



# Specialist Schools Briefing

Jess Squires

Teacher and Learning Consultant PE

## **Maintained schools, including PRUs and general hospitals**

Maintained schools, including pupil referral units (PRUs) and general hospitals, do not receive funding directly from the Department for Education (DfE). We give the funding to the local authority and they pass it on to the school.

We give local authorities PE and sport premium funding for maintained schools in 2 separate payments. They will receive:

- 7/12 of the funding allocation on 31 October 2023
- 5/12 of the funding allocation on 30 April 2024

For a new maintained school or for a school that is teaching eligible pupils for the first time in the 2023 to 2024 academic year, local authorities will receive:

- 7/12 of the school's funding allocation on 29 February 2024
- 5/12 of the school's funding allocation on 30 April 2024

# Non maintained Specialist

The primary PE and sport premium 2023 to 2024 (“the premium”) will be paid by the Secretary of State for Education (“Secretary of State”) to the non-maintained special school as stated in section 14 of the Education Act 2002.

In accordance with section 16 of that Act, the Secretary of State sets the following terms and conditions on which financial assistance is given in relation to the premium payable for the academic year 2023 to 2024.

The premium for the 2023 to 2024 academic year is paid in 2 instalments from the Secretary of State to the non-maintained special school as follows:

<b>Instalment</b>	<b>Funding received in first scheduled payment after</b>
-------------------	--

1	18 December 2023
---	------------------

2	18 April 2024
---	---------------

## Academies and free schools

We send academies (including free schools) the PE and sport premium funding in 2 separate payments. They will receive:

- 7/12 of the funding allocation on 8 November 2023
- 5/12 of the funding allocation on 8 May 2024

An academy (including a free school) which is new, or teaching eligible pupils for the first time in the 2023 to 2024 academic year, will receive:

- 7/12 of the funding allocation on 8 March 2024
- 5/12 of the funding allocation on 8 May 2024



Schools will be asked to offer a minimum of two hours curriculum PE time and Government will provide support to schools on how to do this through the upcoming refresh of the School Sport Action Plan.



UK Chief Medical Officers recommend that children and young people should engage in moderate-to-vigorous physical activity for an average of at least 60 minutes per day across the week and those with disabilities should engage in 20 minutes of physical activity a day every day for children 5 – 18 years of age.



# Sport Premium Key Indicators

1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

2: Engagement of all pupils in regular physical activity

3: Profile of PE and sport is raised across the school as a tool for whole-school improvement

4: Broader experience of a range of sports and activities offered to all pupils

5: Increased participation in competitive sport







# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department for Education

Created by





# Reports must include:

- the amount of PE and sport premium received
- a full breakdown of how it has been spent, including justifying any additional costs incurred
  - including the measurable impact that the school has seen on pupils' PE attainment, physical activity, and sport participation due to the spending; and
  - showcasing how the spend will be sustainable in the future.
- Schools **must** also publish the percentage of pupils within its year 6 cohort in the 2023 to 2024 academic year who met the national curriculum swimming and water safety requirements.
- The department will review the reports of a selection of schools to assess whether their PE and sport premium spending is compliant with the terms set out within this document.



# Basis of allocation

- Allocations for the academic year 2023 to 2024 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2023 census, as follows:
- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1,000 per pupil





Guidance

# PE and sport premium for primary schools

How much PE and sport premium funding schools will receive for the academic year 2023 to 2024 and advice on how to spend it.



Schools should use the PE and sport premium funding to help achieve these aims. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as:

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities
- providing or improving equal access to sport for boys and girls



## Continued professional development

Schools should see the continued professional development (CPD) of teachers as a key priority to make sure that the future quality of the teaching of PE, sport and physical activity is sustainable. This includes providing staff with:

- professional development
- mentoring
- appropriate training
- access to external resources

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.



## Other effective ways to spend the premium

Schools can also:

- embed physical activity into the school day by encouraging active travel to and from school and having active break times
- provide targeted activities or support to involve and encourage the least active children
- help to provide equal access for all pupils to the range of sports and physical activities that the school offers

Schools can also use the PE and sport premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.





## **Sustainability**

Achieving sustainable outcomes is key to any spending of the PE and sport premium.

Before making any decision on what the funding should be used for, schools (in particular, governors and trustees) should consider how the spending will benefit future pupils and what the lasting legacy of this spending will be.

Schools should focus their efforts on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently.



## Use of external coaches

Schools may wish to engage the expertise of external coaches to offer their pupils a wider variety of sports. Governing bodies, trustees or proprietors should seek assurance that providers have appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

We do not expect:

- these coaches to replace the need for the primary teaching staff
- schools to use the grant to fund annually repeated coach-led initiatives



## Spending in an academic year

Schools must spend the PE and sport premium funding in full for the benefit of the pupils attending the school within the academic year it has been allocated for. Funding should not be allocated to only benefit a certain year group.

Schools cannot roll over any unused funding into the following academic year. They must spend the funding before 31 July 2024 so it can be accounted for in:

- the school's published online report
- the new [digital PE and sport premium reporting tool](#) (once in place)



# What the PE and sport premium should not be used for

Funding must not be used for:

- capital expenditure
- 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 – apart from top-up swimming lessons after pupils have completed core lessons. Teaching the curriculum should be funded through the school's core funding
- buying services that will be delivered or used in following academic years (this includes paying for invoices and subscriptions in advance)
- goods that exceed the de minimis (lowest) value for purchases set by the school
- buying staff PE kit



Examples of what comes under capital expenditure include:

- multi-use games areas and Daily Mile tracks
- Forest School environments and Trim Trails
- buying vehicles
- fixed playground equipment, such as climbing frames
- trophy cabinets or similar

Examples of what schools should pay for from their staffing budget include:

- subsidising core staffing, such as PE subject leaders or external coaches who are engaged in repeated annual initiatives
- funding the cost of a teaching assistant or apprentice to deliver PE lessons instead of primary teaching staff



# School Considerations

- Needs of learners
- Wider school curriculum
- Staffing/timetabling
- Working towards 2 hours





# Establish your starting Point

Before you can set out the intent of your PE curriculum you need to understand your starting point, where are you on your PE journey?

- whole school
- curriculum time
- profile
- teachers
- children
- parents



# Whole School Specific

You also need to consider the bigger picture, and your whole school priorities to understand the role PE can play as a key curriculum subject in supporting wider attainment, achievement and outcomes, so you will also want to refer to the following:

- School evaluation summary (SEF)
- Whole school improvement plan
- School vision and values



- How much time do you have timetabled for PE per week – minimum suggested requirement at least 2 hours a week.
- Space: Can you allocate appropriate facilities for the intended learning to take place?
- Staff skill sets and training: Are staff confident and competent to teach the learning planned?
- Equipment: Do you have the appropriate equipment and quantity to teach the units?
- Pupils: Have you considered their previous learning, current levels of physical literacy, and needs/motivations?



# What do you need in your curriculum map?

- Areas
- Revisit and refine
- Key knowledge
- End points



# Questions to consider

- Is the curriculum too broad so that not enough depth of learning is occurring? Are you trying to cover too much?
- Are all staff confident and competent with the key knowledge and skills to deliver the intended curriculum?
- Is the curriculum too narrow so pupils are getting too much of a certain area of learning?
- How do you know that pupils are engaged / enjoying PE?
- Do you make use of pupil voice in relation to your curriculum planning?
- Are all pupils engaged in and enjoying PE?
- Which areas of learning are popular and unpopular with pupils?
- Is the curriculum modern and purposeful? How does it connect to the whole school curriculum?



# Other considerations

- Space
- Timetabling
- Staff
- Seasonal
- Fixed units e.g. swimming
- CPD & training







# NEW: Inclusive PE

With

PE Consultant  
Jessica Squires

[www.lancashire.gov.uk](http://www.lancashire.gov.uk)



LANCASHIRE PROFESSIONAL  
DEVELOPMENT SERVICE





HM Government

# School Sport and Activity Action Plan

## Update

### July 2023

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1172036/School Sport and Activity Action Plan.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1172036/School_Sport_and_Activity_Action_Plan.pdf)



# Participation in PE and sport for pupils with Special Educational Needs and Disabilities

New physical activity guidelines for disabled children and disabled young people have been published. These guidelines are the first of their kind and are clear that children with disabilities benefit from physical activity as much as non-disabled children. The four UK Chief Medical Officers recommend a minimum of 120 to 180 minutes of mostly aerobic physical activity per week, which equates to at least 20 minutes per day. More specifically, the available evidence also suggests that to maintain good health, it is important for disabled children and young people to do challenging strength and balance- focused activities on average 3 times per week. An infographic and video have been co- produced with disabled children and their families to help communicate and promote the new guidelines



We are providing £300,000 a year up to March 2024 for the Youth Sport Trust-led consortium to deliver the Inclusion 2024 programme. This programme aims to increase and improve the opportunities for pupils with special educational needs and disabilities to engage and participate in PE, sport and physical activity. The national network of 50 Lead Inclusion Schools in this programme continue to support teachers to be more inclusive through high quality advice, training and guidance, particularly related to the new national knowledge platform which is now available for schools to access new platform is created in partnership with Activity Alliance and designed to support teachers responsible for PE and sport to engage more pupils with SEND. An independent evaluation will be published in autumn 2024.



# Case study - Diverse PE and sport provision for pupils with SEND

- Our aim at Chadsgrove School is to improve pupils' wellbeing and prepare them for life beyond school. All of the pupils have physical disabilities as well as learning difficulties. Physical activity is an essential part of the school day and all pupils take part in two PE lessons a week. One of these is a swimming/hydrotherapy lesson. The PE curriculum is broad and balanced and pupils take part in activities including gymnastics, outdoor and adventurous activities, target games, Motor Activity Training Programme, athletics and dance.
- Pupils with profound multiple learning difficulties have time out of their wheelchairs every day where they focus on movement and one of these lessons takes place in the multi sensory room.
- Pupil voice is used to decide what extra-curricular clubs we offer. Pupils like to attend a wide variety of clubs which include Boccia, Wheelchair Basketball, New Age Kurling, Dance, Boxercise, Yoga and Tai Chi and Cup Stacking.
- Our aim was to enable pupils to take part in 30 minutes of exercise a day through a wide variety of activities, interventions and extra-curricular activities, most pupils now take part in 60 minutes of physical activity every day.

Carina Taylor, Lead for PE, Chadsgrove School, Bromsgrove

# Swimming and water safety as a key life skill

Swimming and water safety is included in the primary PE national curriculum. All pupils should be taught to swim and how to be safe in and around water during their time in primary school, which can be usefully reinforced at secondary school.

All pupils should also be taught practical water safety techniques in a pool, such as how to float, tread water, signal for help and exit from deep water. This can be complemented by classroom-based lessons that go further and cover aspects such as coldwater shock, beach flags or the dangers of rip currents.





# Swimming and water safety

**Action:** Government, schools and the sport sector will take further action to ensure all children leave primary school with vital swimming and water safety skills.

**Update:** New virtual water safety lessons from Oak National Academy are available to all schools. The Department has provided an additional £10.1m to improve use of school sport facilities, including swimming pools. New resources to support children with SEND learning to swim and knowing how to be safe in and around the water have been developed through the Department's Inclusion grants, led by the Youth Sport Trust. These resources are available on Swim England's inclusion hub.

The Government has been working closely with the National Water Safety Forum to support the development and launch of a new framework and water safety resources for Key Stages 1-3.





## INCLUSION HUB

A nation swimming

Welcome to the Swim England Inclusion Hub! Here you can find out more about the work we're doing to ensure our aquatic sports are open to everyone.

- The PE and sport premium can be used by primary schools to support swimming and water safety lessons, including funding teacher training and additional swimming lessons for children who need extra help.
- We're also helping children with SEND (special educational needs and disabilities) to learn to swim about water safety through our Inclusion 2024 programme, led by the Youth Sport Trust. New resources are available on Swim England's new [online inclusion hub](#).

# Nine Suggested Outcomes

1. Fall-in entry and recover to surface
2. Float on the back with minimal movement for 60 seconds without floatation equipment
3. Rotate from floating on the back to a vertical position
4. Tread water for 30 seconds
5. Whilst treading water, signal for help once, by extending one arm above the head and simultaneously shouting for help then returning the arm to the water to continue to tread water
6. Swim (without floatation equipment) 15m to a floating object, using a recognised personal survival stroke (head up long arm front paddle or lifesaving backstroke)
7. Retaining the floating object take up the heat escape lessening position/posture for 30 seconds
8. Form a huddle position as a group for 30 seconds
9. Swim 15m to exit the water unaided



Research and analysis

# Levelling the playing field: the physical education subject report

Published 20 September 2023



- Pupils are often expected to learn knowledge rapidly and demonstrate success with very little purposeful practice and feedback to help them to improve. As a result, the curriculum in these schools is covered but not securely learned. Inevitably, for some pupils this significantly limits their access to the curriculum and achievement. In particular, for pupils with SEND, the quality of support they receive to enable them to participate fully is often not precise enough nor having the impact intended. For example, in some schools, some pupils with SEND are not well supported to develop high quality movement patterns before moving on to be taught more complex knowledge.
- Support pupils with SEND effectively so that they can access an ambitious curriculum and achieve well. This includes ensuring that staff are well trained to provide precise support so that all pupils can meet clear and ambitious end points.



- Support schools to provide professional development opportunities that are meaningfully informed by school leaders' evaluations of pupils' attainment. This includes ensuring that staff have the subject knowledge and pedagogical content knowledge to teach FMS effectively, efficiently assess pupils' progress in PE, and help all pupils with SEND to achieve ambitious curricular goals.
- All school staff discussed the importance of an ambitious curriculum for all, including pupils with SEND. Most pupils with SEND were being taught the same curriculum, with support and adaptations in class. However, the curriculum did not always make clear what was most important for pupils with SEND to know and be able to do in readiness for future learning.





- The outcomes for pupils with SEND varied within and between schools. Some pupils with SEND showed a secure understanding of the curriculum that they were taught. In these schools, pupils received the precise support that they needed and their progress and attainment were closely monitored. Staff collaborated effectively with the special educational needs coordinator (SENDCo) to develop specific strategies to support pupils with SEND so that they could learn the curriculum. For example, a pupil who might benefit from a writing slope in the classroom might not need this in a PE lesson but might benefit from other forms of adapted equipment. However, in some schools, despite positive attitudes to inclusion, and high expectations of pupils with SEND, staff did not always have the subject and pedagogical content knowledge to adapt their teaching to support all pupils to achieve ambitious end points.



Staff had a strong commitment to providing similar, if not the same, opportunities for all pupils to develop competence in PE, regardless of their starting points. However, in just under half of the schools, the information available to help staff support a pupil or pupils with SEND was either not used, not clear to staff or not understood by staff. For example, some strategies on how best to support pupils with cognition and learning needs were not specific enough to help PE staff provide appropriate support. This meant that some pupils with SEND struggled in PE because they did not receive the support that could have helped them, such as more time to practise, additional step-by-step demonstrations or visual prompts. Where pupils with SEND were better supported to meet ambitious outcomes, activities were modified where required. For example, one badminton lesson included a pupil who was a wheelchair user. The shuttlecock was replaced with a balloon to enable the pupil to practise moving and making contact with the racquet during an activity. After doing this successfully, the pupil moved onto receiving a shuttlecock from a peer before attempting to hit the shuttlecock over the net.





One school said that, in the past, the information that they were given about individual pupils with SEND, and their targets and specific strategies to support them, was 'not very PE-friendly'.

With the support of the SENDCo and external help from a local school, leaders worked with staff and pupils to develop clearer and more specific strategies that provided meaningful support in a PE context. To do this, firstly leaders focused their attention on improving their 'wave one provision'. They identified areas of effective teaching that could be exemplified.

For example, they focused on ensuring that all staff used clear and specific language more consistently during explanations and feedback. Next, leaders across the 2 schools planned and implemented more bespoke strategies that were needed to further support pupils with particular needs, while maintaining the integrity of the activities in which they were participating.

For example, when it might be appropriate to change equipment, either short term or long term, so that pupils could meet their targets (such as providing a larger, slower ball), they did so. Staff regularly reflected on how well pupils with SEND were learning the curriculum and when particular strategies or approaches might need to be adapted.



## Contact details

- [jessica.squires@Lancashire.gov.uk](mailto:jessica.squires@Lancashire.gov.uk)

- Telephone 07812781313

