be with a focus on physical rather than sedentary activities. The quality of PE subject leadership is critical if it is to effectively impact within the curriculum, cross curricular and extra-curricular activities. Try to ensure your funding is spent across all areas; these should include developing your PE curriculum, connecting PE, sport, and physical activity with other curriculum areas, and diversifying your enrichment and competition offer. To be able to do this effectively, you need to have a clear understanding at which point your school is on its PESSPA journey and what your longer-term vision is.

TOP TIPS: Consider investing in resources, programmes and memberships that provide base-lining tools/measurement, in order to understand your school's current position. Consider how you effectively capture pupil voices and parental/carers views within this baselining. Invest in professional development courses that support your subject leadership, across all aspects of your role. Ensure that CPD includes the subject leader and other staff; it must develop their knowledge and understanding, together with their confidence and competence to deliver across all contexts. Sometimes it can also be

useful to utilise sports specialist coaching companies for enrichment and extra-curricular activities although you must consider the sustainability of employing these companies.

2. Development of the Whole Child

Development of the whole child will result in them becoming physically literate thus improving their 'motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life' IPLA, 2014. Many of the attributes of physical literacy have been impacted during the pandemic. PE, sport, physical activity, and active play all contribute to the physical literacy journey. You should also consider activity from the view of the whole child, considering the emotional, physical, and mental engagement in physical activity? Consider also the many wider skills which are developed as result of high-quality PE, sport, and physical activity.

TOP TIPS: How well understood is the concept of physical literacy within your school and its contribution to the development of the whole child? Consider investing in whole staff training to educate about the importance of physical literacy and its profile, (e.g. you could invest in IPLA training). Funding could also extend to resources and training to educate parents/carers on the importance of physical literacy and how families can best support their child.

3. Whole School Improvement

The impact of PE and physical activity on a wide range of school priorities is well researched and extends to improvements in concentration, memory retention and behaviour in general. In order to leave a legacy, the PE and sport premium grant should impact on far more than just pupils' physical health but should also be used as a resource that can be a driver for whole school improvement.

TOP TIPS: Look at your whole school improvement plan; identify any areas where PE, school sport or physical activity can positively impact on targeted pupils or outcomes such as academic attainment, behaviour, or attendance. This can be achieved by embedding successful physically active learning approaches such as Active Maths, Active Phonics or Cross Curricular Orienteering.

4. Outdoor Learning

Wellbeing and mental health are important areas that schools are prioritising during this time. A great deal of research exists showing how exposure to the natural environment can have a positive effect on children's emotional and physical wellbeing. This is a great opportunity to audit your school's outdoor learning environment and curriculum. Consider what could better support outdoor learning and the promotion of physical activity. However, you **must not** compromise the conditions of capital spend which must be met from your school's budget.

TOP TIPS: Audit your physical environment and aim to create a playground that is exciting, stimulating and inclusive and that encourages children to be physically active, work collaboratively and develop problem solving skills; this should be done alongside moving frequently in and outdoors in different ways to enhance physical competence. Invest in CPD that builds confidence and competence in your staff to deliver PE, outdoor education lessons, cross curricular or forest school

activities along with finding ways to make being outdoors more practical. Invest time and training for parents/carers to help ensure children have appropriate clothing and footwear.

5. Active Travel

With more people working from home there is an opportunity to advocate leaving cars at home and walking, scooting or cycling to school instead. We have also seen an increase in families walking together to school. There is a great opportunity now for schools to build on this trend by promoting active travel amongst pupils and their families.

TOP TIPS: Use your PE and sport premium to invest in cycle training for pupils across the school. Consider purchasing storage facilities for bikes or scooters. Make active travel an easy option for families by ensuring the school grounds are accessible for bikes and scooters. Look to research and invest in proven schemes that reward children for travelling to and from school in an active way.

6. Ensuring high quality PE provision

This should always be a priority when schools are planning their PE and sport premium spend. Now is a perfect time to ensure the staff in your school have the confidence and skills to deliver high quality physical education. This will help to embed a sustainable solution for an effective and ambitious curriculum that is broad and balanced and inclusive and is taught by an inspirational school workforce.

TOP TIPS: Use the grant to invest in workforce capacity in order to audit PE provision and staff competency through observation and interviews. Look for CPD opportunities for staff to be upskilled in teaching PE either through the Level 4 or 5/6 qualifications or a quality assured PE provider. This would also be a perfect opportunity for your staff to be upskilled in areas of activity such as outdoor and adventurous activities and swimming where the teaching of essential life skills such as self-safe rescue takes place. Seeking alternative ways to teach physical education can lead to a change in life long physical activity habits.

7. Innovation

The lockdowns have seen many PE practitioners from around the country, plan and teach online PE activities for their children to take part in at home in order to continue their skill development and remain active. Use this unprecedented Covid-19 landscape as an opportunity to continue to be innovative and creative and also to secure a transformational shift away from traditional PESSPA provision.

TOP TIPS: Involve pupils in shaping your PE curriculum and the SSPA offer; you should also consider using this opportunity to offer activities that historically have not been part of your PE curriculum but achieve the aims and purpose of the National Curriculum PE programme of study. Build on the PE at Home momentum by creating an online platform or page on the school website that provides PESSPA ideas for parents/carers and children to enjoy together outside of school – you may find our collaborative [#ThisisPE](#) online resource and the [Active Recovery Hub](#) a useful starting point

8. Swimming

We know that for many children, particularly those living in more deprived areas, school may be the only opportunity they will have to learn how to swim and be safe in and around water. Despite being a statutory element of the PE National Curriculum, around one in five children leave primary school unable to swim. This figure rises to almost half of the children from the least affluent families. In 2019 150,000 children left school unable to meet the national curriculum requirements. With stay cations and the better weather approaching it is vital children can swim and perhaps even more importantly know how to carry out a safe self-rescue. Swim England and partners have worked with industry partners, including local authorities, leisure operators, DfE, RLSS and afPE to release clear guidance on how schools are able to resume [swimming lessons](#) in line with this guidance.

TOP TIPS: Use the [Return to Swim guidance](#) to support the return of National Curriculum School Swimming and Water Safety either on-site or via an external provider. Speak with your swimming provider to understand how and when they will be able to resume lessons again and consider using the PE and sport premium to provide top up lessons for those who missed out last year.

9. Competition

The summer term usually sees a wide range of intra and inter competitive sport opportunities for pupils, including sports days. The return of school sport and competition can be part of an active recovery term helping to re-build the social and emotional wellbeing of young people through providing opportunities for challenge, connectedness and friendship, giving young people a sense of BELONGING whilst having FUN. A planning tool to help with this can be found [here](#)

For competition to be meaningful and engage more and different young people, it needs to be planned with intention. This resource will support practitioners in designing competitions to achieve wider outcomes [reframing competition](#).

Individual schools will need to make decisions about pupil participation based on the current Covid-19 guidelines at the time of the competition; risk assessments should be on-going and amended to reflect each school's specific controls, including the impact of any local lockdown measures. National School Sports Week is 21-25 June; this coincides with Step 4 of the Government's Roadmap out of lockdown which will take place no earlier than 21 June. This is a great opportunity to come together to celebrate school sport.

TOP TIPS: Consider focusing initially on intra school competition particularly in such areas as sports days and inter form/house. This way you can follow the guidelines/risk assessments you have in your own school. As you move to inter school and other competitions make sure there are adequate risk assessments in place and that all rules and Covid guidance are strictly adhered to.

Speak to your local School Games Organiser. They will be able to support you in delivering positive experiences of competition for the young people in your school. To find out their details: [Register](#) with the School Games website. If you already have an account, [login](#) here. Scroll to the bottom of the page to see your SGO contact details. In addition, a positive experiences of competition The [toolkit](#) has been developed for school and is designed to support teachers of all children (i.e. primary, secondary,

special and alternative provision settings) to carefully consider their part in reducing the risk of a negative experience in sports competitions. It is intended to help schools to select, prepare and support more young people to have a positive experience of competition.

10. Transition

Year 6 pupils will be preparing to transition into key stage 3, their next phase of learning. For many pupils this will mean a change of school which in itself will bring a lot of uncertainty and new challenges. The PE and sport premium funding can be used to support year 6 pupils through this transition in the summer term right up until they start their new school. Colleagues in primary schools may wish to consider reviewing their PE and sport transition strategy and if appropriate use the funding to create or amend this programme to ensure all pupils will be able to improve on their physical education and school sport when they move into their next phase of education. Research and pilots have been undertaken to demonstrate the role that competition can play in supporting successful transition of young people through being the vehicle through which they can make friends, familiarise themselves in a new environment and develop their personal organisational skills.

TOP TIPS: *There is an opportunity to explore links to the DfE Summer Catch up Programme and Holiday Activities and Food investment to help adopt a more connected and coordinated approach to supporting the transition of Year 6 pupils this summer. During the summer term consider how PE, sport and physical activity can be used to support the development of life skills such as communication, independence, responsibility and personal organisation.*

For further advice and information on how to spend your school's PE and sport premium grant effectively, you can get in touch with your local [Active Partnership](#), the [Youth Sport Trust](#) or [Association for Physical Education](#).

Further reading and resources:

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- *Effective Use of the Primary PESS premium Webinar*
- *Completing the Template to demonstrate impact webinar*
- *Creating curriculum change webinar series*
- [Covid-19 FAQs](#)
- [Covid-19: interpreting the Government Guidance in a PESSPA context. A practical self-review tool for risk assessment](#)
- *Reactivating learning: [why and how to rejuvenate pupils' wellbeing through physical education and physical activity](#) and [what to do in physical education and physical activity to promote wellbeing](#)*
- *Level 4*
- *Level 5/6*

Youth Sport Trust

- [Return to schools' guidance and support](#)
- [PE and school sport premium guidance and support](#)
- [Effective use of the PE and Sport Premium webinar](#)

- [The role of the PE and school sport premium in the recovery process](#)
- [How Pe and Sport is supporting the recovery curriculum](#)
- [The role Physical Education can play in the recovery term](#)
- [Putting PE, school sport and physical activity at the heart of children's recovery from Covid](#)

Swim England

- [Guidance for school swimming](#)
- [Free and online National Curriculum swimming training course](#)

UK Active

- [A framework for the safe delivery children's activity provision during social distancing](#)

UK Coaching

- [Guidance for head teachers and PE subject leaders on the effective and sustainable use of coaches in primary schools](#)
- [Questions to consider when you return to coaching](#)

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