



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
Executive Headteacher: Miss Charlotte L. Harper

2017/18

PE Funding Impact Report



by Charlotte Harper



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PE Funding

Most schools with primary-age pupils receive the PE and sport premium in the academic year 2017 to 2018, including:

- schools maintained by the local authority
- academies and free schools
- special schools (for children with special educational needs or disabilities)
- non-maintained special schools (schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)
- city technology colleges (CTCs)
- pupil referral units (PRUs provide education for children who can't go to a mainstream school)
- general hospitals

The following types of school don't receive this funding:

- nursery schools
- studio schools
- university technical colleges (UTCs)
- independent schools (except for non-maintained special schools, which do receive the funding)

Funding for the PE and sport premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

In cases where schools don't follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding.

In most cases, we determine how many pupils in your school attract the funding using data from the January 2017 school census.

If you are a new school or a school teaching eligible pupils for the first time in the academic year 2017 to 2018, we will base your funding on data from the autumn 2017 school census.

Funding for 2017 to 2018

Schools with 16 or fewer eligible pupils receive £1,000 per pupil.

Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

We will publish the school level breakdown of funding for the academic year 2017 to 2018, including conditions of grant, in October 2017.

How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively



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- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

Accountability

From September 2013, schools are held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

One year on, Ofsted will carry out a survey reporting on the first year's expenditure of additional funding and its impact.

Schools will also be required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.



The BAWB Federation Expenditure Summary

Overleaf is a summary of the ways in which our schools and our collaboration are spending the PE funding this (financial) year. We are continuously evaluating the impact of the spending as the year moves on. A detailed breakdown of actual expenditure is also available on request. Please note that for the following year, in-line with our efforts to streamline re-charging and more effectively manage pooled funding and resources, Bainbridge and Askrigg PE funding will be completely combined and expenditure will come from one budget only (managed by Askrigg).

Expenditure Summary – 2017/18 Financial Year					
	B	A	WB	2016/17 carry - forward	Total
Expected Income	8085	8130	8135	9091	33441
Planned Expenditure					33441*
Variance					0

* includes the same proportion of funding allocated last year to:

- staff
- transport
- resources

Also includes the carry-forward in the same proportions (see details overleaf).



Funding Impact Summary

Suggested Spending	What we have done	Approx. Total Spent	Impact and Evaluation
1. Hiring specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE	<ul style="list-style-type: none"> • Providing a dedicated PE teacher who also leads PE, including assessment (JAE) • Specialist PE provision (CB – all sports) • Specialists yoga provision – Bainbridge and West Burton • Forest Schools provision – all three schools • Bikeability sessions for all Y5/6 children 	28425	<ul style="list-style-type: none"> • Skills developed in the following areas of PE: invasion games, multi-skills, dance, net & wall games, yoga • TAs and teachers actively involved in the delivery of PE with dedicated small-group responsibility during PE lessons • Expert PE providers contributing to teacher assessments in PE with specialist knowledge; professional dialogue with teachers to secure assessment • TAs contributing to teacher assessments in PE • Establishment of sustainability through the development of in-house-specialists
2. Running sport competitions, or increasing pupils' participation in the School Games	<ul style="list-style-type: none"> • Hosting and organising sports events (via cluster) • Children professionally coached at competitive events (as well as leading up to them) • Cluster sports participation (transport) 	2341	<ul style="list-style-type: none"> • 100% competitive cluster events attended • Effective teams established with greater numbers • Developing competitive engagement and success as a federation • Our federation has led the development of competitive collaborative sports within our cluster (shaping the direction of competitive sport)
3. Buying quality assured professional development modules or materials for PE and sport	<ul style="list-style-type: none"> • Purchasing of PE equipment to replenish stock after an audit • Purchasing of outdoor resources to improve EYFS outdoor PE provision 	2675	<ul style="list-style-type: none"> • Team-work and team spirit is developed as children feel that they are part of one collaborative team • Developing competitive engagement and success as a collaboration • Development of physical development in EYFS, in consultation with the Early Excellence team
4. Providing places for pupils on after school sports clubs and holiday clubs	<ul style="list-style-type: none"> • After-school sports' clubs (including general sports, cycling, yoga) • Lunch time sports' clubs 	Included in section 1	<ul style="list-style-type: none"> • Children coached in specific areas / skill sets to prepare for approaching cluster competitions; PE medium-term plan linked to competitive events. • Joining the children of all schools has meant that provision is better differentiated and that team skills have been developed to a better standard
5. Pooling the additional funding with that of other local schools	<ul style="list-style-type: none"> • Pooled resources within federation • Joint teams entered in cluster-events 		<ul style="list-style-type: none"> • Developing competitive success as a collaboration • Children accessing quality PE provision with a greater number of children of a similar age, enabling more competition and differentiated skills development.