



Headteacher Breakfast Briefing

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The Department for Education (DfE) wants all children to have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Schools should aim to provide high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities. By providing this it can help improve children's health and wellbeing, personal development as well as academic attainment.



PE and sport premium

- 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



- 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



Assess the impact of spending on the five key areas. Also consider:

- Do pupils take part in 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)?



- 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:
 - 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.



We recommend that schools use established quality assured local, regional and national subject-specific, and suitably qualified CPD providers.

Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

Courses on offer this academic year:

- Assessment and Progression in PE
- Deep Dive in PE
- Early Years PE Physical Development and Dance
- How to be an Effective Subject Leader in PE
- Lancashire PE Passport App and Website Refresher
- New to KS1 PE FMS and Baseline Unit
- PE Subject Leader Network
- Safe Practice in PESSPA
- Sticky Learning in PE
- Teaching Games at KS2
- Teaching High-Quality Gym and Dance KS1/ KS2
- Trust, Trails and Challenges in the Outdoors EYFS
- Getting ready to write



Every school has the autonomy to draft their own employment contracts. This may include specific expectations for their staff and teachers like:

- offering extra-curricular sporting activities
- supporting pupil competition outside of core school hours.

Schools can decide to use PE and sport premium funding to pay for overtime if teaching staff are operating outside of their teaching contract. This may be, for example, to:

- offer CPD for staff
- offer additional extra-curricular sporting activities and physical activities
- support pupils in competition

Any funding to cover teaching during the school day should come out of core school budgets.

Schools will need to assess how overtime payments can lead to additional and sustainable improvements to the PE, sport and physical activity they provide.

Schools can use the PE and sport premium to:

- fund transport costs to top-up swimming sessions
- participate in competitive events (either during or outside the school day)
- travel to extra-curricular opportunities to enable children access to other sporting activities or specialist sport instruction



What the PE and sport premium cannot be used for

Funding must not be used for:

- capital expenditure, except for goods below the de minimis value (the threshold limit value set for purchases) – items above this limit would be recognised as an asset on the school's balance sheet
- employing coaches or specialist teachers to cover planning preparation and assessment arrangements (this should be funded from the school's core staffing budgets)
- teaching the minimum requirements of the national curriculum or, for academies, the existing PE curriculum (teaching the curriculum should be funded through the school's core funding)
- staff salaries – for example, using your premium funding allocation to employ someone whose role is to specifically administer the PE and sport premium, or to use your entire funding allocation to employ someone that is responsible for arranging and running PE, sport or activity sessions
- buying services that will be delivered or used in following academic years (this includes paying for invoices and subscriptions in advance)
- • the purchase of staff or pupil PE kit

Examples of what comes under capital expenditure include:

- multi-use games areas and active mile tracks
- forest school environments and Trim Trails
- buying vehicles
- fixed playground equipment, such as climbing frames
- trophy cabinets or similar



Defining capital expenditure

Capital expenditure for the purposes of this grant funding is defined as ‘the purchase of an asset (tangible or intangible), or expenditure which adds to or enhances and not merely maintains the value of an existing asset’.

For expenditure to be treated as capital, the asset must:

- be used for more than one year
- be above the school’s (local authority’s or trust’s) de minimis threshold for recognition of assets to its balance sheet – this can include:
 - individual assets worth over the de minimis threshold
 - grouped assets, that is assets of a similar nature that the school buys at the same time, which cost more than the de minimis threshold
 - bulked assets, for example a bulk purchase of equipment where the value of the individual item is below the set value, which cost more overall than the de minimis threshold
- increase the useful life, performance or value of the asset

Schools can use grant funds to maintain existing assets because the funding can be used towards maintenance costs. For example, repainting lines on the playground is allowable. The playground should already be recognised as an asset, and the cost of repainting lines on it is a revenue maintenance cost.



Accountability and reporting

Schools are accountable for how they use the PE and sport premium funding allocated to them. The school's senior leadership team should make sure that the funding is spent for the purpose it has been provided: to make additional and sustainable improvements to the PE, sport and physical activity offered.

As part of their role, governors and academy trustees should monitor how the funding is being spent and determine how it fits into school improvement plans and assess the impact it is having on pupils. To assist with this, in conjunction with the National Governance Association (NGA) and the Local Government Association (LGA) we have devised a [monitoring tool](#) that can be used for this purpose.

Schools, local authorities and academy proprietors must follow the terms set out in the conditions of grant document. If a school, local authority or academy proprietor fails to comply with these terms, the Secretary of State may require the school to repay all or any part of the premium paid.



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.



No carry over 2024/25



Digital reporting form

From July 2025, all schools must complete the digital reporting form. The digital form outlines how the school has used its PE and sport premium and the impact it has had on achieving the aims and objectives of the funding.

The digital form contains a series of questions and free text boxes. Schools can enter details on how the PE and sport premium has been used to make improvements in the 5 key areas highlighted in this guidance. It can also be used to generate the necessary online report. The information gathered includes:

- figures on the overall spend
- what the funding has been spent on
- whether there is any unspent funding
- swimming and water safety attainment

The digital form will go live during May or June 2025, and will remain open until 31 July 2025.

DfE will provide separate guidance to support schools with the completion of the digital form. The link to the form and supporting guidance will be shared with schools by late June 2025. To allow for comparisons to be made, when publishing the digital form download, schools should retain the previous year's written report on the school's website.

Non-compliant spending

- Any spending of the Primary PE and sport premium must be in compliance with the terms laid out in the Conditions of Grant document and updated guidance.
- In instances where the DfE identify concerns or discrepancies in adhering to these terms, the DfE will contact the school to address and investigate these fully. If any concerns are confirmed, appropriate and proportionate action will be taken against the school, which may include the recovery of part, or all of funding.



The financial accounts and any other documents and records relating to the recipient's accounts shall be open to inspection by the Secretary of State and by the Comptroller and Auditor General.

The Comptroller and Auditor General may, under section 6 of the National Audit Act 1983, carry out examinations into the economy, efficiency and effectiveness with which the recipient has used its resources in discharging its grant-aided activities.

Local authorities, schools and settings must provide information as may be required by the Secretary of State to determine whether they have complied with these conditions. Failure to provide this information may result in the Secretary of State requiring the recovery of the whole or any part of the premium paid to the local authority or setting, or the withholding of subsequent instalments of the premium.



Guidance

PE and sport premium for primary schools

How much PE and sport premium funding schools will receive for the academic year 2024 to 2025 and advice on how to spend it.



The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust





The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department for Education

Created by



Safe Practice

in Physical Education,
School Sport and
Physical Activity →



- **Best Practices Guidance:** Implement effective safety measures with the latest advice.
- **Risk Management:** Identify, assess, and manage potential risks to prevent accidents and injuries.
- **Legal Compliance:** Ensure your school meets all legal and regulatory requirements.
- **Professional Development:** Stay updated with the latest safety standards and practices.
- **Policy Development:** Aid in creating and implementing safety policies.

Price

'Safe Practice in Physical Education, School Sport and Physical Activity 2024' resource is priced at just £40 for a standalone purchase without membership. This essential tool will be updated termly to meet the latest standards, this will be an annual fee on a resource that is constantly evolving. Alternatively, as an afPE member this resource will be available as part of the membership at a reduced price of £10



Chapters

- 1 Health and Safety law
- 2 Teaching Safely
- 3 Good Teaching is Safe Teaching
- 4 Equality, Diversity, and Inclusion
- 5 Activity-specific guidance
- 6 Health-Related Exercise
- 7 First Aid, Defibrillators and Sun Safety
- 8 Concussion
- 9 Sports Fixtures, Festival Tours & Club Links
- 10 Teaching Safety

Your Ultimate Guide to Safe Practice in PESSPA

Updated termly

- Best Practice guidance
- Risk Management
- Legal Compliance
- Professional Development
- Policy Development



Competence to teach PE

A useful definition of competence to work alone in teaching Physical Education may be that the teacher:

- Understands the importance of “forethought”
- Can teach the relevant techniques, skills, tactics or choreography accurately
- Provides appropriate progressive practices



Competence to work alone in teaching PE/SPA includes the ability to progressively develop techniques and skills; know whether a situation is safe and if not make it safe; apply the rules of a sport; control and organise the class; and use knowledge of the students to provide appropriate challenge and support.

If any staff are not competent to undertake the responsibility placed on them by the employer, or by the employer's representative (e.g. a headteacher), the employer may be prosecuted.

Where staff feel they do not have an appropriate level of confidence, knowledge or expertise, they should discuss the issue with their line manager in order to determine what should be done to maintain safe situations in lessons.

For visiting sports coaches carrying out the employment of external coaching providers, it is essential that the headteacher and leadership team follow their employer's guidance with regard to evidencing competency and identifying appropriate qualifications to lead sessions.



These will be minimum operating standards set by the employer that all coaches must meet, based on best practice guidance on the effective use of individual and agency coaches in PE.

The Health and Safety Executive (HSE) highlights four means of demonstrating competence:

- Hold a relevant qualification
- Hold an equivalent qualification
- Be in receipt of appropriate in-house training
- Be competent through experience.

These are not totally discrete. Qualifications, experience and training overlap to produce expertise in a particular field or aspect of PESSPA.

Headteachers (HTs) must satisfy themselves that whoever is teaching a class has been deemed competent to do so, using one or more of the above criteria.



In a primary school the member of staff will have QTS and have been signed off against teacher standards, however their teacher training in PE may have been limited. Six to eight hours on a PGCE is often seen as an average amount of time spent on this curriculum area for generalist primary teachers. The headteacher will decide what additional training school staff require to ensure subject knowledge is secure and safe practice is evident.

Primary teachers who lack confidence in teaching PESSPA should undertake appropriate professional learning before taking responsibility for a full range of activities. As outlined at the start of this chapter, HTs must be satisfied that all those who are required to teach PESSPA are able to do so in a safe manner, with a sound understanding of the needs and stages of development of all the students in their charge. afPE has developed a range of qualifications for the primary environment that help to ensure effective leadership and high-quality support.

Primary staff with QTS can now access the afPE and Sports Leaders UK:

- Level 5 Certificate in Primary School Physical Education Specialism
- Level 6 Award in Primary School Physical Education Subject Leadership.

All staff contributing to a school PESSPA programme can access the Level 5 Certificate in order to increase their competence in promoting learning through PESSPA activities.

Question: Can a higher-level teaching assistant (HLTA) or cover supervisor teach a practical physical education lesson?

Answer: If a headteacher makes this decision, they must be satisfied that the HLTA or cover supervisor is competent to teach such a lesson. A competence assessment needs to be undertaken to ascertain whether the HLTA or cover supervisor is sufficiently competent to teach the specific PESSPA activity required. This assessment will consider aspects such as qualifications, experience, reputation and knowledge of the students, and should include the member of staff being observed teaching the class.

If an accident were to occur during a PESSPA lesson that the HLTA or cover supervisor was leading, the HT would have to be satisfied that they could justify their decision that allowed this to happen. The headteacher would do this by presenting evidence that a thorough and accurate positive competence assessment had been carried out that reported the HLTA or cover supervisor as a competent deliverer, and that the students in their sessions were achieving and making progress. This type of evidence would then be considered. If they cannot justify their decision, then the situation should not continue.



**Each section has Q&As
and case law**



Chapter 2: Teaching Safely through the Principles of Organisation and Management

- Safeguarding
- Digital Technology
- Parental Consent
- Supervision
- Insurance
- Transport
- Facilities
- Equipment
- Personal Effects
- Clothing and Footwear
- Personal Protective Equipment (PPE)



Chapter 4: Equality, Diversity and Inclusion

- The Equality Act 2010
- PE is for Everyone
- Inclusion and the Law
- Inclusive PE Education
- Activity-specific guidance
- Supporting Students with SEND and Medical Conditions
- Managing Religious and Cultural Issues
- Supporting a Pregnant Worker or Student in PE
- The Legal Framework for Schools to Support Transgender Young People
- Developing an Equality Policy
- A Whole-school Approach



Chapter 5: Specific Sports & Activities

- Introduction
- Athletics
- Dance
- Games
- Gymnastics
- Martial Arts and Combat Sports
- Outdoor and Adventurous Activities
- Swimming and Water Safety
- Trampolining
- Other Physical Activities



Chapter 7: First Aid

- Health and Safety Regulations
- Providing a Sufficient Number of Trained First Aiders
- Appropriate First-aid Training
- First-aid Equipment/ Accommodation
- Defibrillators
- Accident and Emergency Procedures
- Accident and Incident Reporting System
- Administering Medication at School
- Supporting Students with Medical Conditions
- The Use of Entonox in Schools
- HIV and AIDS
- Sun Safety



Chapter 8: Concussion

- UK Concussion Guidelines
- Signs of Concussion
- Graduated Return to Activity (education/work) and sport (GRAS) Programme
- Learning About Concussion
- Concussion Student Guide
- Further Guidance



Chapter 9: Sport Fixtures, Festival Tours & Club Links

- Sports Fixtures
- Sports Fixtures and Tournament Risk Assessments
- Sports Tours
- Travelling Abroad
- Club and Community Links



Chapter 10: Teaching Safety

- Safe Exercise Practice
- Safety Rules and Procedures
- Safe Warming Up and Cooling Down
- How the Body Responds to Physical Activity
- The Physical Health Benefits of Being Active
- The Role of Physical Activity in Achieving Energy Balance
- The Psychological, Mental and Social Benefits of an Active Lifestyle
- Back Care
- How to Assess and Manage Risk
- How to Get Involved in Physical Activity
- The Principles of First Aid
- Water Safety
- Further Reading



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[Start now](#)





Healthier, happier pupils and less congestion at the school gate

Is your school struggling with high volumes of traffic and congestion? At Living Streets, the UK charity behind the walk to school campaign, we're here to support families to walk rather than drive to school. Thanks to funding from Active Travel England (via Department for Transport), **schools in Lancashire can join the hundreds of schools taking part in [WOW – our walk to school challenge](#) - for free!**



CHECK YOUR ELIGIBILITY

WOW sees children self-report how they get to school every day on our interactive WOW Travel Tracker, with those who travel sustainably (walk, wheel, cycle, scoot or Park and Stride) rewarded with collectable WOW badges. Walking to school helps reduce congestion and pollution outside the school gates, while boosting the physical and mental wellbeing of pupils.



WOW schools typically see a 30% reduction in cars at the school gates and a 23% increase in walking rates. Last academic year, we helped to create 14.3 million new walking journeys and removed over 2.5 car kilometres from the roads at peak times.

WOW is easy to run and takes just a few minutes each day to set up. Taking part in WOW can also help you achieve Modeshift STARS, Eco Schools and Healthy Schools awards/accreditation.

Right now, we have a limited number of funded places available. Complete this [simple online form](#) and we will be in touch to let you know if you are eligible.
walktoschool@livingstreets.org.uk

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