

Primary Physical Education and Sport Premium



Important Guidance for Head Teachers and PE Subject Leaders/Coordinators on the Effective and Sustainable Use of Coaches



The use of coaches has been identified as one of the possible uses for the Primary PE and Sport Premium. This self-review tool has been designed in a simple format to clearly benchmark your school's existing use of coaches against the relevant indicators of improvement expected as a result of the Premium, and to prompt future steps. **The guidance provided in this tool has been specifically developed to address concerns raised in recent Ofsted and Department for Education reports on the effective and sustainable use of coaches through the funding.** The development of this self-review tool has also been supported by the Cross-Departmental Ministerial Group overseeing the use of the Primary PE and Sport Premium.

Before using this tool, you should ensure your school has an identified need for the use of a coach through the Primary PE and Sport Premium funding, by completing a PE and physical activity review. You can find more information on how to perform a PE and physical activity review on the Coaching in Primary Schools Portal available for free at www.sportscoachuk.org/schools

This tool builds on 'The employment and deployment of coaches' poster sent to schools in June 2014, which contains details of the minimum standards for coaches in a school environment, and signposts to additional recommended training. These resources can also be accessed through the Coaching in Primary Schools Portal, which also includes additional detailed guidance taken from afPE's latest edition of *Safe Practice in Physical Education and Sport*.

What is the Purpose of the Primary PE and Sport Premium?

Vision

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Objective

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

To ensure sustainability and effective use of this investment, it is important that coaches are only deployed to deliver against indicators of improvement identified from the following:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport.

Key Points for Head Teachers and PE Subject Leaders/Coordinators

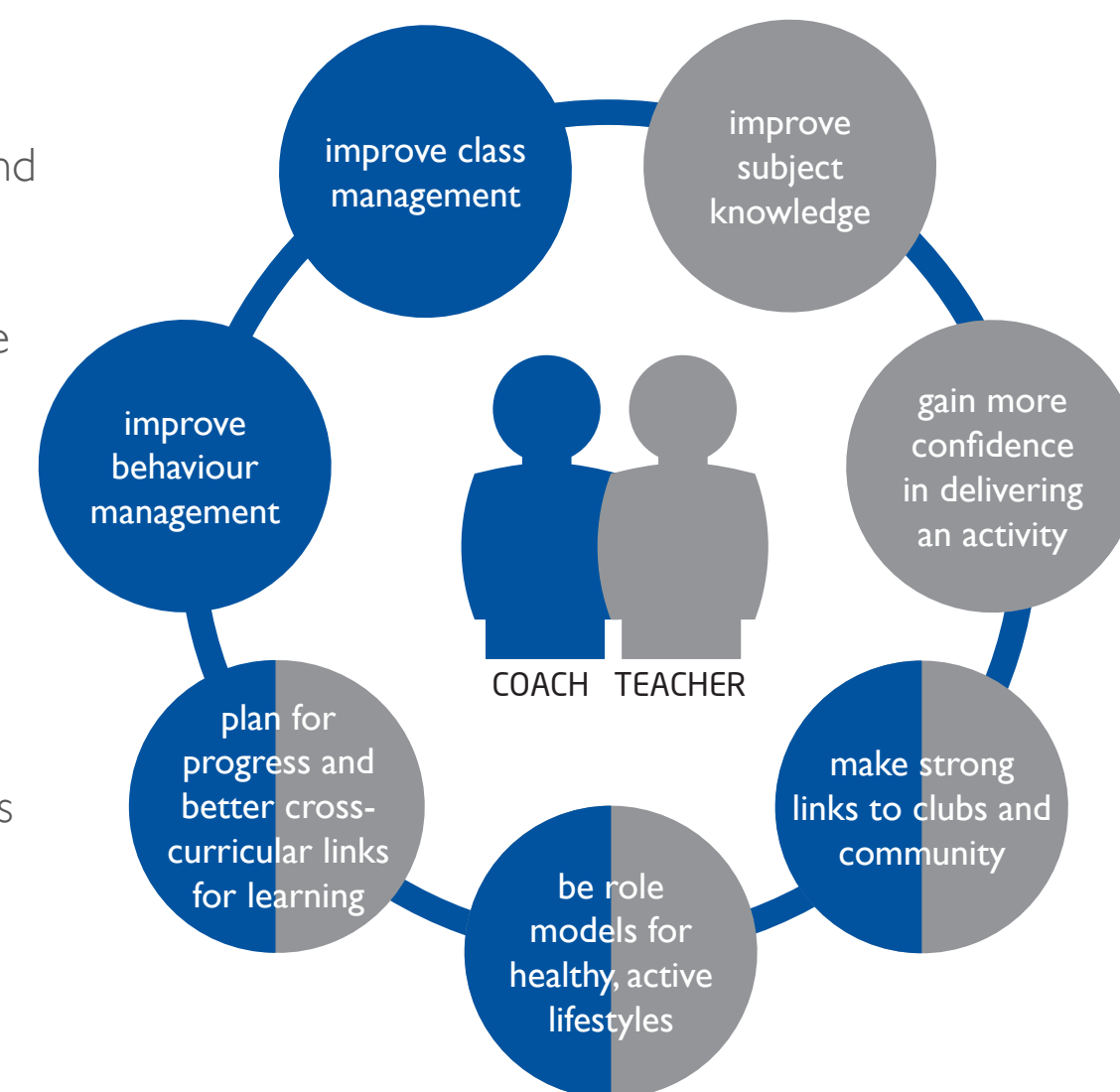
- When using a coach through the Primary PE and Sport Premium, you should be able to evidence where he/she helps your school meet the needs identified in your PE and physical activity review, and deliver at least one of the Primary PE and Sport Premium indicators of improvement.
- It is important to remember that Ofsted will observe a coach in exactly the same manner and against the same criteria as qualified teachers.

How Should this Tool be Used?

By using this tool, you can review the impact coaches are making when funded through the Primary PE and Sport Premium. The tool identifies each of the Primary PE and Sport Premium outcomes and exemplifies what the National Partners and Department for Education would expect to see in three categories: **Green** = The optimal standards that all schools should strive for when using a coach; **Amber** = The minimum expected by National Partners to be deemed effective and sustainable; **Red** = Ineffective and/or unsustainable use.

Coaches Supporting Teachers

Where a school uses a coach effectively, there can be mutual benefits. Together, the teacher and coach can:



Find More Information at the Coaching in Primary Schools Portal:
www.sportscoachuk.org/schools



Primary PE and Sport Premium Indicators of Improvement	These examples would be deemed optimal standards that all schools should strive for when using a coach.	These examples would be deemed effective and/or sustainable.	Ineffective and/or unsustainable use of the Premium - if one or more of these outcomes are present, immediate action should be taken.
Across all indicators of improvement Please read and review against the practice identified here applying to all indicators of improvement. National Partners agree that all schools should seek to achieve at least Amber when employing and deploying coaches.	- Coach meets the minimum standards and some or all of the additional recommended professional learning guidance, as detailed in 'The employment and deployment of coaches' poster. - Coach is inducted into the school's policies and procedures, understands the role of upskilling staff and follows safe practice at all times. - Coach is a key partner in strategic planning for appropriate deployment against the school's identified need(s). - Coach and teacher work collaboratively, with mutual benefit, until the teacher delivers independently.	- Coach meets the minimum standards guidance, as detailed in 'The employment and deployment of coaches' poster. - Coach is inducted into the school's policies, understands the role of upskilling staff and follows safe practice at all times. - Coach is deployed appropriately against the school's identified need(s). - The same coach is used consistently in the appropriate activity, allowing them to develop productive relationships with the school staff and children. - Coach regularly looks to develop their skills through the experience of the teacher.	- Coach does not meet the minimum standards guidance, as detailed in 'The employment and deployment of coaches' poster. - Coach is used to support or lead activities they are inappropriately qualified for. - Coach is used to cover PPA time. - Coach has not been through a full school induction process and is not able to deliver safely at all times. - Coach not deployed or matched appropriately against the school's identified need(s) (eg PE, school sport or healthy activity). - The use of a coach does not improve the quality and/or quantity of a school's previous PE and school sport offer and pupil progress.
1 Increased confidence, knowledge and skills of all staff in teaching PE and sport	- When using a coach in curriculum time, the school always deploys the coach effectively and sustainably, ensuring teachers' needs are met by appropriate coach expertise and technical knowledge. - As a result, teachers increase their subject knowledge, competence and confidence, initially by practising alongside the coach before progressing to independent delivery. - Through regular monitoring of practice, pupils' progress is significant, and outcomes for physical literacy, health and well-being show considerable improvement.	- When using a coach in curriculum time, the school usually deploys the coach effectively and sustainably, ensuring teachers' needs are met by appropriate coach expertise and technical knowledge. - As a result, teachers increase their subject knowledge, competence and confidence to deliver by practising alongside the coach. - Through regular monitoring of practice, pupils' progress is good, and outcomes for physical literacy, health and well-being are improved.	- The coach is displacing a teacher during curriculum time, with no benefit to the teacher's professional learning, which prevents sustainability and lacks impact on pupils' learning. - As a result, pupil achievement and progress are limited.
2 Broader experience of a range of sport and activities offered to all pupils and increased participation in competitive sport Please see the Physical Literacy Framework – www.sportscoachuk.org/resource/physical-literacy-framework – for more information on stage-appropriate activities and competitive sport.	- The school's strategic use of coaches ensures children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage-appropriate; they develop their fundamental movement and activity skills and are consulted on which new activities should be offered. - Numbers of non-participants are reduced, and the most able are offered additional support that facilitates their long term-success and enjoyment of sport and physical activity. - All children are able to participate in intra-school competition and inter-school competition as explained in the Physical Literacy Framework.	- The planned use of coaches ensures children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage-appropriate; they develop their fundamental movement and activity skills. - Children are able to participate in intra-school competition, with some progressing to inter-school competition as explained in the Physical Literacy Framework.	- There is a lack of planning to increase participation in competitive sport and therefore any use of coaches is not based on need. - As a result, children's experience is not high quality, and increase in participation is minimal.
3 The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	- The school's strategic use of coaches leads to all children meeting the recommended level of physical and age/stage-appropriate development activities three times a week. - As a result, all children understand and display significant benefit from personal and social development through physical activity and are consulted on which activities are offered. - Pupils, parents and community clubs are engaged to support inclusive healthy activity participation. - Coaches are used to offer targeted support to the least active and/or healthy children.	- The planned use of coaches leads to all children meeting the recommended level of physical and age/stage-appropriate development activities at least once a week. - Children understand and benefit from personal and social development through physical activity.	- There is a lack of planning to increase health-promoting activity for children, and therefore any use of coaches is not based on need. - As a result, the children's experience is not supporting their physical, personal and social development and well-being.
4 The profile of PE and sport being raised across the school as a tool for whole school improvement	- The school recognises and embraces the wider impact the coach is having across the school as a role model. - The coach is fully aware of their wider role in supporting the values of the school and is able to use PE and/or school sport to contribute across a range of subjects. - As a result, the coach could be considered an identifiable role model to all or a target group of children, positively impacting on pupil confidence, attendance, behaviour, attainment and the social, moral, spiritual, cultural and citizenship aspects of the curriculum. - The coach is fully embedded into the school's support staff, contributing to its diversity and facilitating links to local sports clubs/providers, enhancing children's out of school opportunities.	- The school recognises and embraces the wider impact the coach is having across the school as a role model. - The coach makes connections across the curriculum through PE, school sport and physical activity, positively impacting on pupil attendance, behaviour and attainment. - The coach is fully embedded into the school's support staff and is able to facilitate links to local sports clubs/providers, enhancing children's out of school opportunities.	The wider benefits for schools of deploying a suitably qualified and experienced coach are missed because the coach is used solely for sport outcomes.