



Department
for Education

The PE and sport premium: an investigation in primary schools

Research report

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**Meg Callanan, Alexandra Fry, Matthew
Plunkett Jenny Chanfreau, Emily Tanner -
NatCen Social Research**

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Glossary

CPD	Continuing Professional Development
DfE	Department for Education
FSM	Free School Meals
KS	Key Stage
LA	Local Authority
Ofsted	Office for Standards in Education, Children's Services and Skills
PE	Physical Education
PP	Pupil Premium
SCUK	Sports Coach United Kingdom
UKCC	United Kingdom Coaching Certificate

Executive Summary

Introduction

This is the final report of a two year study, commissioned by the Department for Education (DfE) and carried out by NatCen Social Research, to investigate the use and the perceived impacts of the PE and sport premium in primary schools across England. It presents the main findings from two surveys of primary schools drawing on qualitative findings from tracker school interviews and case studies.

The PE and sport premium is a cross-departmental funding initiative of over £150 million per year. The aim of the funding is to improve the quality and breadth of PE and sport provision, including increasing participation so that all pupils develop healthy, active lifestyles and realise their potential¹.

Aims and methods

The aims of the study were to:

1. Investigate how primary schools in England are spending the premium.
2. Understand the decision-making processes and the perceived impacts of the new funding on primary schools and pupils.
3. Track in more depth how 40 primary schools used the premium.

The study used the following methods:

1. School surveys were carried out online and by telephone with 586 schools in the first year of the policy (Wave 1 - 2013/14) and 533 schools in the second year (Wave 2 - 2014/15). Of the Wave 2 schools 322 had also taken part in the Wave 1 survey (the main sample) and 211 took part in Wave 2 only (the boost sample). The surveys were designed to be representative of primary schools that were open prior to the introduction of the PE and sport premium; however academy schools were over sampled to enable comparisons between academy and LA maintained schools. A sample of 1,925 schools was selected to be contacted and to measure changes over the first two years of the premium.

¹ <https://www.gov.uk/government/news/150-million-to-boost-primary-school-sport>

The response rates were 55 per cent for the main sample and 42 per cent for the boost sample. The responses were weighted to correct for non-response bias so the sample for analysis was representative of primary schools in England.

2. Semi-structured telephone interviews were carried out with 40 tracker schools in the first and second year of the policy to follow how they were using the premium, as well as a short online survey in 2013/14 with tracker schools.
3. Qualitative case-studies were conducted in a sub-sample of 12 of the 40 tracker schools to give a more detailed understanding of how the funding was being used in schools and the perceived impact on pupils.

Key findings

Making decisions about spending the PE and sport premium

- Addressing gaps in provision (71%) and sustainability (69%) were the primary considerations for schools spending the PE and sport premium.
- Schools predominantly drew on local sources of advice and guidance to inform their decision-making – School Sport Partnerships (60% in 2013/14 and 58% in 2014/15), headteachers and staff in other primary schools (55% in 2013/14 and 53% in 2014/15), and their Local Authority (50% in 2013/14 and 49% in 2014/15).

PE and sport provision using the premium

- The most common uses for the PE and sport premium were to up-skill and train existing staff (86% in 2013/14 and 81% in 2014/15), buy new equipment (76% in 2013/14 and 86% in 2014/15) provide more extra-curricular activities (74% in 2013/14 and 69% in 2014/15) and employ new sports coaches (67% in 2013/14 and 68% in 2014/15).
- Since the introduction of the PE and sport premium there has been an increase in the number of schools with a specialist PE ²teacher from 30 per cent before the premium to 46 per cent in 2014/15.
- The majority of schools reported that they have introduced new sports in both curricular PE (74%) and extra-curricular sport (77%) since the premium was introduced.

² The term specialist PE teacher was not specifically defined, but was used consistently throughout the study.

- Schools perceived the quality (81%) and range (74%) of equipment to have increased since the introduction of the premium.
- Seventy per cent of schools reported that participation in inter-school competitions had increased, while 53 per cent reported an increase in intra-school competitions.
- The mean average time schools reported spending on curricular PE has increased from 109 minutes before the premium to 118 minutes in 2014/15, having peaked at 124 minutes in 2013/14. The median time schools reported spending on PE has remained constant at two hours per week. Amongst schools who reported doing less than two hours prior to the introduction of the premium, the mean average time increased from 78 minutes before the introduction of the premium to 111 minutes in 2014/15.

Targeting

- The majority of schools reported some form of targeting of their premium funds, with only 12 per cent reporting no targeting of any kind.
- The least active pupils (51%) and disadvantaged pupils (51%) were the groups most commonly targeted.
- Targeting took the form of 'direct' targeting of particular groups, and 'indirect' targeting, whereby the conditions were created to encourage participation (e.g. costs reduced or range of activities widened) in the expectation that this would increase the engagement of particular groups.

Perceived impacts and sustainability

- Eighty-four per cent of schools reported an increase in pupil engagement in PE during curricular time and in the levels of participation in extra-curricular activities.
- Schools reported almost universally that the PE and sport premium had had a positive impact on physical fitness (99%), healthy lifestyles (99%), skills (98%) and behaviour of pupils (96%).
- Eighty-seven per cent of schools reported that the quality of PE teaching had increased since the introduction of the premium.
- Schools sought to sustain the impact of the PE and sport premium by:
 - Investing in staff CPD;
 - Taking into consideration the availability of external sports clubs in the local area when selecting the sports to offer as part of the curriculum (to provide a gateway to extra-curricular participation);

- Monitoring impacts to provide evidence of impact to inform future spending decisions.
- Risks identified to the sustainability of these impacts included:
 - The loss of some provision if funding ends (e.g. fewer inter-school competitions if transport cannot be funded);
 - Limits to long-term impacts if secondary provision is poor in the local area;
 - The potential for staff-turnover in smaller schools to limit the long-term benefits of investing in staff CPD.

Future spending plans

- Fifty-six per cent of all schools reported that they had planned how to spend next year's funding (2015/16).
- Of the schools that had made future spending plans, the focus for the premium funds was on up-skilling existing teachers (68%), buying new equipment (63%) and providing more extra-curricular activities (62%).

Conclusions

Schools welcomed the introduction of the PE and sport premium, reporting that the funds made available across 2013/14 and 2014/15 had increased the school focus on curricular and extra-curricular provision and had provided new opportunities to increase the quality of PE and sport provision in primary schools.

The premium has enabled schools to enhance both the quality and range of PE teaching and sports provision. As a result of this investment, schools reported a range of positive impacts on pupils including increased pupil engagement and participation in PE and sports as well as impacts on social and inter-personal skills, behaviour, and PE skills and fitness. Schools also perceived positive impacts on the skills and confidence of teachers to deliver PE.

The findings of this study have also highlighted challenges for the future of PE and sport in primary schools. To sustain the impact of the premium, schools have used it to invest in training for existing staff. However, a question remains over how to maintain this investment in CPD for new teachers entering the profession, once premium funding ends. Schools also raised issues related to sourcing good quality provision in their local area, and may need further support to robustly assess the quality of the provision available. The survey also found that monitoring and evaluation of the premium was not consistent and schools may require further advice and guidance to support them to first assess impacts and then put in place strategies for continuing quality improvement.

1. Introduction

This is the final report of a two year study, commissioned by the Department for Education (DfE) and carried out by NatGen Social Research, to investigate the use and the perceived impacts of the PE and sport premium in primary schools across England. It presents the main findings from two surveys of primary schools drawing on qualitative findings from tracker school interviews and case studies.

This section describes the policy context, the study's aims, methods and reporting conventions.

1.1. The PE and sport premium in primary schools

In March 2013, the Government announced a major new funding initiative to support the delivery of physical education (PE) and sport in primary schools.

This cross-cutting funding is provided by the Department for Education, with contributions from the Department of Health and the Department of Culture, Media and Sport. Initially the PE and sport premium was intended to provide additional funding of £150 million per year for the academic years 2013/14 and 2014/15. It has since been extended to 2015/16³.

The PE and sport premium is ring-fenced and paid directly to primary schools to spend on improving the quality of PE and sports activities for all pupils⁴. Schools are free to determine how best to use this funding to improve the quality and breadth of PE and sport provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and realise their potential.

In 2014/15, all primary schools in England with 17 or more primary-aged pupils received a lump sum of £8,000 plus a premium of £5 per pupil. Smaller schools with fewer than 17 pupils received £500 per pupil.

³ [2010 to 2015 government policy paper on sports participation](#) [Accessed 19-03-15]

⁴ [A New Strategy for Sport consultation paper 2015](#) [Accessed 20-08-15]

1.2. Study aims and methods

The aims of the study were to:

1. Investigate how primary schools in England are spending the premium.
2. Understand the decision-making processes and the perceived impacts of the new funding on primary schools and pupils.
3. Track in more depth how 40 primary schools used the premium.

The study used the following methods:

- Two school surveys were carried out online and by telephone with 586 schools in the first year of the policy (Wave 1 - 2013/14) and 533 schools in the second year (Wave 2 - 2014/15). Of the Wave 2 schools 322 had also taken part in the Wave 1 survey (the main sample) and 211 took part in Wave 2 only (the boost sample). The surveys were designed to be representative of primary schools that were open prior to the introduction of the PE and sport premium; however academy schools were over sampled to enable comparisons between academy and LA maintained schools. A sample of 1,925 schools was selected to be contacted initially and to measure changes over the first two years of the premium (2013/14 and 2014/15).
- The response rates were 55 per cent for the main sample and 42 per cent for the boost sample.
- Semi-structured telephone interviews with 40 tracker schools in the first and second year of the policy to follow how they were using the premium, as well as a short online survey in Year 1 with tracker schools.
- Qualitative case studies in a sub-sample of 12 of the 40 tracker schools to give a more detailed understanding of how the funding was being used in schools and the perceived impact on pupils.

The study has been supported by a steering group with members from the Department of Health, the Department for Culture, Media and Sport and the Department of Education. The findings from the first year of the study were published in September 2014⁵. This final report presents the findings from all elements of the study.

⁵ [PE and sport premium: an investigation in primary schools Research Brief 2014](#) [Accessed 24-08-15]

1.3. Survey Methods

1.3.1 Sample Design

The sample frame for the survey was state-funded primary schools in England, drawn from Edubase. A random stratified sample was drawn with an over-sample of Academies to enable comparisons between primary Academies and LA maintained schools. With the exception of the Academies, the sample was representative of primary schools in England. The responses were weighted to correct for non-response bias so the sample for analysis was representative of primary schools in England.

The survey was intended to be longitudinal with completed surveys from 500 schools in both the Wave 1 and Wave 2 surveys. Since fewer than expected schools completed the survey in Wave 1 (n=586, a response rate of 30 per cent), a boost sample of a further 500 schools was issued in Wave 2 alongside the schools that took part in Wave 1. More detail on the sampling procedures for Wave 2 can be found in the Methodology – appendix A.

1.3.2 Questionnaire

The Wave 2 survey repeated some of the questions from Wave 1 to enable analysis of change over time, as well as introducing new questions in collaboration with DfE and the steering group. The topics covered were:

- Decision-making, including sources of advice and information
- PE and sport provision before the premium
- PE and sport provision in the second year of the premium: curriculum time, extra-curriculum activities, staffing, facilities, sports, quality, participation, competitions, targeting.
- Spending the premium: priorities and change.
- Impact and future plans: perceived impacts, measuring impact, legacy of the premium.

1.3.3. Administration

Surveys were carried out by telephone or online with the headteacher or another member of staff responsible for making decisions about PE spending and provision, such as the PE co-ordinator.

The fieldwork periods for the surveys were April to July 2014 (Wave 1) and January to March 2015 (Wave 2).

Headteachers in the issued sample were sent an advance letter by post which provided information about the study and included details about how to access the survey online. Headteachers in the boost sample were sent a different letter with additional information, since they were new to the study.

Telephone interviewers then contacted the headteachers to ask whether they would be willing to take part in an interview, or to nominate another member of staff involved in making decisions about the PE and sport premium spending. The interviewers also updated contact details, provided support with completing the survey online and offered the option of completion by telephone.

Reminder letters and emails were sent to schools where contact had not been made throughout the fieldwork period.

The median length of interview was 22 minutes.

1.3.4 Response

A total of 533 schools responded to the Wave 2 survey. Of this number, 322 schools had also taken part in the Wave 1 survey (the main sample) and 211 took part in Wave 2 only (the boost sample). The response rates were 55 per cent for the main sample and 42 per cent for the boost sample.

The surveys were completed mainly by headteachers (43% in Wave 1 and 41% in Wave 2) and PE co-ordinators (36% in Wave 1 and 40% in Wave 2). Other respondents included deputy headteachers, class teachers, business managers/bursars and administrators.

Table 1.1 presents the characteristics of the achieved school sample for both surveys, separating out the main sample and boost sample.

	Wave 1 sample	Wave 2 sample	Wave 1 and Wave 2 Main Sample	Wave 2 Boost Sample
	%	%	%	%
School type				
LA maintained	74	78	74	84
Academies and Free schools	22	19	21	16
Special schools	4	3	4	0
Free School Meal eligibility (FSM)				
Lowest FSM: up to 7.2%	25	25	24	26
Second lowest FSM: 7.3-14.3%	23	25	23	27
Second highest FSM: 14.4-27.8%	22	22	22	22
Highest FSM: 27.9% +	20	19	20	17
Missing FSM data	9	10	11	8
Urban/rural status				
Rural	23	24	23	26
Urban	77	76	77	74
School size				
Small (up to 149 pupils)	30	32	33	31
Medium (150 to 299 pupils)	39	40	40	41
Large (300+ pupils)	30	27	27	28
Total	586	533	322	211

1.3.5. Weighting and analysis

The data are weighted to correct for unequal selection probabilities and non-response bias so that the results are representative of primary schools in England on key variables. Two weights are used in the analysis presented in this report: a longitudinal weight for the 322 schools that took part in Wave 1 and Wave 2 (for change over time analysis) and a cross-sectional weight for the 533 schools that took part in Wave 2 (for cross-sectional analysis on Wave 2 data only).

This report focuses on the use of the premium in the second year of the funding (2014/15) and compares PE and sport provision to before the funding (2012/13). We also present changes between the first and second year of the premium for the schools that participated in both surveys.

Most of the analysis is carried out on the whole sample to provide prevalence estimates. Subgroup analysis was carried out on key variables to test whether there were significant differences according to school characteristics such as school size and type, proportion of pupils eligible for FSM and urban/rural location. Unless otherwise stated, results from these analyses are only included if they were significant at the 95 per cent level.

1.4. Tracker and Case Study Methods

1.4.1. Sample and response

Tracker sample

In the first year of the study, 184 primary schools in England were invited to take part in the tracker study. The schools were purposively sampled from Edubase to ensure a mix of urban and rural locations, type of school, extent of Free School Meal entitlement, size and Ofsted rating. The schools varied across a number of key characteristics, although they were not intended to be representative of the primary school population. Forty-five schools (usually the headteacher, PE co-ordinator or bursar) took part in the first wave of tracker interviews.

The 45 schools were re-contacted a year later and invited to take part in a follow-up interview, and 28 interviews were completed. To supplement the sample, a further 52 schools were selected from the main survey sample that completed both surveys, and a further 12 interviews were carried out to achieve 40 tracker interviews in total.

Case study sample

Of the 45 tracker schools that took part in the first wave, 12 were invited to take part in case studies. These schools were purposively selected to ensure a range of demographics, views and provision. One of the 12 schools originally selected was substituted with another school with similar characteristics and 12 case studies were completed. All case study schools remained part of the tracker cohort.

Further details about the tracker and case study schools can be found in the Methodology.

1.4.2 Recruitment and fieldwork

Tracker interviews

Tracker schools were contacted initially by a letter to the headteacher which provided details about the interview and participation in the study. This was followed up by telephone and email to arrange an interview. Interviews were conducted by telephone between November 2013 and January 2014. Follow-up tracker interviews were carried out between February and July 2015.

The length of telephone interview varied depending on the school's PE and sports provision and whether decisions about spending the premium had already been made. On average the first and follow-up interviews lasted around 15 minutes.

Case studies

Twelve tracker schools were purposively selected as case studies. Selected schools were contacted via email and phone and invited to participate as a case study. Face-to-face case study interviews were carried out with a number of staff involved in deciding how the premium would be used (typically the headteacher or deputy head) and those involved in delivery (typically a PE co-ordinator or PE teacher). Two focus groups with pupils were also carried out in each case study school; typically with one Key Stage 1 group, and one Key Stage 2 group. Interviews took between 45 minutes and an hour, and took place between November 2014 and February 2015.

The topic guides for both the tracker and case study schools covered the following topics:

- The decision-making process
- An overview of the current year's spending plan
- Whether, how and why this was different to year one
- Perceived impacts and sustainability

- Future plans.

Interviews were digitally recorded and the data was analysed using Framework, an approach developed at NatCen which involves the systematic analysis of interview data within a thematic matrix. Verbatim interview quotations are provided in the report to highlight themes and findings where appropriate.

1.5. Report structure

The report is structured as follows:

Chapter 2 – Making decisions about spending the PE and sport premium presents findings on the decision-making process including who was involved in deciding how to spend the premium and sources of information and support.

Chapter 3 – PE and sport provision using the premium covers detailed aspects of provision including time spent on PE, staffing and management of PE, facilities and quality. Comparisons are made between the year prior to the introduction of the premium (2012/13) and the second year of funding (2014/15).

Chapter 4 – Targeting explores the extent and reasons for targeting the premium funding on specific groups of pupils.

Chapter 5 – Perceived Impacts looks at the perceived impacts of the premium on the quality of PE teaching and on pupil's lifestyles as well as how impact has been measured and the sustainability of change.

Chapter 6 – Future Spending Plans examines how schools plan to use the funding in the future across 2015/16.

Chapter 7 – Conclusions highlights key themes emerging from the work across the two surveys, tracker interviews and case studies.

1.6. Table and reporting conventions

The report uses the following conventions.

- Tables are based on the responding sample, with missing cases excluded. If the question was routed, this is indicated in the base description.
- To track change over time, some findings are based solely on the responses of respondents who participated in both waves of the survey. In other instances, where questions were asked solely at wave 2, the findings are based on wave 2 data only. Occasionally, wave 1 data is supplemented with responses from the wave 2 boost sample who answered some questions retrospectively. Tables and charts show the base figure and data source:
 - Wave 2 survey respondents (main and boost sample n=533)
 - Wave 2 respondents who took part in both Wave 1 and Wave 2 (n=322) allowing for comparison over time.

- Wave 1 survey respondents, combined with Wave 2 boost sample respondents (n= 797).
- Some question categories were only asked at Wave 2 and this is acknowledged where necessary within tables.
- For those individuals who had answered both at wave 1 and wave 2 surveys, where they are asked the same question the latest response is taken.
- Weighted data are presented, and the unweighted base population is shown.
- Percentages based on fewer than 50 cases are enclosed in square brackets, and should be interpreted with caution. Subgroup analysis by schools type excludes special schools because only 14 took part in the Wave 2 survey.
- Percentages are rounded up or down to whole numbers and therefore may not always sum to 100.
- Percentages less than 0.5 (but greater than 0) are shown as '+’.
- Unless otherwise stated, results from sub-group analyses are only included if they were significant at the 95 per cent level.
- An impact analysis was not conducted as part of this study therefore any impacts that are referred to are the perceived impacts of study participants.
- Additional tables not shown in the report are included within the Appendices.

2. Making decisions about spending the PE and sport premium

This chapter examines the factors which influenced schools' PE and sport premium spending decisions, the sources of advice and guidance accessed by teachers and who was involved in making decisions about spending the premium. This chapter also outlines the use and helpfulness of guidance posters provided by Sport England, Youth Sport Trust and the Association for PE as well as the Sports Coach UK portal for coaching.

Key findings

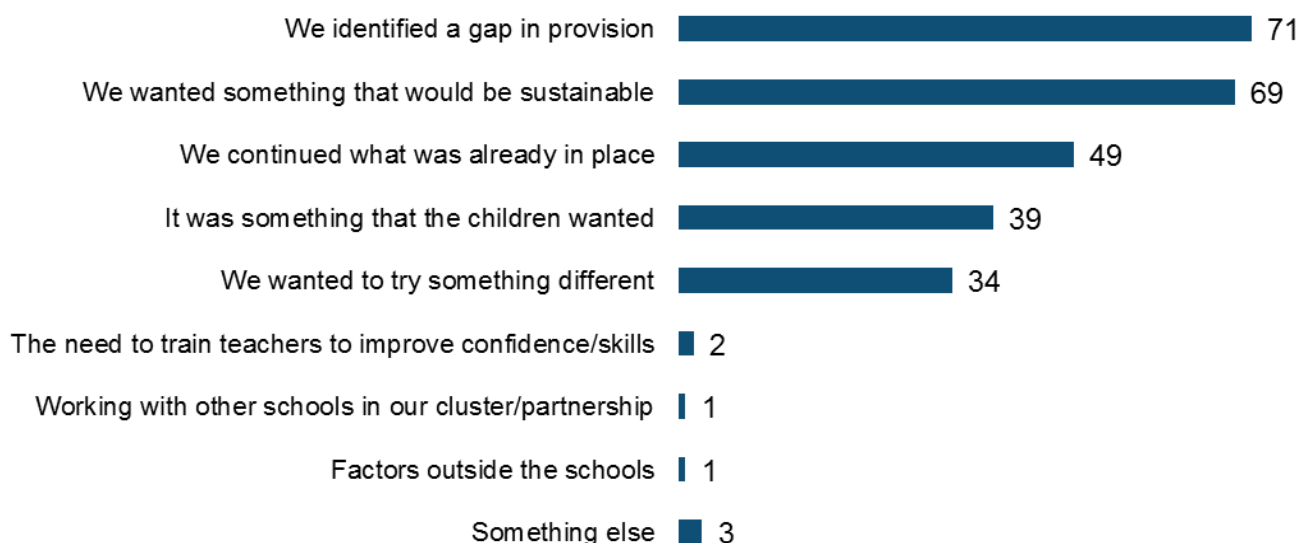
- Addressing gaps in provision (71%) and sustainability (69%) were the primary considerations for schools spending the PE and sport premium.
- Schools predominantly drew on local sources of advice and guidance to inform their decision-making – School Sport Partnerships (68% in 2013/14 and 58% in 2014/15), headteachers and staff in other primary schools (55% in 2013/14 and 53% in 2014/15), and their Local Authority (50% in 2013/14 and 49% in 2014/15).

2.1 Factors influencing spending decisions

The main considerations that influenced how schools spent the premium in the second year of funding (2014/15), were gaps in provision (71%) and sustainability (69%) (Figure 2.1). Approximately half of schools used the funding to continue current practice suggesting that changes made in the first year of funding were continued in the second year. Over a third of schools (39%) involved pupils in making decisions about the use of the premium and 34 per cent schools took advantage of the opportunity to innovate.

Figure 2.1 What factors influenced decision-making in 2014/15 (%)

Base: 531



Source: Wave 2 survey (Main and Boost sample)

Forty-seven per cent of schools surveyed in the second year of funding reported that their spending in 2014/15 was based on different considerations to their spending in 2013/14. Where this was the case, schools identified the following reasons for making changes:

- Changes in school context – for example, an increase in size, change in school leadership, meeting the needs of a new cohort of pupils, availability of external providers.
- Reassessment in light of evaluation – for example, changes made in light of feedback from pupils, parents/carers and staff, evaluation of 2013/14 provision, and evidence of good practice in other schools.
- A desire to build on progress made in 2013/14 – for example, refocusing funds on sustainability, expanding provision, and refining provision to better evidence impact. The extension of funding to 2015/16 was also highlighted as a factor that influenced how funds were used in 2014/15.
- Reassessment in light of national curriculum changes / Ofsted guidance.

These findings from the survey were supported by the qualitative case studies and tracker interviews with sustainability, gaps in current provision, staff professional development and pupil demand all mentioned as considerations in the decision-making process.

Case example of school decision making and sources of advice and guidance

A small rural school wanted to use its funds to increase the breadth of PE provision and develop extra-curricular sport with the aim of getting all pupils active by offering a wide range of provision. As a small school (in which it was not viable to employ a specialist PE teacher) they also wanted to increase staff competence and confidence in teaching PE. The school drew on the expertise of a school governor with a background in sports coaching to support the headteacher to develop a plan for the use of the premium. The school also drew on the expertise of their local school sports co-ordinator, and used information from the Youth Sport Trust and the Department for Education websites.

In the first year of funding the school employed a specialist gymnastics teacher to work with class teachers to increase their confidence in teaching gymnastics and to develop a scheme of work that could be used in future years. In the second year, an external sports coach was contracted to support class teachers to deliver PE lessons and provide an after school dodgeball club. The school also used some of its funds to buy into a package of support from their local secondary school giving them access to festivals and competitions, while also targeting some funds at children who were not reaching the national curriculum swimming standards for the end of KS2. The school felt the funds had increased the number of inter-school competitions pupils had been able to attend, increased the breadth of sports offered and embedded PE more fully in the school curriculum. For the future, the school wanted to improve its monitoring and evaluation, acknowledging that class teachers needed further training and support to adequately track pupil progress in PE.

2.2 Sources of information and guidance informing spending decisions

In both the first and the second years of the premium, schools predominantly drew on local sources of advice and guidance to inform their decision-making – School Sport Partnerships⁶ (68% in 2013/14 and 58% in 2014/15), headteachers and staff in other primary schools (55% in 2013/14 and 53% in 2014/15), and the Local Authority (50% in 2013/14 and 49% in 2014/15). Only two per cent of schools in each year reported accessing no information, advice or guidance (Figure 2.2).

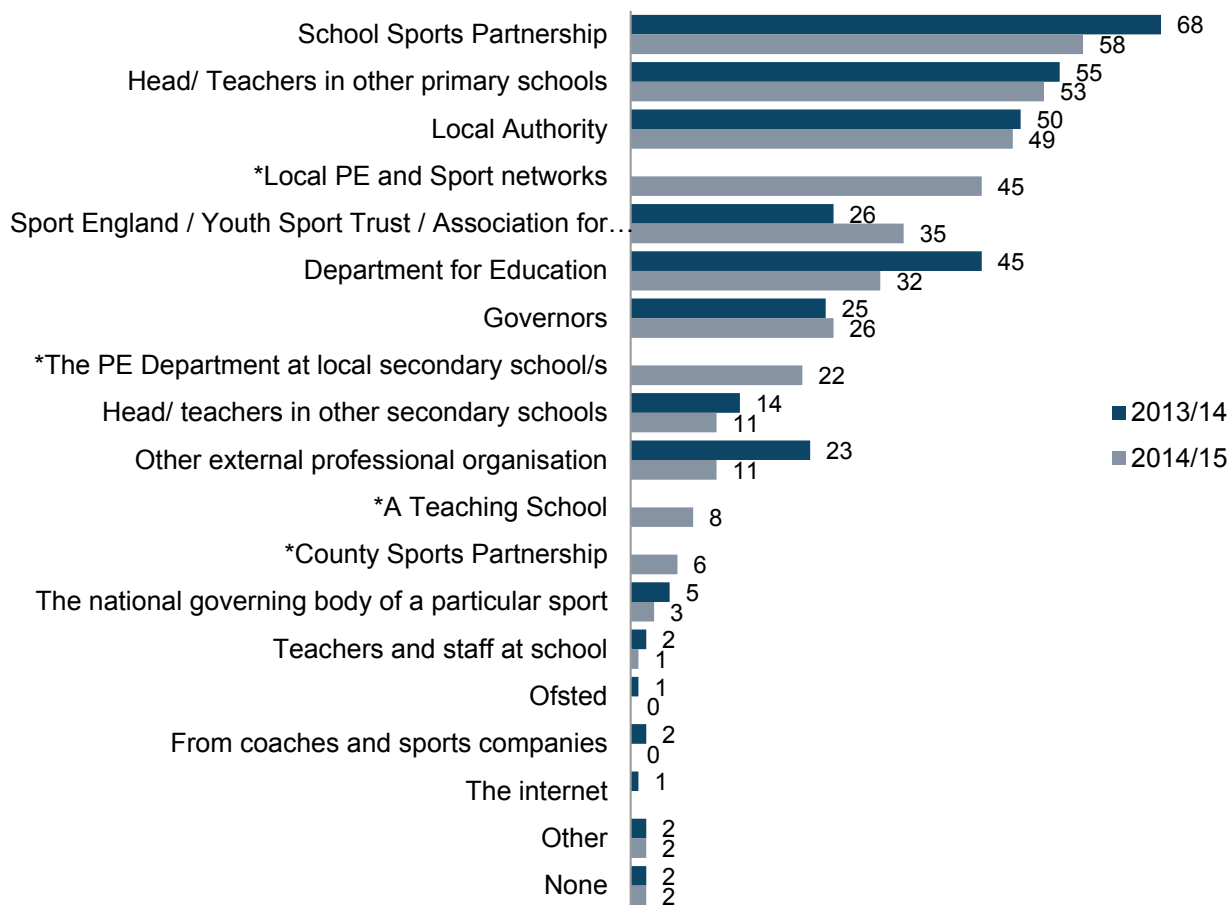
⁶ Ring fenced funding for School Sports Partnerships ended in August 2011 [School Sport Partnerships House of Commons briefing paper](#). It is likely that schools referring to School Sports Partnerships may also be referring to local partnerships of schools that have either continued the work of former School Sports Partnerships or have been set-up since SSPs ended.

Local PE and Sport networks and County Sports Partnerships (CSPs) were mentioned by 45% and 6% of schools, respectively, in 2014/15.

In Figure 2.2 the sources of information advice and guidance used by schools is provided both for Wave 1 and Wave 2 survey however it is important to recognise that a range of new answer options were only available at Wave 2 for example CSPs were an answer option only in 2014/15.

Figure 2.2 The sources of information, advice and guidance used by schools (%)

Base: 2013/14: 583; 2014/15: 532



Source: Wave 1 and Wave 2 survey (Main and Boost sample)

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Note: Categories with an * denote answer options which were only available at wave 2.

In the Wave 2 survey, there was a high level of satisfaction with the advice and guidance schools drew on, with 97 per cent of schools finding it helpful (39% very, 58% quite).

In collaboration with national partners⁷, [Sport England](#) developed posters to help schools maximise their PE and sport premium along with an online self-review tool. Half (52%) of schools reported that they were aware of guidance posters provided by Sport England. Of those aware of the guidance posters two thirds (67%) had used them (Appendix Table B.5). Of those who had used the posters, 23 per cent found them very helpful, 74 per cent found them quite helpful, and four per cent said they were not very helpful (Appendix Table B.6).

Another resource available to primary schools was the [Coaching in Primary Schools Portal](#), developed by Sports Coach UK (SCUK) in collaboration with the Association for Physical Education, County Sports Partnership Network, Compass, Sport England and the Youth Sport Trust⁸. The survey found there was limited awareness of the coaching portal with 74 per cent of schools reporting they were unaware of this facility.

2.3 Who was involved in decision-making?

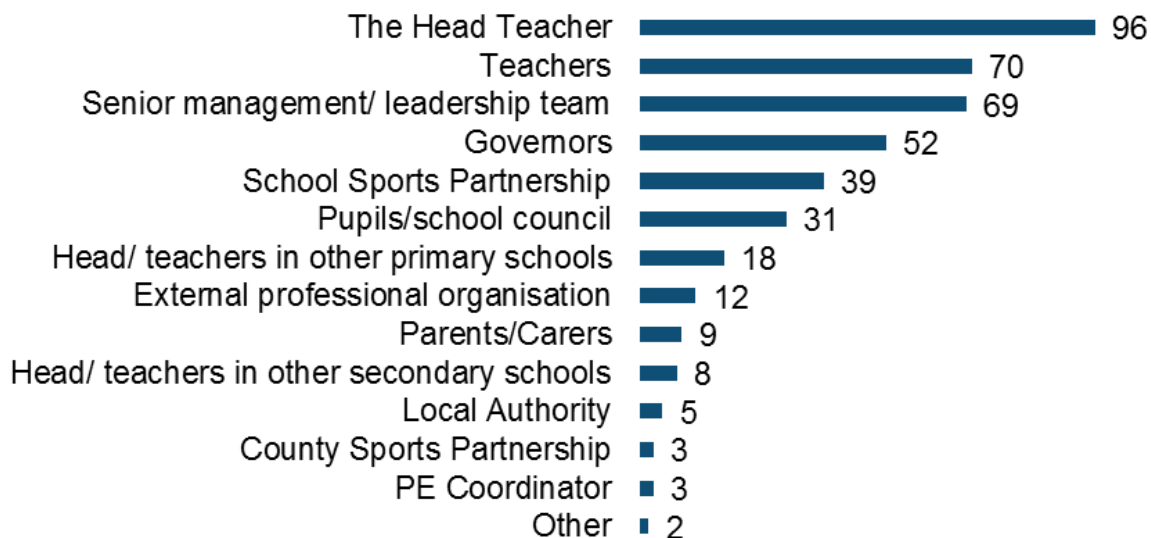
As may be expected, in almost all schools, headteachers were involved in deciding how to spend the PE and sport premium (96%). Spending decisions also commonly involved other teachers (70%), the senior management/leadership team (69%) and governors (52%). Schools also indicated that they drew upon the knowledge and guidance of the wider community network with 39 per cent of schools mentioning that their local School Sport Partnership was involved, and 31 per cent reported that pupils and the school council were involved in making spending decisions (Figure 2.3).

⁷ Sport England, CSP network; Compass; Association for Physical Education; Sports Coach UK.

⁸ Youth Sport Trust - [Youth Sport Trust website](#) Sports Coach UK - [Sports Coach UK website](#) Association for Physical Education - [Association for Physical Education website](#); County Sports Partnership Network - [County Sports Partnership website](#); Compass - [Compass website](#); Sport England - [Sport England website](#);

Figure 2.3 Who was involved in spending decisions (%)

Base: 797



Source: Wave 1 and Wave 2 survey (Boost sample)

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Schools varied in the extent to which they involved other schools in decision-making processes according to school size and urban/rural location. Large schools, with over 300 pupils, were less likely to have consulted headteachers or other teachers at other primary schools (8%) compared to 27 per cent of small schools, and 21 per cent of medium sized schools. It may be the case that larger schools had more internal capacity whereas smaller schools drew on the resources of a broader network.

Rural schools were twice as likely to involve heads/teachers in other schools in their decisions, compared to urban schools (31% and 15% respectively). Again it may be the case that rural schools are part of a local network or cluster of schools that pool resources and provide guidance to each other. Examples of this came through the case studies where small rural schools used links within their local cluster to ensure they used their funds to greatest effect.

Academies and Free schools were more likely to involve parents/ carers in spending decisions (18%) than LA maintained (10%) and special schools (10%).

3. PE and sport provision using the premium

This chapter examines how schools reported using the premium to change their PE and sport provision in curricular and extra-curricular time. It reports on changes in the following aspects of provision after the introduction of the funds in 2013/14:

- Use of the PE and sport premium to change provision
- Staffing curricular PE and extra-curricular sports activities
- PE and sports equipment and facilities
- Transport
- School networks, partnerships and competitive sport
- Changes to extra-curricular PE and sport
- Types of sports and activities available
- Time spent on curricular PE
- Changes in the use of the premium from Year 1 to Year 2

This chapter also draws on qualitative findings to discuss the changes schools made to their provision between Year 1 and 2 of the PE and sport premium.

Key findings

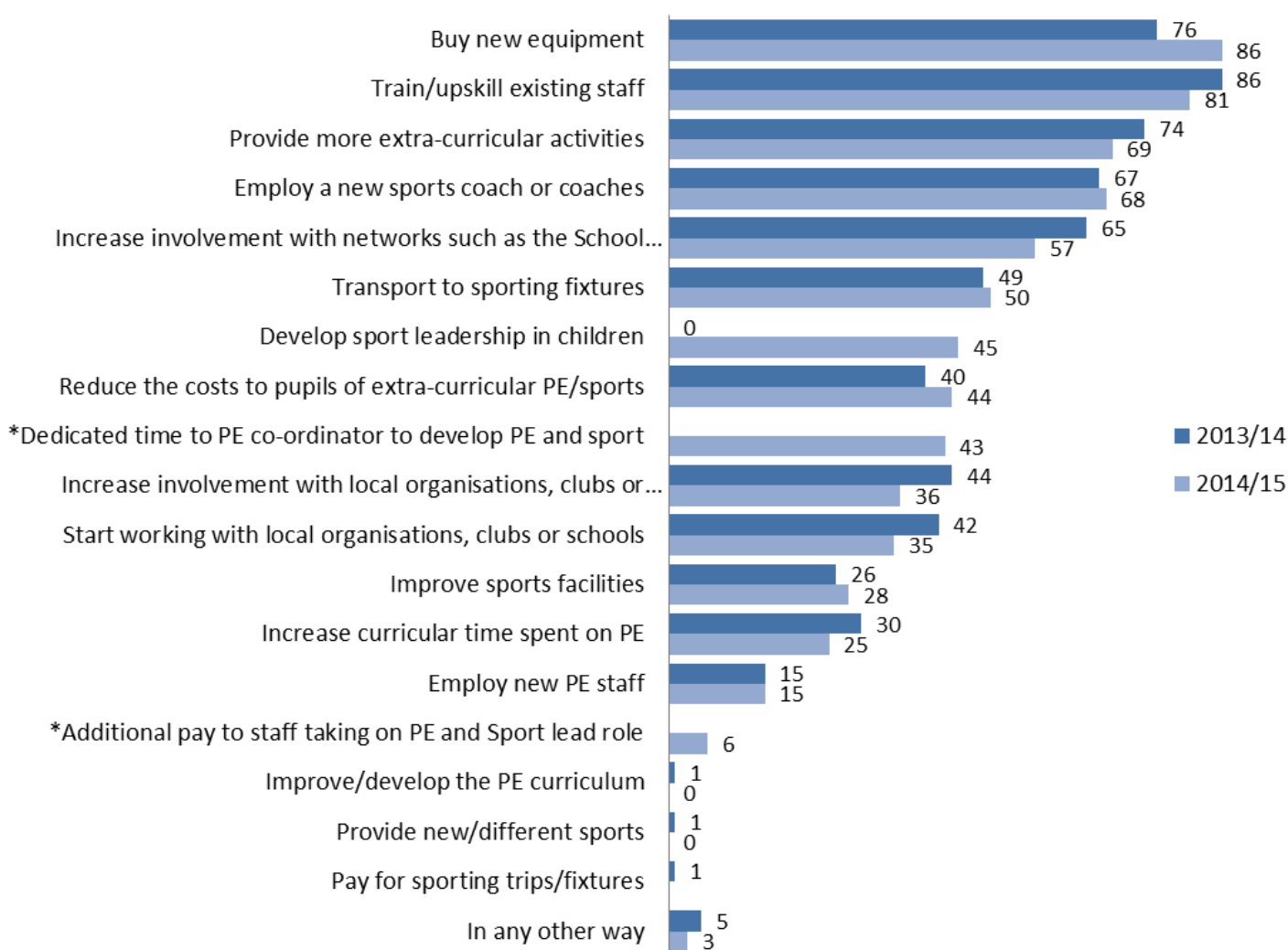
- The most common uses for the PE and sport premium were to up-skill and train existing staff (86% in 2013/14 and 81% in 2014/15), buy new equipment (76% in 2013/14 and 86% in 2014/15) provide more extra-curricular activities (74% in 2014/15 and 69% in 2014/15) and employ new sports coaches (67% in 2013/14 and 68% in 2014/15).
- Since the introduction of the PE and sport premium there has been an increase in the number of schools with a specialist PE teacher from 30 per cent before the premium to 46 per cent in 2014/15.
- The majority of schools reported that they have introduced new sports in both curricular PE (74%) and extra-curricular sport (77%) since the premium was introduced.
- Schools perceived the quality (81%) and range (74%) of equipment to have increased since the introduction of the premium.
- Seventy per cent of schools reported that participation in inter-school competitions had increased, while 53 per cent reported an increase in intra-school competitions.
- When looking at the amount of time spent on curriculum PE, the median time of two hours per week across schools remained consistent. However just under a third of schools (who reported doing less than two hours prior to the introduction of the premium) saw an increase in average time.

3.1 Use of the PE and sport premium to change provision

In the first two years of funding, schools used the PE and sport premium for a wide variety of purposes, but most commonly to buy new equipment (reported by 76% in 2013/14 and 86% in 2014/15), up-skill and train existing staff (86% in 2014 and 81% in 2015), provide more extra-curricular activities (74% in 2013/14 and 69% in 2014/15) and employ new sports coaches (67% in 2013/14 and 68% in 2014/15) (Figure 3.1).

Figure 3.1 How schools have used the PE and sport premium (%)

Base: 2013/14: 569; 2014/15: 533



Source: Wave 1 and Wave 2 survey (Main and Boost sample)

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Note: Categories with and * denote answer options which were only available at Wave 2.

The remainder of this chapter examines these changes to PE and sport provision in more detail.

3.2 Staffing curricular PE and extra-curricular sports activities

The majority of schools have used the premium to invest in staff to improve the quality of PE and sport teaching. In the second year of funding, 81 per cent of schools reported using it to train and upskill existing staff, 68 per cent employed new sports coaches, while 43 per cent increased the time available for PE co-ordinators to develop PE and 15 per cent employed new PE staff.

The case studies shed further light on the reasons behind these decisions. Staff reflected that primary school teachers have historically lacked the confidence and skills to teach high quality PE. Teachers reported that there had been little focus on PE during their teacher training and any Continuing Professional Development (CPD) had been done 'on the job'. As a result, there was a general sense that the quality of PE lessons was inconsistent and largely dependent on the preferences and skill set of the individual class teacher:

'In my experience PE teaching has been very patchy in schools, and it's generally been, 'Yes, you're good at teaching what you enjoy, so you're a good footballer, and your football sessions were fine, but when you came to teaching gym or you came to teaching other aspects, it wasn't as good.' (Deputy Head)

Schools also reflected that less confident teachers were more likely to be risk averse and less willing to challenge pupils to develop their skills because of concerns about injury, leading to a lack of progress. In some circumstances this meant staff also avoided PE and limited its inclusion in the curriculum:

'When I was in some of the lower classes we used to say we were doing PE and then we'd just not bother doing it. And then we'd only do it like once a fortnight or something like that and we wouldn't end up doing it that much.'

(KS2 focus group)

Case example of a school using their premium for staff CPD

A large primary school, which had a dedicated team of PE staff, had focused its spending on CPD for class teachers. Teachers identified gymnastics as an area where they lacked confidence and the school employed a gymnastics coach, who taught an exemplar PE lesson for each class in the school. The class teacher observed the lesson, and then delivered a set of lessons over the term. Towards the end of term, the coach returned to observe each teacher's lesson, and gave detailed feedback on their performance. From this, the PE co-ordinator and coach rewrote the scheme of work for the whole school. The school felt this system worked well, and planned to use the same format with a dance coach in the second year.

To address the issue of lack of confidence and skills amongst school staff, the premium had provided an opportunity to increase CPD. In some instances this was achieved by buying in a specific programme of CPD, while in other cases specialist PE teachers and/or external coaches were used to support existing staff. Class teachers were able to observe the PE specialist teaching and then teach a lesson themselves and receive feedback. PE specialists and coaches also supported class teachers by developing schemes of work and providing advice and guidance on lessons. This was seen to facilitate a sustainable use of the funding.

3.2.1 PE co-ordinators and specialist PE teachers

Following the introduction of the premium, most schools (97% in 2013/14 and 96% in 2014/15) have had a PE co-ordinator⁹.

When looking at the likelihood of schools having a PE co-ordinator by school type and size (Appendix Table B.16 and Table B.17) there are some small differences. For example the vast majority of LA maintained (98%), and Academies and Free schools (95%) had a PE co-ordinator compared to just over two thirds of Special schools¹⁰.

Nearly all medium (98%) and large (99%) schools had a PE co-ordinator but nearly a tenth (9%) of small schools did not, possibly reflecting the capacity larger schools have to spread additional responsibilities like this across a larger teaching faculty.

Schools were less likely to have a specialist PE teacher¹¹ than a PE co-ordinator (45% in Wave 2). Looking just at the schools that responded to both waves (main sample), there was an increase in the likelihood of employing a specialist PE teacher under the premium. Prior to the funding (2012/13), 30 per cent of schools reported having a specialist PE teacher compared to 38 per cent in 2013/14 and 46 per cent in 2014/15 (see Appendix Table B.13)¹².

Academies and Free schools were more likely than LA maintained schools to have a specialist PE teacher (46% compared to 38%) (Figure 3.2). Around one-third of Special schools had a specialist PE teacher.

⁹ A PE co-ordinator is a staff member with overall responsibility for coordinating PE provision across the school. This role is also referred to as the PE subject leader.

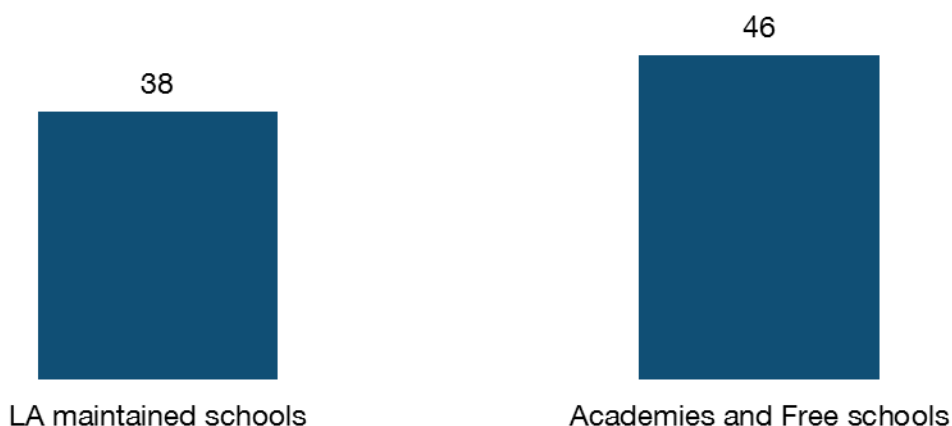
¹⁰ The finding is statistically significant but is based on a small sample size for Special schools (unweighted n=14).

¹¹ A specialist PE teacher is a member of staff specifically employed to teach PE.

¹² For 2013/14 and 2014/15 these figures are based on a direct question asking whether schools had a specialist PE teacher. For the 2012/13 the figure is a multi-code question on who delivered curricular PE lessons in 2012/13.

Figure 3.2 Whether the school has a specialist PE teacher, by school type (%)

Base: 416 & 103



Source: Wave 2 survey (Main and Boost sample)

Base: LA maintained schools, Academies and Free schools

Note: Due to low base special schools are not indicated

PE teachers were most likely to have specialised through their initial teacher training (40%), on-the-job CPD (29%) or via qualification as a secondary school PE teacher (16%) (Table 3.1).

Table 3.1 How PE teachers specialised (%)

	%
Primary PE specialisation (through new Initial Teacher Training)	40
In-post Continued Professional Development (CPD)	29
Secondary PE specialisation	16
Specific coaching qualifications	6
Experience	2
Other	6
<i>Unweighted base</i>	<i>249</i>

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools that had specialist PE teacher

3.2.2 Staffing curricular PE lessons

Schools reported that before the PE and sport premium, PE lessons were primarily taught by the class teacher (92%), external sports coaches (40%) and specialist PE teacher/lead (27%) (Appendix Table B.12).

After the introduction of the PE and sport premium, almost three quarters (73%) of schools reported there had been a change in who delivered curricular PE lessons. Of those who reported a change, the use of a class teacher dropped from 94 per cent to 83 per cent and use of external sports coaches rose from 38 per cent to 78 per cent. The use of a PE specialist teacher or lead in curricular PE also rose from 23 per cent before the premium, to 55 per cent after (see Table 3.2). These survey findings confirm feedback from case studies that schools have increased the use of sports coaches and specialist PE teachers, in the expectation that they work alongside class teachers (to up-skill them and build capacity) rather than replace them entirely.

Table 3.2 Change in who delivered PE lessons (%)

	Before (2012/13)	After (2014/15)
Class teacher	94	83
Specialist PE teacher or PE lead	23	55
Schools Sports Partnership Co-ordinator	10	25
Teaching Assistant or equivalent	14	18
External sports coach	38	78
Sports specialist trainee or apprentice	4	12
Swimming Teacher/Coaches	1	0
Other	1	4
<i>Unweighted bases</i>	<i>571</i>	<i>571</i>

Source: Wave 1 (Main sample) and Wave 2 survey (Main and Boost sample)

Base description: Schools that reported a change in who delivered PE lessons

As might be expected, larger schools were most likely to report using the fund to employ new PE staff (20%). This compares to 14 per cent of small schools and 12 per cent of medium sized schools (Appendix Table B.10). This may reflect the fact that larger schools could justify employing dedicated PE staff because they had enough pupils to provide a full teaching timetable.

3.2.3. Staffing extra-curricular sport

Before the PE and sport premium, extra-curricular sport was more likely than PE lessons to be led by specialists but was nevertheless still taught primarily by the class teacher (69%), followed by external sports coaches (63%) and specialist PE teacher/lead (28%) (Appendix Table B.19).

Sixty-six per cent of schools reported there had been a change in who delivered extra-curricular sport activities after the introduction of the PE and sport premium. Of those schools who reported a change, there was a move away from the use of class teachers (73% to 66%) towards the use of external sports coaches (57% to 90%) and specialist

PE teachers (27% to 48%). The use of parents/carers remained constant at two per cent (Table 3.3).

Table 3.3 Change in who delivered extra-curricular sport activities (%)

	Before (2012/13)	After (2014/15)
Class teacher	73	66
Specialist PE teacher or PE lead	27	48
Schools Sports Partnership Co-ordinator	8	22
Teaching Assistant or equivalent	20	28
External sports coach	57	90
Sports specialist trainee or apprentice	6	14
Parents/carers	2	2
Volunteers	1	*
Trained pupils	*	0
Other	2	3
<i>Unweighted bases</i>	520	520

Source: Wave 1 (Main sample) and Wave 2 survey (Main and Boost sample)

Base description: Schools that reported a change in who delivered extra-curricular sport activities

**These answer options were not available at this wave*

3.2.4 The rationale for staffing changes

The increase in the use of PE teachers and external sports coaches for both curricular and extra-curricular PE can be explained by feedback from case study and tracker schools. To improve the quality of PE teaching and increase the confidence of class teachers to deliver high quality PE lessons, schools used the premium in two ways:

- *To increase the number of teaching and support staff with a PE specialism*
Schools that opted for this approach used the premium to help fund additional staff with a PE specialism, either by employing a full-time PE teacher or by employing a specialist teaching assistant or apprentice to work alongside existing staff.

Respondents thought that employing a member of staff directly had the benefit of ensuring consistency in PE teaching across the school. It also meant staff were familiar to pupils and had time to build positive relationships with them, as both pupils and staff identified unfamiliar staff as a barrier to participation in extra-curricular sports.

Schools reflected that staff employed directly by the school gave them greater control and flexibility over how PE lessons and extra-curricular activities were delivered. This helped schools monitor and maintain quality:

'My thing with the coach was, how can I monitor the quality of teaching if that person is attached to another organisation that comes in and just teaches or coaches some PE for us? I want to have absolute ownership [of] what's going on in every lesson, and PE is as important as any other.'

(Headteacher)

Pupils thought that specialist PE teachers were more skilled in demonstrating techniques than class teachers and also more able to provide structured sports and activities at lunchtime and after school:

'If [our PE teacher] wasn't here we wouldn't be able to do nothing.. because he's doing loads of things for us and doing tournaments.. and if he wasn't here then the only thing at break time.. the only thing you'd be doing is sitting down resting,'

(KS2 focus group)

- *To contract external coaches*

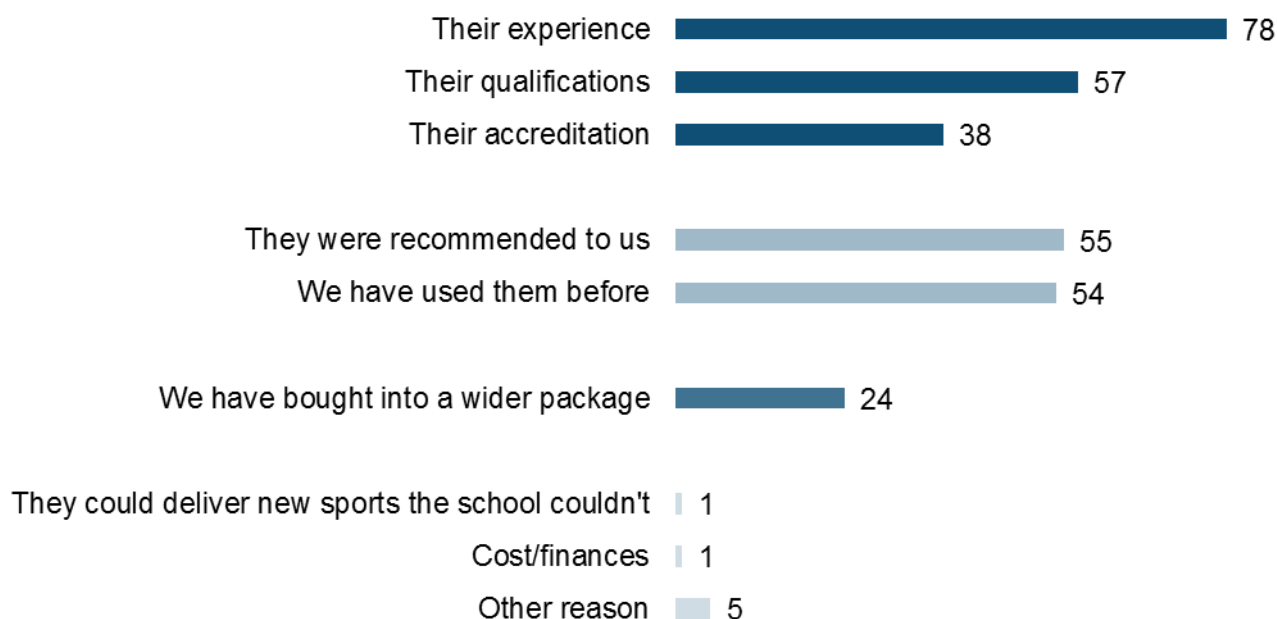
An alternative to employing staff with a PE specialism was the use of external coaches. In some instances schools had all of their PE provision provided by external coaches (7% of schools had both their curricular and extra-curricular PE and sports provision provided by external coaches), while in other cases, external coaches were brought in for specific specialisms e.g. golf, gymnastics and cricket.

3.2.5 Sourcing high quality sports coaches

When hiring external sports coaches, schools reported that experience (78%), qualifications (57%) and professional accreditation (38%) were factors that influenced their hiring decisions. However, previous experience of working with them (54%) and personal recommendations (55%) were also important factors (Figure 3.3).

Figure 3.3 What influenced schools decision to hire a sports coach (%)

Base: 425



Source: Wave 2 survey (Main and Boost sample)

Base description: Schools who hired a sports coach

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Schools who reported that they had hired a sports coach based on their qualifications and accreditation were asked to describe the specific qualifications they looked for (Table 3.4). It was only in a minority of cases that schools mentioned specific qualifications - UKCC qualifications (14%) and Level 1 (2%), Level 2 (14%) and Level 3 (5%) qualifications. Most schools were less specific about the qualifications sought (20%). In terms of accreditation, 12 per cent of schools mentioned they looked for professional accreditation when hiring a sports coach, with seven per cent mentioning coaching badges and certificates, and two per cent mentioning specific governing body awards. Although asked specifically about qualifications and accreditation, schools also highlighted that the professional experience of the coach was an important factor (17%),

whilst a further 11 per cent said they would hire a coach if they had been recommended by word of mouth.

Table 3.4 The qualifications and accreditation schools looked for when hiring a sports coach (%)

		%
Qualifications	Qualifications (non-specific)	20
	UKCC qualification/s	14
	Level 1 qualification/s	2
	Level 2 qualification/s	14
	Level 3 qualification/s	5
	A degree (including PGCE)	3
Accreditation	Professional accreditation	12
	Coaching badges/certificates	7
	Governing body awards for a particular sport (RADA-dance, FA- football, BG - gymnastics)	2
Experience	Professional experience/subject specialist	17
	Recommended/word-of-mouth/good reputation	11
	Confirmation from the School Sport Partnership (SSP)/ an external organisation, that coaches have been vetted	4
Other	DBS/CRB checked	11
	First aid trained	4
	Other specific	16

	<i>Unweighted base</i>	260
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Source: Wave 2 survey (Main and Boost sample)

Base description: schools that hired a sports coach

Note that this was an open question that was coded post-hoc so schools could give more than one answer.

Case study schools shed further light on some of the challenges they faced in sourcing and judging the quality of external coaches in Year 2, with some feeding back that it was difficult for them to judge the quality of the providers they were approached by:

‘As soon as it's announced in the press that schools are receiving £9000 extra funding for sport, ‘white van man’ appears with.. the bag of balls.. and the little bit of paper that says he's got a level ‘whatever’ in football coaching. That's not quality. That's not sustainability. That's somebody that's making money out of schools where that money can be better spent’ (Headteacher)

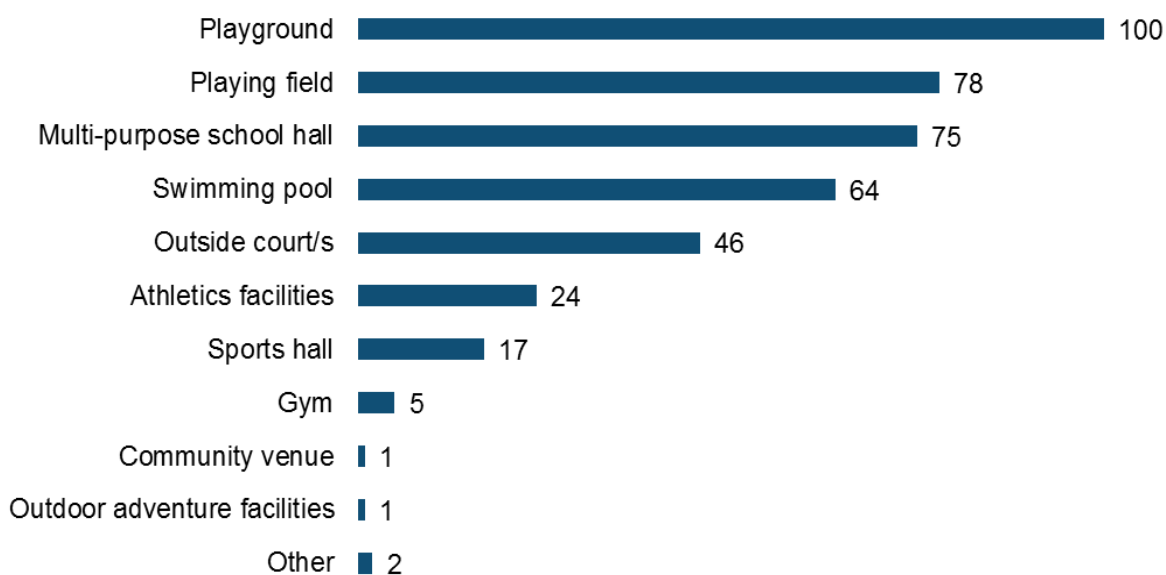
There were case study schools that had stopped using an external coach because of unsatisfactory performance. Examples included coaches with poor teaching skills, those who could not manage behaviour, or where the coach did not provide the level of CPD required and were unreliable. Rural schools also reflected that it was hard for them to access high quality coaching, because of their geographical location.

3.3 PE and sports equipment and facilities

Before the introduction of the PE and sport premium, all schools reported having access to a playground (100%), and around three quarters of schools had access to a playing field (78%) or a multi-purpose school hall (75%). Sixty-four per cent of schools had access to a swimming pool, whilst 46 per cent had access to outside courts, for example a netball or tennis court (Figure 3.4)

Figure 3.4 Facilities accessible to schools in 2012/13 (%)

Base: 797

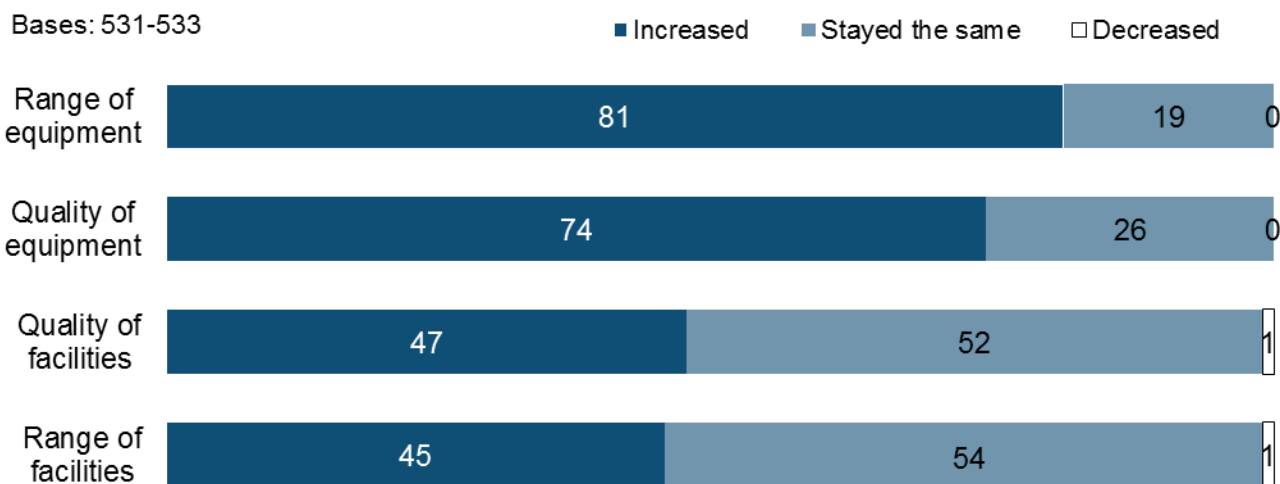


Source: Wave 1 and Wave 2 (Main and Boost sample) surveys

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

A high percentage of schools (86%) reported using premium funds to buy new equipment in Year 2 and as a result, schools perceived the quality (81%) and range (74%) of equipment to increase after the introduction of the premium. In terms of facilities, just under half of schools thought the quality and range of their facilities had increased (47% and 45% respectively (Figure 3.5).

Figure 3.5 Perceived change in the quality and range of facilities and equipment (%)



Source: Wave 2 survey (Main and Boost sample)

Evidence from the qualitative case studies and in-depth tracker interviews indicated that schools bought equipment to replace old and broken stock, to increase quantities (so pupils did not have to share) and to provide equipment for new sports and activities (examples given included curling, yoga and playground markings to help pupils facilitate their own games). Schools also installed new equipment in playgrounds including climbing walls and trim trails. These improvements in equipment were viewed positively by pupils in case study schools, some of whom reflected that new equipment increased the range of games and sports they could play and refreshed their interest in PE and sports.

3.4 Transport

Fifty per cent of schools reported using their premium to pay for transport to sporting fixtures in the second year. Examples from case study and tracker schools included using premium funds to hire minibuses and coaches, pay for fuel and in some instances pay for teachers to acquire their minibus licence. As might be expected, this was more common for rural schools where two thirds (64%) used the premium to transport pupils to sporting fixtures, compared to 44% of urban schools (Appendix Table B.11). Tracker and case study schools reflected positively on the facility to use the premium to fund transport because it ensured that all pupils could attend fixtures (including those whose

parents/carers previously could not afford to pay for transport) and reduced reliance on parents/carers to provide transport (and the related administration and cost involved in acquiring a DBS certificate, car insurance and tax).

Case example of a school using their premium to fund transport

A rural school had identified that its biggest gap in provision was the lack of tournaments and competitions pupils had the opportunity to attend. To address this they used some of their premium to pay for the hire of minibuses to local sporting events. Previously, the school had asked parents/carers to contribute towards the cost, but this had put a strain on relationships, and there had been a decline in the number of pupils attending. Providing transport had seen a rise in the number of events they attended, an increase in the number of pupils taking part, and had improved relationships with parents.

'For small rural schools it makes a huge difference. It is the difference of whether we do or whether we don't... Because its transport costs to get in to do these things. I mean yes, we can do things within school but.. it becomes quite insular. Whereas if you can take them out to do things with other schools, with other children, different activities, different leaders, it just gives them.. a bigger, wider horizon, you know.'

(Headteacher)

3.5 School networks, partnerships and competitive sport

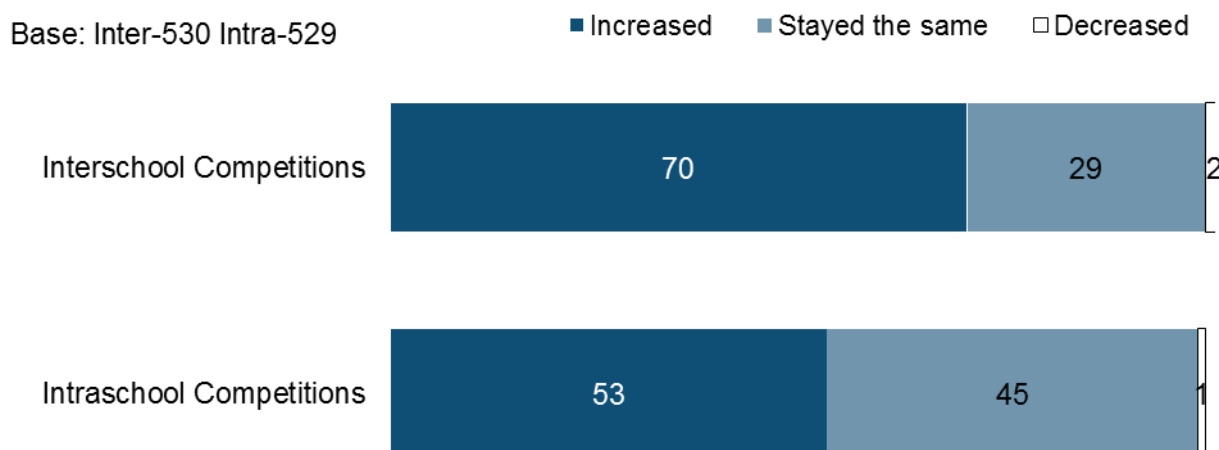
About sixty per cent of schools used premium funds to increase their involvement with school sport partnerships and local sports networks (65% of schools reported this in the 2013/14 survey and 57% of schools in 2014/15). Case study and tracker schools reflected that school sport partnerships and local clusters provided schools with a cost effective way of improving their PE and sport provision. Partnerships provided a range of support which included access to coaches, organisation and running of events and a programme of CPD for teaching staff. Schools thought that supporting these networks was a good use of the funds and represented good value for money:

'They provide the CPD, plenty of it, the festivals and the competitions for the kids are brilliant, everything always goes smoothly.. I've never been to one where something's gone wrong. [...] They are brilliant. They're brilliant with the kids; they're brilliant with the staff.'

(PE Teacher)

Seventy per cent of schools reported that participation in inter-school competitions had increased since the introduction of the PE and sport premium. Fifty-three per cent of schools reported that participation in intra-school competitions had increased (Figure 3.6).

Figure 3.6 Changes to participation in inter-school and intra-school competitions (%)



Source: Wave 2 survey (Main and Boost sample)

Base description: Schools reporting inter- or intra-school competitions

Schools attributed the rise in inter-school and intra-school competitions to the fact that there was someone to organise them (75% inter-school, 77% intra-school) as well as someone available to facilitate them (59% inter-school and 63% intra-school). Other factors cited included having more sports on offer (inter-school 48%, intra-school 47%); and pupils with the skills to participate (inter-school 42%, intra-school 41%).

Unsurprisingly, the ability to access competitions was more likely to be cited as a reason for a rise in inter-school competitions (40%) compared to intra-school competitions (25%) (Table 3.5).

Case study schools confirmed that the use of the premium to pay for the co-ordination of local sports partnerships (as well as transport to events) facilitated this increase in inter-school competition. Pupils who had participated in inter-school competitions as a result of premium funds described the positive impacts increased self-esteem, and a sense of team spirit:

'[Taking part in the competition made me feel] really happy... really proud. Because we'd never done a gymnastics competition before with school and we felt really nervous. Then when we heard that we got through to the finals then we thought we must've been good enough to actually compete'

(KS2 focus group)

Table 3.5 Reasons for increased participation in inter-school and intra-school competition since the introduction of the premium (%)

	Inter-school	Intra-school
There is someone to organise them	75	77
There is someone to facilitate them	59	63
There are more sports on offer	48	47
The children now have the skills to participate	42	41
The events are more easily accessible i.e. access to transport or location	40	25
There are more places available	19	19
Higher awareness/ importance of sport & sporting achievement	*	3
We are now part of a local cluster/partnership/(SSP)	2	1
Other	5	5
<i>Unweighted base</i>	<i>367</i>	<i>289</i>

Source: Wave 2 survey (Main and Boost sample) schools that reported an increase in competitions.

Base description: Schools that reported an increase in competitions.

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

**These answer options were not available at this wave.*

Schools varied in their responses about intra-school competitions according to school type. Academies and Free schools were most likely to report an increase in intra-school competitions (63%) compared to LA maintained schools (54%) and less than a quarter of Special schools (Table 3.6).

Table 3.6 Whether there was a change in intra-school competitions, by school type (%)

	LA maintained schools	Academies and Free schools
Increased	54	63
Decreased	1	2
Stayed the same	45	35
<i>Unweighted bases</i>	413	102

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools reporting change in intra-school competitions

Note: Special schools not shown as base numbers too low.

Schools spoke of the soft skills pupils acquired when playing against other pupils, in both a competitive and non-competitive environment. These included self-confidence, being a team-player, perseverance and sportsmanship.

‘I think it’s another life skill, and that’s what the school sports partnership brings, because in that environment, the competition in the festivals is the ethos that you would want, and our kids are always complimented on their sportsmanship, about how they take victory and defeat.’
 (School Governor)

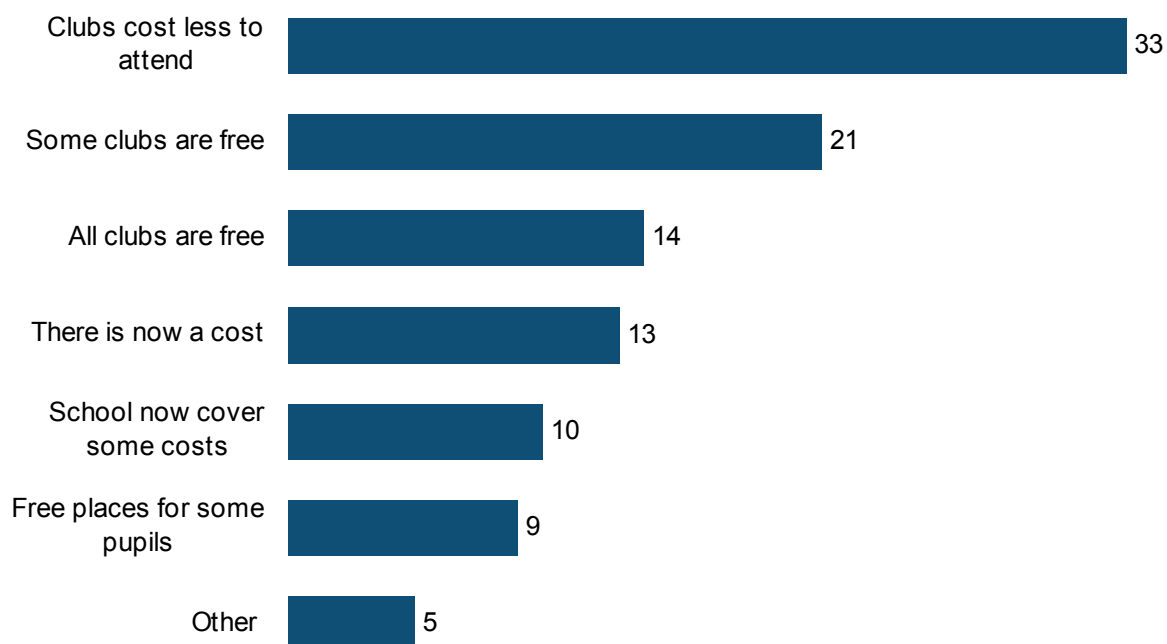
3.6 Changes to extra-curricular PE and sport

Seventy four per cent of schools in Wave 1 and 69% in Wave 2 reported using the premium to provide more extra-curricular activities. Case study and tracker schools reported extending the range of extra-curricular PE and sport with the aim of increasing levels of participation.

The majority of schools (65%) did not make changes to pupil charges for extra-curricular PE in the 2013/14 academic year. Amongst the 35 per cent of schools that did make changes, these included reducing the cost of attending clubs to a smaller fee (33%), making some clubs free (21%), and making all clubs free (14%). Conversely, 13 per cent of schools reported that they had introduced costs for extra-curricular activities, possibly because of the introduction of new activities and enhanced provision (Figure 3.7).

Figure 3.7 Ways schools changed the cost to pupils of extra-curricular activities/clubs (%)

Base: Schools that made changes to extra-curricular activities (202)



Source: Wave 1 survey

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Developing extra-curricular sport was also viewed by some case study schools as a way to forge positive relationships between parents/carers and children and as a way of improving parent/school relationships. Funds were used to set up after school clubs that encouraged parents and children to play sports together, or in some instances, specific activities were put in place for parents/carers with the aim of improving home/school relationships and encouraging healthier lifestyles. One school held a two day skipping festival, and on the second day parents/carers were encouraged to attend and take part with their children. Parents/carers were also encouraged to attend extra-curricular competitions.

'It's not a very healthy community. So [the community is] trying to put on a number of activities. We are in partnership trying to put together a roller disco event where children and parents can do it together. And then hopefully the roller discos will carry on at the local leisure centre.'

(Headteacher)

Schools reported benefits of using lunchtime to facilitate extra-curricular activities, including offering more 'structured play' that would facilitate better behaviour in the playground and in afternoon lessons. Schools also reported developing older pupils to become play/activity leaders who would run sports on the playground at lunchtime. This approach had the added benefit that the play/activity leaders also gained skills in

leadership and team-work. For rural schools lunchtime activities were also seen as a good way of including pupils who could not participate after school because of lack of transport.

3.7 Types of sports and activities available

In the Wave 2 survey, schools were asked if they had introduced any new curricular or extra-curricular sports or activities since the introduction of the premium. Most schools reported an increase across both curricular (74%) and extra-curricular activities (77%) (Table 3.7).

Table 3.7 Change in provision of curricular and extra-curricular activities (%)

	Curricular	Extra-curricular
Increased	74	77
Decreased	1	1
Stayed the same	25	22
Unweighted bases	532	533

Source: Wave 2 survey (Main and Boost sample)

The most commonly mentioned new activities in curricular PE since the introduction of the premium were multi-skills (25%), dance (23%) athletics (21%) basketball (19%) cricket (18%) and hockey (17%).

In extra-curricular time, dance was the most frequently cited new activity (29%) since the introduction of the premium, followed by multi-skills (25%), gymnastics (20%), football (17%) and athletics (17%).

Most schools (97%) introduced at least one new sport in curricular and extra-curricular time since the premium (Table 3.8).

Table 3.8 Number of new sports delivered within curricular and extra-curricular time (%)

	Curricular	Extra-curricular
None	3	3
1	27	28
2	16	16
3 to 5	31	37
6 to 10	14	13
11+	9	4
<i>Unweighted bases</i>	533	532

Source: Wave 2 survey (Main and Boost sample)

Evidence from case studies suggests the main aim of expanding the range of sports available in curricular and extra-curricular time was to engage *all* pupils, and encourage wider participation. It was also felt that selecting new sports was beneficial for ‘levelling’ pupils’ skills; as it was new to all pupils, each would have a fair chance to succeed.

‘So we try to get a real range from golf through to dodge ball, through to multi skills activity clubs after school. To really see, what might be of interest to the broadest range.’

(School governor)

‘We’ve gone down the road of those weird and wonderful sports, so it’s given us the confidence to try things like fencing and archery, multi skills, ultimate Frisbee we’re running at the moment.’

(Headteacher)

In selecting which sports and activities to offer, some schools prioritised providing sports that pupils might otherwise not have access to (e.g. archery, rock climbing, angling) with a focus on providing pupils with experiences and opportunities they would not otherwise have, particularly for pupils from disadvantaged backgrounds:

'[The funding] allows us to take a whole class, or parts of a class out on all these trips to support their learning, and it's enriching what they're doing in the classroom, it's enhancing their learning. It's giving them the experience that kids in a deprived area don't normally get, whereas your middle-class family, at weekends you spend your time with your parents going to the park, going to the beach, doing this, that and the other. Our kids don't get that experience with their parents, but we're giving them those experiences.' (Headteacher)

Other schools prioritised activities that could be continued outside of school (in the evenings and at weekends) because they did not require large teams or a lot of organisation (e.g. cycling and tennis). Attention was also given to activities which had a local club, so that pupils had the opportunity to continue the sport in their own time. Schools also used their funds to pay for external initiatives that incentivised on-going physical activity, by providing schemes of work, certificates and on-line resources and in some cases there was also a focus on sports as life skills – in one school for example pupils undertook their cycling proficiency.

3.8 Time spent on curricular PE

The median time schools reported spending on PE has remained constant at two hours per week since before the premium¹³. The mean has changed from 109 minutes before the premium to 118 minutes in 2014/15, having peaked at 124 minutes in 2013/14 (Table 3.9)¹⁴.

Table 3.9 The average time spent on PE lessons before and during the premium

	2012/13	2013/14	2014/15
Mean	109	124	118
Median	120	120	120
<i>Unweighted bases</i>	317	315	321

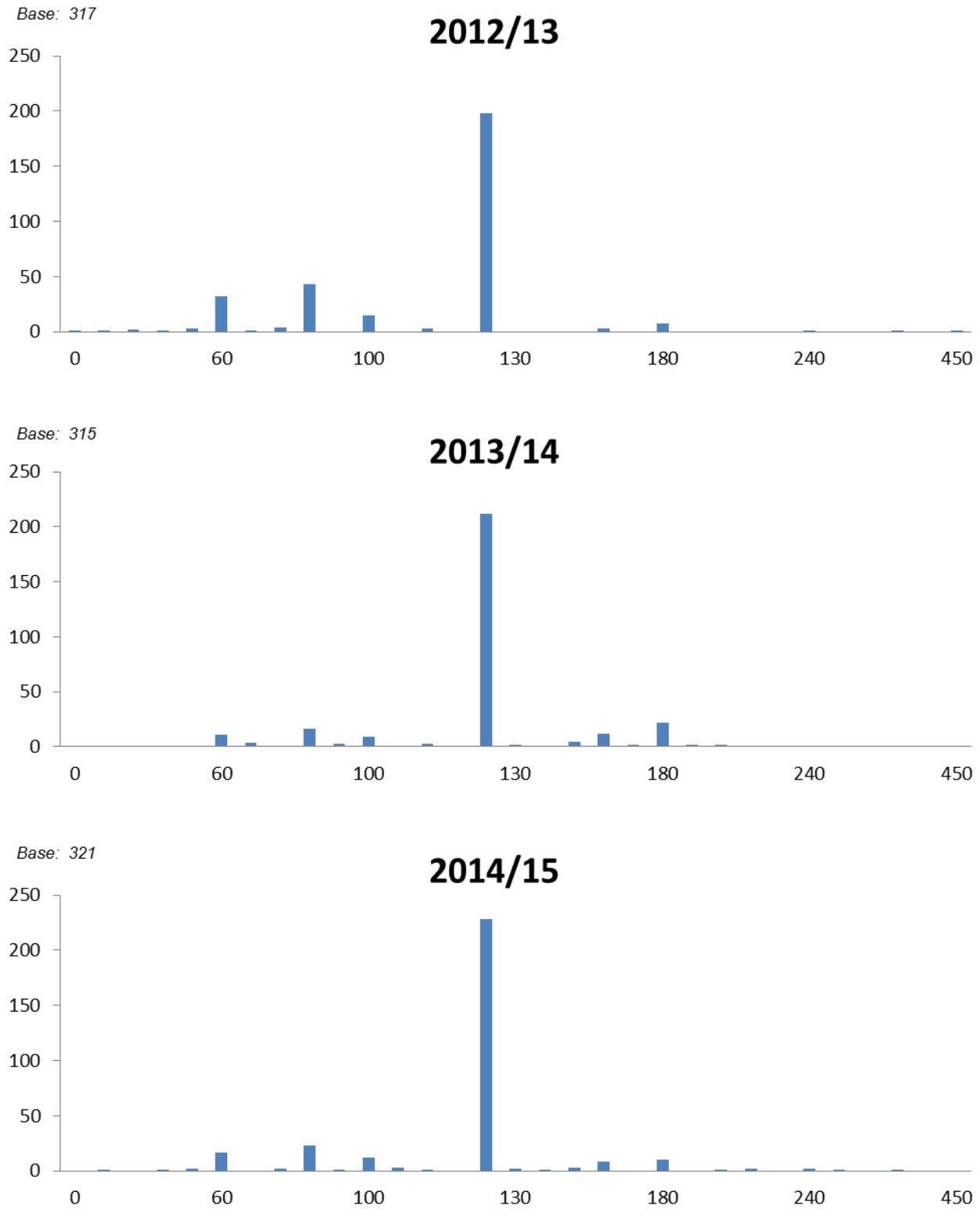
Source: Wave 1 and Wave 2 (Main Sample)

¹³ There is no statutory requirement for schools to devote a specific amount of time to PE, however in 2013 Ofsted recommended that primary school leaders should increase the time spent on core PE to two hours. [Ofsted Report "Beyond 2012: outstanding physical education for all"](#)

¹⁴ The mean reported in the interim research brief was 122 minutes in 2013/14 (based on all cases responding to the Wave 1 survey). The figure reported here is 124 minutes because it is based just on the schools who responded to both Wave 1 and Wave 2 surveys to allow for analysis of change over time.

Figure 3.8 shows the distribution of time spent on PE before and during the premium.

Figure 3.8 Distribution of time spent on PE before and during the premium



Source for all charts: Wave 1 and Wave 2 respondents who completed both surveys (Main Sample)

Further investigation of the median time spent on PE shows that for just over half (60%) of schools the level stayed the same over the two years of the premium. From the Tracker school interviews it was noted that one possible reason why the amount of curricular time spent on PE had not substantially increased since the introduction of the premium, was that schools were prioritising literacy and numeracy and this inevitably limited the amount of curricular time available for PE.

When looking at the proportion of schools and the amount of time spent on curriculum PE just under a third of schools (30%) reported doing less than two hours prior to the introduction of the premium. As can be seen in Table 3.10 for those schools we see an increase in the average time spent on PE (78 minutes 2012/13, 105 minutes 2013/14 and 111 minutes 2014/15) over the course of the premium.

Table 3.10 The average time spent on PE lessons before and during the premium for schools reporting less than 2hours/week PE time for 2012/13

	2012/13	2013/14	2014/15
Mean	78	105	111
Median	90	120	120
<i>Unweighted bases</i>	94	90	94

Source: Wave 1 and Wave 2 (Main Sample)

3.9 Changes in the use of the premium from Year 1 to Year 2

Case study and tracker interviews provided an opportunity to explore whether and how schools made changes in how they were using the premium between the first year of funding (2013/14) and the second year (2014/15). Some types of spend tended to remain consistent across the two years, for example, transport costs to competitions and festivals, or membership fees to the local sports partnership that were on-going costs. Where schools did make changes to how they used their funds, the following reasons were given:

- **Quality considerations**

A primary driver for change was to address concerns about the quality of provision that had been put in place. Schools judged the quality of external coaches through lesson observations and the engagement of pupils and if the quality was not felt to be adequate, contracts were not renewed and other providers sought.

Case example of a school changing provision in light of quality concerns

In the first year of funding, a rural school used some of its premium to pay for golf coaching from a local club. After lesson observations however, the school was unhappy with the quality of the teaching and particularly the behaviour management during the sessions. In the second year the decision has been made not to continue with that provision. Since then, the school has invited potential external coaches to deliver a trial lesson and then sought feedback from the participating pupils before contracting further external coaches. The coach employed as a result of this approach has successfully engaged pupils with out of school activities and is providing CPD to class teachers who co-teach classes with him.

Similarly schools reviewed the quality of the CPD they had funded (seeking feedback from participating teachers) and changed their providers accordingly.

- **Changes in pupil cohort**

Schools responded to changes in their pupil cohorts and adapted their use of the premium accordingly. One school for example, chose to re-join the local sports partnership in the second year of the premium because the skill levels of the pupils had improved during the first year to the extent that they could now participate productively in inter-school competitions. In another example, a school that was targeting pupils with SEN changed its targeted provision from a breakfast club to an after school multi-skills club to meet the specific needs of a changing cohort of pupils.

- **Staff changes**

Examples were given of schools adapting their staffing arrangements after the first year of implementation. In one case for example, a school had continued with its pre-premium staffing arrangements during the first year of implementation (employing a part-time PE teacher). In the second year however, they chose to use their fund to contribute to the funding of a full-time post which provided greater scope for developing staff CPD, and increased the capacity within the school to develop lunch-time and after-school provision, as well as facilitate inter-school competition.

- **Increasing breadth and changing their approach to the curriculum**

In the second year of implementation, schools reported using funds to expand the breadth of their provision and some schools took the opportunity to change their approach to teaching the PE curriculum. Examples of changes included trialing new sports and activities, broadening provision by increasing the emphasis on lunch-time and extra-curricular provision and changing the focus of CPD for staff, tackling different sports as staff grew in confidence. There were also examples of schools changing their approach to teaching the curriculum, reflected in the following case example:

Case example of a school changing their approach to teaching the curriculum

In the first year of funding, a small rural school pooled its funds with three other schools in the area to pay for a specialist PE teacher to teach PE one day a week in each school. In the second year, the specialist PE teacher had re-evaluated how PE was being taught, and had moved from a focus on teaching different sports in blocks of lessons to a skills focused approach. Eighteen core skills had been identified for each year group, and taught in 2-3 weekly blocks. The aim was to provide clear progression over the school year as well as from KS1 to KS2. The headteacher reflected that the new approach to the curriculum, alongside the benefits of having a specialist PE teacher, had greatly improved the skill levels of the pupils.

- **School capacity**

Some schools reported that they had struggled to make best use of their funds in the first year of implementation. This was partly attributed to a lack of time (and in some instances expertise) to develop an effective strategy for use of the funds, and in some instances a perceived lack of guidance and support from the Senior Leadership Team:

'What I wanted, as a PE co-ordinator was kind of a whole school vision for how we were going to use the money and one didn't come. And I did ask.. for advice about what I should do and [the senior leadership team] said, 'Oh just have a think about what we need really'. (PE co-ordinator)

Where this was the case there was some evidence of better targeting of the funds in the second year of implementation, as schools engaged with the opportunities that the fund provided. In one case for example, a school that had struggled to spend its fund in the first year of implementation, had made progress in identifying specific interventions targeted at supporting pupils with weak numeracy via a sports intervention in the second year.

4. Targeting

This chapter reports on the extent to which schools targeted their PE and sport premium at particular groups of pupils. It looks at the reasons why schools chose to target specific groups and describes the approaches taken.

Key findings

The majority of schools reported some form of targeting of their premium funds, with only 12 per cent reporting no targeting of any kind.

The least active children (51%) and disadvantaged children (51%) were the groups most commonly targeted.

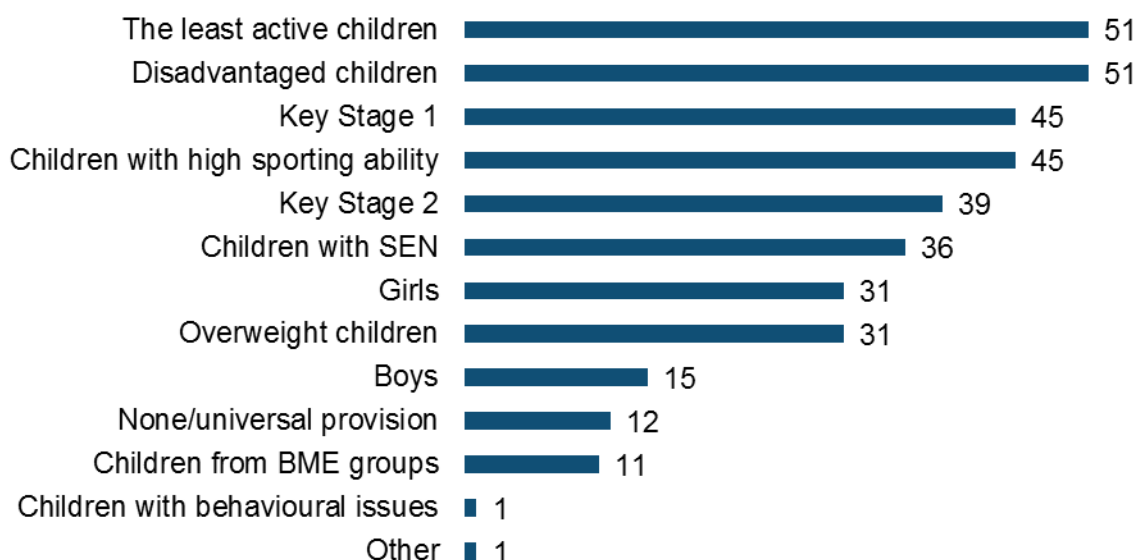
Targeting took the form of 'direct' targeting of particular groups, and 'indirect' targeting, whereby the conditions were created to encourage participation (e.g. costs reduced or range of activities widened) in the expectation that this would increase the engagement of particular groups.

4.1 The extent of targeting

Overall, the majority of schools reported some form of targeting of their premium funds, with only 12 per cent reporting no targeting of any kind (Figure 4.1). The most common groups targeted were the least active children (51%) and disadvantaged children (51%), while targeting of younger children (Key Stage 1 – 45%) and children with high sporting ability (45%) were also common.

Figure 4.1 The types of pupils schools targeted (%)

Base: 531



Source: Wave 2 survey (Main and Boost sample)

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Schools often targeted a number of groups, with 42% of schools targeting between two and four specific groups of pupils, and one third of schools (33%) targeting more than five groups. A small percentage of schools selected every answer option, suggesting their provision was in fact universal (Table 4.1).

Table 4.1 Number of groups targeted (%)

How many groups of pupils were targeted	%
None	12
1	13
2 to 4	42
5 to 7	23
8 +	10
<i>Unweighted bases</i>	<i>533</i>

Source: Wave 2 survey (Main and Boost sample)

Evidence from tracker interviews and case studies throws further light on this issue by suggesting that targeting took different forms:

- **Direct targeting**

There were examples of schools that actively targeted groups of pupils by identifying a particular group and offering them specific provision. Examples of active targeting included ‘invitation only’ clubs for pupils with SEN, or specifically targeting pupils with high sporting ability to become sports leaders.

- **Indirect targeting**

There were examples of schools taking a more subtle approach to targeting. For example, by increasing the range of sports and extra-curricular clubs, the expectation was that this would target the least active pupils, by offering them a wider range of choice. Similarly, by reducing the costs or by offering free extra-curricular activities, this would target disadvantaged pupils who would have greater opportunities to participate. In these examples, particular groups were not actively engaged; rather the conditions were created to encourage their participation.

For the 12 per cent of schools who reported no targeting, the majority said this was because their provision was inclusive and designed to cater for all children (Table 4.2).

Table 4.2 Why schools did not target any groups of children (%)

	%
Provision is all inclusive/caters for all children	61
There is no need to target specific groups	14
Small school - too small to target groups or individuals/everyone gets involved	6
We will be targeting in the future	5
Other	14
<i>Unweighted base</i>	<i>54</i>

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools that reported no targeting.

In the case of schools that had targeted their funds in some form, there was almost a universal view that this had improved engagement and participation in PE and sport. Half

of schools reported that the targeting of specific groups had made 'a lot' of impact on engagement and participation. One per cent reported it had not made any difference (Appendix Table B.27).

4.2 Which groups were targeted and why

This section looks at the specific groups of pupils that were targeted¹⁵ and reports on the reasons why they were selected. It also draws on evidence from the case studies and tracker interviews to provide illustrative examples.

4.2.1 The least active children

Fifty-one per cent of schools reported targeting the premium at the least active children. Half (47%) said this was to promote healthy lifestyles and wellbeing, while a third of these schools (35%) reported that these children were the least engaged and the aim was to increase their participation (Table 4.3).

¹⁵ In the survey, schools were given a list of the target groups which appeared in a random order for each school. Schools could select as many target groups as they wished. For up to three target groups randomly selected, we asked why that group had been selected. Schools gave open answers to explain the choice of target group which were then coded.

Table 4.3 Why schools targeted the least active children (%)

	%
To promote healthy & active lifestyles/wellbeing	47
To encourage/ raise engagement and participation	35
To motivate them to try/ experience new sports	15
Social & emotional benefits	11
To participate in the Change4Life initiative	5
To provide more opportunities and experiences	5
To instill a cultural change and lifelong enjoyment of sport	4
Other	9
<i>Unweighted base</i>	176

Source: Year 2 survey (Main and Boost sample)

Base description: Schools that targeted the least active children.

Evidence from case study schools suggested that targeting the least active / disengaged pupils was typically done by offering as wide a range of sports and activities as possible to reach the broadest possible spectrum of pupils:

'My kind of whole thing was providing opportunities to children who wouldn't normally have those opportunities.. so if I can provide those opportunities for children to participate in sport and then hopefully they can.. carry it on as they go through their life.

We wanted to.. [reach] the ones that never ever do it and might then go, at the end of that ten weeks, 'Oh mum, I really enjoyed sport, I really enjoyed that.'
(PE co-ordinator and PE coach)

Feedback from pupil groups suggests that tailoring provision in this way could have a positive impact on participation:

'Pupil 1: We've got a couple of people who don't really like sports, but [our teacher] tries to show them how fun sports can be.. and they like sports better now.. none of us used to like PE really, did we? Pupil 2: No, we used to say it was boring and we never really got to do much.. Then [our teacher] .. she says, 'Which clubs do

you want' at the beginning of the year and I said gymnastics and then loads of people agreed with me.'

(KS2 focus group)

Funds were also used to target pupils who were not reaching the expected levels of skill. One school for example, had targeted Year 6 pupils who were not meeting the National Curriculum standard of being able to swim 25 metres, by giving them 'top-up' swimming lessons which were paid for by the fund.

4.2.2 Disadvantaged children

Fifty-one per cent of schools reported targeting the premium at disadvantaged children. The predominant reason for this was to ensure disadvantaged children had access to all sports and clubs that they might not otherwise afford (42%). Reduced costs for extra-curricular activities reported in Chapter 3 (Figure 3.7) supports this finding. A third of schools (33%) targeted disadvantaged children to give them more opportunities. A full break-down of reasons given is provided in (Table 4.4).

Table 4.4 Why schools targeted disadvantaged children (%)

	%
To ensure accessibility to all clubs	42
To provide more opportunities and experiences	33
To encourage/ raise engagement and participation	14
Social and emotional benefits	11
To help with academic subjects/raise attainment	9
To promote healthy & active lifestyles/wellbeing	2
Other	12
<i>Unweighted base</i>	<i>189</i>

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools that targeted disadvantaged children.

These survey findings were supported by evidence from the case study and tracker schools that described targeting disadvantaged pupils either by making extra-curricular clubs free of charge (either all or some), or by specifically waiving charges for pupils

eligible for Pupil Premium (PP). Some schools also indicated they would facilitate a child attending a club if their parents/carers could not afford it (whether or not they received FSM or PP). In another example, a school was planning to introduce a sports summer school, run by sports coaches as a way of maintaining contact with vulnerable pupils during the school holidays.

4.2.3. Age

There was evidence of slightly more targeting of younger (KS1) pupils (45%), compared to older KS2 children (39%), and overall, 55% of schools reported targeting children based on their age/key stage (Appendix Table B.26).

Key Stage 1

Among the schools targeting KS1 children with their funds, 29 per cent said this was to engage children in sport from an early age, while 22 per cent described using the fund to provide more opportunities and experiences for this age group. Interestingly 15 per cent of schools had targeted the fund at KS1 to counteract what was felt to be a previous focus on KS2 children (Table 4.5). This finding was supported by evidence from case studies and tracker interviews in which some schools reflected that historically sports initiatives had predominantly been aimed at KS2 children. The PE and sport premium was felt to have given them an opportunity to redress the balance of provision.

Table 4.5 Why schools targeted children in Key Stage 1 (%)

	%
Important to engage and teach them about sport from an early age	29
To provide more opportunities & experiences	22
Previous focus on KS2, readdressing the imbalance	15
All children are targeted	14
To encourage/ raise engagement and participation	12
To promote healthy & active lifestyles/wellbeing	5
None	10
<i>Unweighted base</i>	<i>160</i>

Source: Wave 2 survey (Main and Boost sample)
 Base description: schools that targeted children in KS1.

Key Stage 2

In schools that identified KS2 pupils as a target group, 21 per cent of schools said this was because they were targeting all children (inclusive of KS2). Seven per cent of schools reported targeting the premium at KS2 children in order to prepare them for PE and sport at secondary school (Table 4.6).

Table 4.6 Why schools targeted children in Key Stage 2 (%)

	%
All children are targeted	21
To encourage/ raise engagement and participation	20
To provide more opportunities & experiences	19
To involve them in more competitions	11
To promote healthy & active lifestyles/wellbeing	9
To help with the transition to secondary school	7
To improve their fitness	+
Other	21
<i>Unweighted base</i>	<i>130</i>

Source: Wave 2 survey (Main and Boost sample)
 Base description: schools that targeted children in KS2.

4.2.4. Children with high sporting ability

Forty-five per cent of schools reported targeting the premium at children with high sporting ability. Of those schools, two thirds (66%) said this was to develop the child's talents, and to give them a chance to progress. Twenty-eight per cent of schools also said they had directed some of the funding at children with a high sporting ability (for example gifted and talented children) in order increase their chances to apply their skills and compete in competitions.

Table 4.7 Why schools targeted children with high sporting ability (%)

	%
To develop their talent/challenge and give them the chance to excel/progress	66
To increase chances to apply skills (i.e. competitions)	28
To provide more opportunities and experiences	11
To encourage/raise engagement and participation	8
To promote healthy and active lifestyles/wellbeing	1
Other	8
<i>Unweighted base</i>	<i>140</i>

Source: Wave 2 survey (Main and Boost sample)

Base description: schools that targeted children with high sporting ability.

Examples of targeting pupils with high sporting ability from the case studies and tracker cohort included encouraging them into roles as ‘sport leaders’ and encouraging them to access external sports clubs to continue to develop their skills.

‘We’ve also looked at some of the more gifted children and tried to get them into athletics clubs and things like that.’ (PE co-ordinator)

4.2.5. Children with Special Educational Needs (SEN)

Thirty-six per cent of schools reported targeting some of their premium at children with Special Educational Needs. Improving inclusion in PE lessons (31%) was the most common reason given, and examples of this included schools upskilling teachers to facilitate the inclusion of children with SEN, or new extra-curricular sports clubs set up specifically for these children. One quarter (24%) of schools said that they had targeted children with SEN as it would have social and emotional benefits for them, while a further 17 per cent reported that there had been a focus on improving children’s physical skills/mobility (Table 4.8).

Table 4.8 Why schools targeted children with Special Educational Needs (%)

	%
To improve inclusion (include increased specialist support)	31
Social & emotional benefits	24
To improve their physical skills (any movement, gross of fine motor skills)	17
To provide more opportunities and experiences	13
To encourage/ raise engagement and participation	12
We are a special school - all children are targeted	11
To offer clubs/sports suited to their ability	6
To help with academic subjects/raise attainment	4
To promote healthy & active lifestyles/wellbeing	+
Other	7
<i>Unweighted base</i>	<i>116</i>

Source: Wave 2 survey (Main and Boost sample). Base description: schools that targeted children with SEN.

Examples of targeting pupils with SEN from the case studies included schools where pupils with SEN or social, emotional and physical difficulties were encouraged to participate in ‘invitation only’ clubs, which focused on improving their fine and gross motor skills. These include *Wake and Shake* or *Fun Fit* breakfast clubs or after-school multi-skills clubs, which helped to engage pupils that might otherwise not participate by giving them control of the activities they would like to try.

‘They [coaches] run a multi-skills club every Friday and each term we change the children, so [the] ones that access it are lacking in fundamental skills, motor skills, and maybe show a reluctance to join in, or they’ve got a lack of friends.’

(PE Teacher)

In another example, a special school with a high proportion of pupils with autism used their funds to employ a sports coach who introduced new sports that were appropriate to

the needs of this group (e.g. non-invasive). They also used their funds to partner with mainstream schools around PE and sport to promote disability awareness.

4.2.6 Gender

Thirty-two per cent of schools reported that they targeted children based on their gender (Appendix Table B.25). Overall it was more common for schools to use premium funds to target girls (31%) than boys (15%). There were also differences in the reasons, with girls more commonly targeted to increase their participation (30%), while provision aimed at boys was more likely to be introduced to improve behaviour (28%) (Table 4.9 and Table 4.10).

Examples from case study schools included a school where a link had been made with a local boxing club and this was being used to improve the behaviour of boys in Year 6. The school felt this had worked well as points were earned for good behaviour and the pupils who earned the most points were the first group to visit the boxing club. In another example, a school targeted girls to challenge gender stereotypes and inspire girls by taking a group of pupils to a velodrome to meet some of the British cycling squad (some of whom were female). This was felt to have been a successful way of inspiring girls to participate by providing positive female role models.

Table 4.9 Why schools targeted girls (%)

	%
To encourage/ raise engagement and participation	30
To get girls more involved in sport/clubs by encouraging participation in all clubs	27
To get girls more involved in sports/clubs by providing more 'female' sport i.e. dance/netball	26
To provide more opportunities & experiences	10
To increase positive attitudes to sport	2
To promote healthy & active lifestyles/wellbeing	+
Other	12
<i>Unweighted base</i>	96

Source: Wave 2 survey (Main and Boost sample)
 Base description: schools that targeted girls.

Table 4.10 Why schools targeted boys (%)

	%
To reduce bad behaviour/keep them focused	[28]
To encourage/ raise engagement and participation	[19]
To encourage them to try 'female' sport i.e. dance	[10]
To encourage them to try non-mainstream sport	[7]
To provide more opportunities & experiences	[4]
To promote healthy & active lifestyles/wellbeing	[4]
Other	[29]
<i>Unweighted base</i>	36

Source: Wave 2 survey (Main and Boost sample)
 Base description: schools that targeted boys.

4.2.7 Overweight children

Thirty-one per cent of schools reported targeting the premium at overweight children. Over half (51%) of those schools said this was to promote healthy lifestyles and wellbeing while a further quarter (24%) targeted this group to help them to lose weight and increase fitness (Table 4.11).

Table 4.11 Why schools targeted overweight children (%)

	%
To promote healthy & active lifestyles/wellbeing	51
To help them lose weight/get fitter	24
To encourage/ raise engagement and participation	9
To participate in the Change4Life initiative	8
Social & emotional benefits	7
To provide more opportunities and experiences	5
Other	16

Source: Wave 2 survey (Main and Boost sample)

Base description: schools that targeted overweight children.

Tracker schools who reported targeting provision at overweight children described targeting programmes like [Change4Life](#) at this group and using outdoor play / activity areas to encourage children who might feel side-lined by team sports. Beyond the premium, initiatives like the [Healthy Schools programme](#) were also felt to play a role in tackling obesity and promoting healthy lifestyles.

4.2.8. Other examples of targeting

In addition to the survey responses, tracker interviews and case studies identified some other examples of targeting:

- Poor attenders

There were examples of schools that used their funds to target after school sports clubs at pupils with poor attendance records in an effort to increase their engagement with school.

- Academic attainment

Schools targeted some of their provision with the aim of improving academic attainment. In one case study, pupils who were struggling with maths were targeted to participate in an extra-curricular sports club that combined football and football based maths problems. Pupils who participated in this club fed back that it had improved their maths and football skills:

'I have been struggling in my maths a bit, with some stuff like 'rounding', and as well, as I've been going to the [maths and football] club, it's making me more up on my maths, and now when I go to football, I don't just like slide tackle to get the ball, but now I actually tackle, and I've used like loads of my skills like dragging the ball, back turning.' (KS2 focus group)

-

5. Perceived impacts and sustainability

The surveys, tracker interviews and case studies gathered the views of staff and pupils on the impact of the PE and sport premium on pupils, quality of teaching, and school ethos. This chapter presents these perceived impacts as well as how schools monitored the impacts of the funds, their views on the facilitators and barriers to impact and their reflections on sustainability.

Key findings

- Eighty-four per cent of schools reported an increase in pupil engagement in PE during curricular time and in the levels of participation in extra-curricular activities.
- Schools reported almost universally that the PE and sport premium had had a positive impact on physical fitness (99%), healthy lifestyles (99%), skills (98%) and behaviour of pupils (96%).
- Eighty-seven per cent of schools reported that the quality of PE teaching had increased since the introduction of the premium.
- Schools sought to sustain the impacts of the PE and sport premium by:
 - Investing in staff CPD;
 - Taking into consideration the availability of external sports clubs in the local area when selecting the sports to offer as part of the curriculum (to provide a gateway to extra-curricular participation);
 - Monitoring impacts to provide evidence of impact to inform future spending decisions.
- Risks identified to the sustainability of these impacts included:
 - The loss of some provision if funding ends (e.g. fewer inter-school competitions if transport cannot be funded);
 - Limits to long-term impacts if secondary provision is poor in the local area;
 - The potential for staff-turnover in smaller schools to limit the long-term benefits of investing in staff CPD.

5.1 Perceived impact on pupils

Schools in the Wave 2 survey were asked to what extent they thought the PE and sport premium had already made a difference to pupils. This section presents the findings

relating to changes in engagement and participation in PE and competitions and perceived impacts on pupils' fitness, skills and behaviour.

5.1.1 Changes in engagement and participation in PE

Schools were asked about 'engagement' in curriculum PE lessons and 'participation' in extra-curricular activities, reflecting the extent of choice¹⁶.

Eighty-four per cent of schools reported that there had been an increase in pupil engagement in PE during curricular time and the same proportion (84%) reported an increase in the levels of participation in extra-curricular activities (Table 5.1).

Table 5.1 Changes to engagement and participation (%)

	Increase	Stayed the same	Decrease	<i>Unweighted bases</i>
Engagement in curricular PE	84	16	0	527
Participation in extra-curricular sport activities ¹⁷	84	13	1	531

Source: Wave 2 survey (Main and Boost sample)

The majority of both LA maintained schools and Academies and Free schools reported that pupil participation had increased in extra-curricular activities since the introduction of the fund (86% and 82% respectively) (Table 5.2).

¹⁶ Questions answered about engagement refer to curriculum PE and the extent to which children actively engaged in lessons. Questions which refer to participation refer to the extent to which children participated in extra-curricular sports (as children can choose whether to attend these or not).

¹⁷ Two per cent of schools did not have any extra-curricular PE provision

Table 5.2 Changes to participation in extra-curricular activities by school type (%)

	Increased	Stayed the same	Decreased	Not applicable - we do not provide extra-curricular activities	Unweighted bases
LA maintained schools	86	12	+	1	414
Academies and Free schools	82	15	2	2	103

Source: Wave 2 survey (Main and Boost sample)

Base description: LA maintained schools; Academies and Free schools

Note: Special schools not shown as base numbers too low

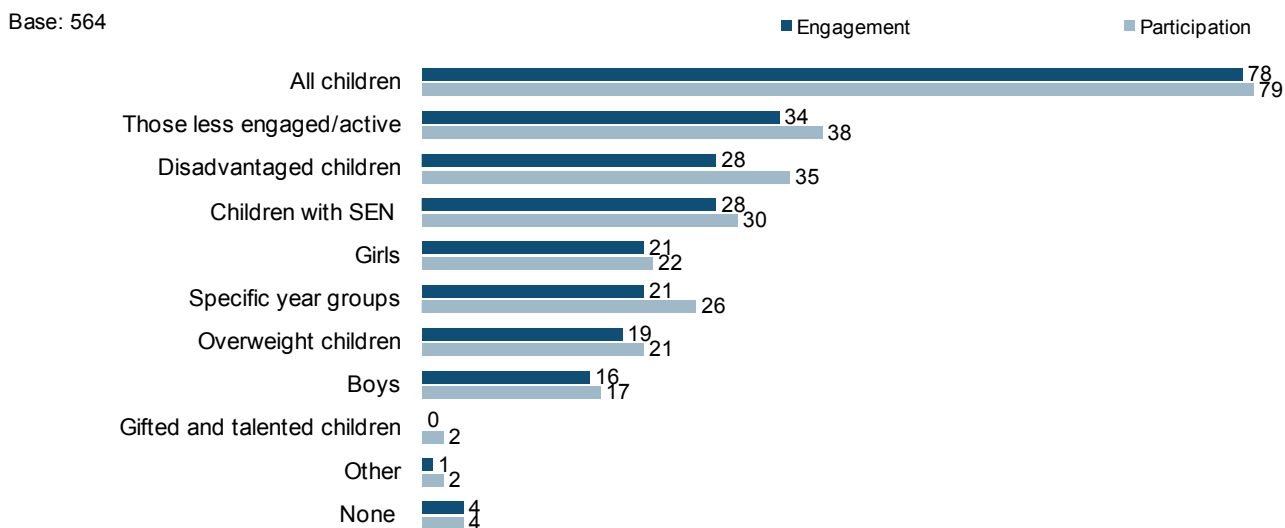
The perception that the premium had led to an increase in participation and engagement was supported by case study and tracker interviews. Staff reflected that access to a broader range of activities had facilitated increased engagement with PE and sport. Indicators included increased take-up of extra-curricular sports clubs (paid for by the funds) and a wider number of pupils participating in new activities funded via the premium.

‘There are a number of children here that have always, always enjoyed PE, always, always been engaged, but I think what it has done has captured a greater engagement among those children who may have been on the periphery of that and I think that’s the truth of the matter here.’ (Headteacher)

After the first year of the premium (2013/14) schools were asked whether the premium had increased participation in extra-curricular sport for specific groups of children. Seventy-nine per cent of responding teachers thought that the premium had increased participation for all children. Some specific groups of pupils were also mentioned, including those less engaged/least active (38%), disadvantaged children (35%), and children with SEN (30%). A similar percentage (78%) of schools reported that the PE and sport premium had improved engagement in curricular PE for all children.

For both engagement and participation, around a fifth of schools reported an improvement for either girls or boys specifically (engagement: girls 21% and boys 16%; participation: girls 22% and boys 17%; Figure 5.1)

Figure 5.1 Increased levels of engagement and participation, by target group (%)



Source: Wave 1 survey

Base description: Schools that had started to make changes as a result of the premium

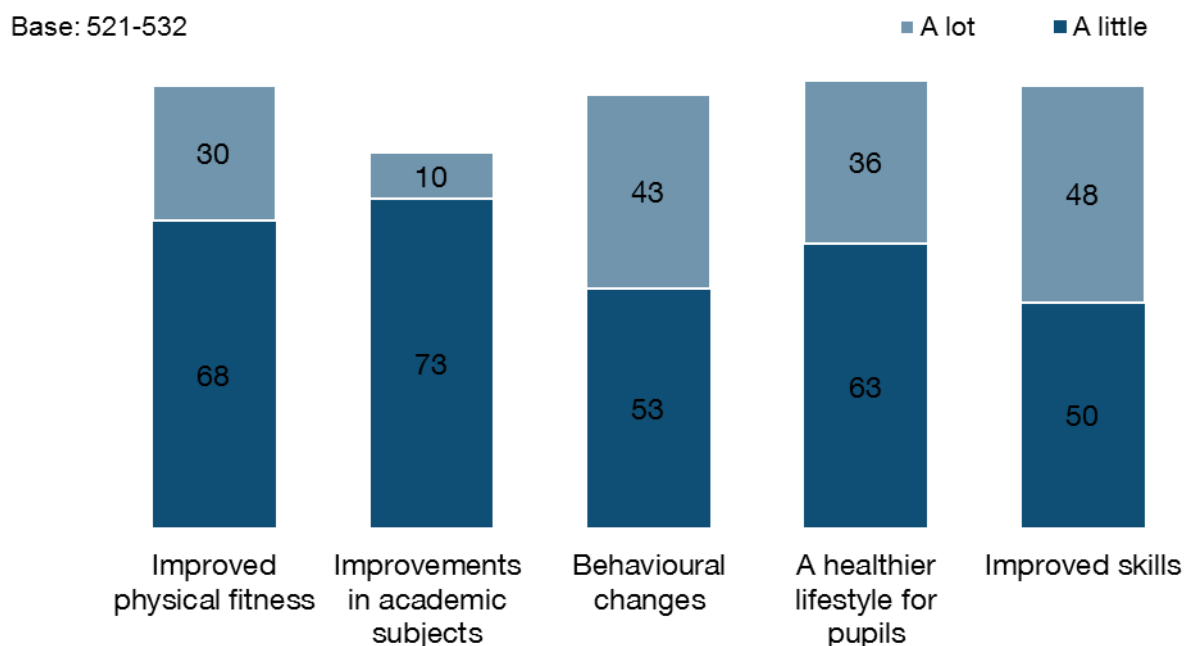
Note: Schools could mention more than one option so the total sums to more than 100 per cent.

5.1.2 Perceived impacts on pupil fitness, skills and behaviour

Schools reported almost universally that the PE and sport premium had had “a lot” or “a little” positive impact on physical fitness (99%), healthy lifestyles (99%), skills (98%) and behaviour of pupils (96%) (Figure 5.2). In 83 per cent of schools, a perceived positive impact on attainment in academic subjects was reported.

The initiative was thought to have made the most difference to improving pupils’ skills and behaviour: 43 per cent and 48 per cent of all schools reported that the funding had made “a lot” of difference in these ways.

Figure 5.2 Perceived impact on pupils (%)



Source: Wave 2 survey (Main and Boost sample)

Case study schools provided further insights into the nature of these impacts:

Improved skills and fitness

Using funds to provide high quality PE lessons taught by specialist staff or external coaches had improved pupils’ skill level. Examples include a school that had used some of its funds to pay for specialist gymnastics teaching, which had resulted in improved skills. Schools felt it was important to improve pupils’ skills before they entered local competitions.

‘You can see the improvement in the skills as being phenomenal. Like just within two weeks you can see a massive difference in the abilities’

(PE Teacher)

Improved physical fitness

General physical fitness was felt to have improved where schools had seen an increase in engagement with PE and extra-curricular activities. Some schools had put in place specific activities intended to improve overall fitness levels, for example, circuit training.

Behaviour

Schools perceived a link between improved quality of PE teaching and improved behaviour in PE lessons as pupils were more engaged and enjoyment was enhanced. Schools that had put in place structured activities during lunch and break times also reflected that these had greatly improved pupil behaviour, providing a positive outlet for energy. Improving behaviour during breaks and at lunchtimes was in turn thought to improve classroom behaviour as pupils returned to class ready to learn. One school for example, reflected that the number of behaviour incidents had greatly reduced in the second year of the premium and they attributed this in part to employing a full-time PE teacher who provided structured activities during lunchtimes.

Academic attainment

As a result of improved behaviour and increases in a range of social and inter-personal skills, staff anticipated an impact on academic attainment. While staff reflected it was difficult to distinguish the impact of changes in PE and extra-curricular sports from other factors influencing academic attainment, the expectation was that academic results would improve because pupils would be emotionally and physically better able to engage with the curriculum.

Social and inter-personal skills

Case study schools highlighted a range of social and inter-personal skill impacts. These included increased confidence, self-esteem, resilience, problem solving and a 'can-do' attitude. By encouraging older pupils to support younger pupils (during lunchtime activities), schools thought that leadership skills and team work were being fostered.

'It's not just about getting those activities, it's.. developing the leadership skills of other children higher up the school to come and get involved with the activities as well which really helps them, and it gives them confidence and it improves their self-esteem and then it gives them that 'can do' attitude that many of children previously haven't had... It's a 'can't do' and not a 'can do' [attitude], and.. from where we are in this school here, we have to change that you know, and we're using PE as one of those vehicles to do it.'

(Headteacher)

Schools' perceptions of the impact of the premium varied according to the size of school, proportion of pupils receiving Free School Meals and the area of impact (physical fitness, academic performance and behaviour¹⁸).

Small schools were more likely (40%) than medium (27%) and large schools (26%)¹⁹ to report that the premium had improved pupils' physical fitness, possibly because the premium had had a greater impact on provision (Appendix Table B.30).

Schools with more economically disadvantaged pupils (higher proportion of FSM) were more likely (85%) to say that the premium had impacted on other academic subjects compared to 75 per cent of the least deprived schools (Table 5.3).

Table 5.3 Perceived impact on pupils other academic subjects, by levels of FSM eligibility (%)

	<= 7.2%	7.3-14.3%	14.4-27.8%	27.9% +
Not at all	26	16	10	16
A little	68	77	77	71
A lot	7	7	13	14
Unweighted bases	127	129	116	97

Source: Wave 2 survey (Main and Boost sample)

¹⁸ There were no statistically significant differences for improved skills.

¹⁹ Small schools = up to 149 pupils, medium schools= 150 to 299pupils, large schools = 300+ pupils

However, schools with a greater proportion of disadvantaged pupils were least likely to say that the premium had impacted on pupils' behaviour (Table 5.4).

Table 5.4 Perceived impact on pupils behaviour, by levels of FSM eligibility (%)

	<= 7.2%	7.3-14.3%	14.4-27.8%	27.9% +
Not at all	1	2	2	8
A little	62	60	52	42
A lot	37	38	46	49
'A little & a lot'	99	98	98	92
Unweighted bases	129	130	116	99

Source: Wave 2 survey (Main and Boost sample)

5.2 Impact on quality of teaching

Eighty-seven per cent of school reported that the quality of PE teaching available to pupils had increased since the introduction of the premium and 13 per cent reported that it had stayed the same (Appendix Table B.31).

Case study schools that had used their premium to employ external coaches to deliver PE lessons and up-skill existing staff, felt this had increased staff confidence in teaching PE and improved their teaching skills:

'[A PE specialist came in to do] staff [training] last week and that was amazing.. It was gymnastics and we were there for an hour and a half and we were all dreading it because we knew we actually had to do it and it was amazing.. even the teachers who were reluctant and didn't want to do it.. and he really left us with that enthusiasm.. I'd say after that [training] session they couldn't wait to put it into practice.'

(Headteacher)

Improving the skills and confidence of staff in this way was also seen as a way of ensuring the benefits of the funds continued beyond the end of the funding.

5.3 Impact on school ethos

Schools were asked what impact the premium had had on the overall ethos of the school and the majority agreed that it had had an impact (96%); either ‘a lot’ (49%) or ‘a little’ (47%).

Table 5.5 Perceived impact on the overall ethos of the school (%)

	%
Not at all	4
A little	47
A lot	49
<i>Unweighted base</i>	<i>531</i>

Source: Wave 2 survey (Main and Boost sample)

Case study schools reflected that the premium had increased the profile of PE and sports in schools by increasing the breadth and frequency of activities. The funds were felt to have embedded PE more centrally in the curriculum, and to have acted as a *catalyst* encouraging schools to reflect on their provision and explore ways of improving its quality:

‘So a lot of the [extra-curricular] clubs we’ve been offering, funnily enough, since the sports funding, have been sports clubs... I think that’s [a result of] this whole sort of generated enthusiasm for high-quality sports.’

(Headteacher)

In some instances prior to the funding, it was observed that class teachers might occasionally miss or cut short a PE lesson to accommodate other priorities. The increased profile of PE and the use of external coaches in PE lessons, meant that was now less likely to occur.

Schools were asked to comment in their own words on what they perceived to be ‘the most significant impact’ of the premium on pupils at the school, and ‘the most significant legacy’ of the premium for future generations of pupils. Answers were grouped into themes, and the frequencies are reported below. The most frequent answers were an increased participation in sport (28%) and a greater range of sports and facilities available to them (28%) (Table 5.6). Some respondents mentioned more than one impact which is why the percentages sum to more than 100 per cent.

Table 5.6 The most significant impact of the PE and sport premium on pupils at the school (%)

	%
Increased participation in sport (include clubs, competitions and festivals)	28
A greater range/the ability to access more/different sports and facilities	28
Increased quality of teaching/teacher confidence/upskilled teachers (CPD)	21
Increased/widened engagement	14
More experiences and opportunities	11
Access to new teachers/coaches/professionals	10
Social and emotional benefits - social skills, confidence, positive attitudes, friendships	9
Children getting new/developing sports skills (i.e. swim further/play more accurately)	6
Consistent delivery of a high quality curriculum	5
Raised profile/embedded PE into the school	5
Healthier lifestyles	4
Vague or irrelevant answer	2
Other specific answer	16
<i>Unweighted base</i>	528

Source: Wave 2 survey (Main and Boost sample)

Note: Some schools mentioned more than one impact so the total sums to more than 100 per cent.

Schools considered the most important legacy of the premium was that it had begun to foster a love of sport (21%) and given the pupils an understanding of healthy lifestyles (21%). Schools also mentioned that the greatest legacy for future pupils was up-skilled teachers (17%) and wider opportunities for pupils (15%) (Table 5.7)

Table 5.7 The legacy of the PE and sport premium for future pupils (%)

	%
Love of sport/foster the importance of sport/sport becomes a habit	21
Understanding of healthy living/active lifestyles/wellbeing/lifestyle choices (include any mention of physical/mental health i.e. obesity)	21
Up-skilled teachers/CPD/teacher ability and confidence	17
Wider experiences/opportunities, broadens horizons, gives chances	15
Develop a variety of sports	12
Increased fitness levels/fitter children	8
Social and emotional benefits - social skills, confidence, positive attitudes, friendships	8
Understanding/involvement in competitive sport	8
Increased/better skills	6
Sport is accessible and fun for all children	5
Vague or irrelevant answer	4
General comment on legacy/sustainability of fund/past funding (SSP)	3
Other specific answer	17
Unweighted bases	522

Source: Wave 2 survey (Main and Boost sample)

Note: Some schools mentioned more than one impact so the total sums to more than 100 per cent.

5.4 Facilitators and barriers to impacts

Case studies and tracker schools provided additional detail on the facilitators and barriers to effective use of the PE and sport premium.

5.4.1 Facilitators to impact

- Senior Leadership Team (SLT) commitment to PE and sports provision
Having senior staff who valued the role of PE and sports within the school curriculum was viewed as a key facilitator to effective use of the premium. Providing time in the curriculum for PE and sports participation; encouraging staff involvement in extra-curricular sports provision; and developing a clear strategy for the development of PE were all features of effective PE and sports provision that senior leaders were felt to play a key role in.

Case example of a school with SLT commitment to PE and sports provision

Situated in a coastal town with high levels of deprivation, this large case study school was led by a headteacher with a background in Physical Education. The school strongly believed in the potential for high quality PE provision to have an impact on the social, emotional and physical development of their pupils. Consequently, the school had invested significantly in PE provision, employing a team of five staff within the PE department, and providing a wide range of opportunities including rock climbing, surfing, golf, cycling and canoeing alongside more traditional sports. The premium was felt to have contributed to an already high level of provision within the school, primarily because of the high profile sport and PE was given within the school by the Senior Leadership Team. This high profile was evident in the emphasis placed on outdoor learning, and the significant investment in PE staffing and continuing professional development to maintain a high standard of provision.

High quality teaching

High quality teaching that inspired and engaged pupils (either through upskilling existing staff, contracting external coaches or employing specialist PE staff – discussed in detail in section 3.2), was viewed as a key driver to impact:

'It is really nice when you get someone in who knows what they're doing, because you can just see [the children's] skills improve week by week.. just seeing their confidence with a coach, it's just amazing. The skills they pick up so quickly.'

(PE co-ordinator)

Flexibility

While the premium was ring-fenced for use on PE and sports provision, schools felt they had flexibility within that to tailor its use to their own circumstances and this was appreciated. In particular, rural schools valued being able to use the funds to pay for transport to competitions and events.

5.4.2. Barriers to impact

Limited PE expertise of staff

Limited PE expertise amongst school staff increased the risk that the premium would not be used effectively. Small schools were felt to be particularly vulnerable to this because they had limited overall staff resources and did not always have a member of staff to take on the role of PE co-ordinator, as reflected in the following comments from a governor at a small rural school:

'If I hadn't have been at this school with a knowledge and a background in physical education and sport, I think the money might not - knowing the capacity of other governors, I don't think they would have been able to have structured the sports programme and looked at progression of physical activity, grouped and in types of activity. I can't see that that would have happened in the way that it has for this small primary school.'

(School Governor)

Lack of Senior Leadership Team (SLT) engagement

Schools also reflected on the importance of having a leadership team that valued the role of PE and sport in the curriculum and were willing to invest in it. Where this was not the case, staff described PE as not being *'high on the agenda'*. In one school for example, the headteacher would not release the PE co-ordinator for half a day to work with disengaged pupils to encourage their participation in PE. In another example, staff reflected that they would have got better value out of their premium if they had invested more time in working with an external coach to develop a scheme of work, and the headteacher was not prepared to invest that time.

Sourcing high quality coaches

Difficulties sourcing high quality coaches were highlighted as an issue for schools trying to improve the quality of PE teaching and CPD. Coaches with a good reputation were in high demand and some schools voiced frustration at not being able to source the expertise they needed, when they needed it:

'So it took a long time to find the right people. I think that's been the biggest hiccup.. that.. in our area there aren't enough professionals who are free to come in and lead staff training or do team teaching in PE lessons... it was certainly very difficult to.. get people.. suitably qualified people to support us with this and help us with this.'

(Headteacher)

Accommodating PE into the school curriculum

Accommodating PE (and particularly inter-school competitions and festivals) within the curriculum when schools are prioritising literacy and numeracy was raised as a challenge. In acknowledgement of this, some case study and tracker schools were seeking to increase participation in extra-curricular activities (both after school and during lunch / break times) in an effort to increase activity while limiting the impact on other areas of the curriculum.

Physical space

Lack of physical space was raised as an issue by schools that had small playgrounds. In some instances, schools addressed this by using external facilities but transport costs and the time required to access these facilities was difficult for some. The issue of space was also raised by pupil groups who in some instances commented on a lack of space disrupting games and limiting the games they could play.

Capacity to perform the PE co-ordinator role

PE co-ordinators reflected that the role was broad in scope and some felt that they did not have adequate time to perform the role effectively alongside other responsibilities. This lack of time was identified as a potential barrier to effective use of the funds and staff asked for additional release time and/or support from other staff to fulfil the role adequately.

'I've not just got my own role as class teacher; I'm now PE co-ordinator who has to be all-singing, all-dancing to everybody and liaising with a lot of external bodies as well, which takes time. And I don't have any time allocated for it.. The funding helps definitely because you know it's the only subject with its own budget.. but you need more time really to sort it out.. to check on the coaches, sort the competitions out, sort the equipment out, try and monitor what training teachers need. It's just so massive.'

(PE co-ordinator)

5.5 Measuring impact

In the 2014/15 academic year, just under half of schools (45%) reported they were already measuring the impacts of the premium whilst a further 47 per cent reported that

they were planning to do so. In a minority of cases (8%) schools reported not measuring any impacts, and had no intention to do so (Appendix Table B.32).

Of the schools that took part in both surveys, there was a modest increase in schools reporting that they were already measuring the impacts on the premium from 37% to 47% across the two years. The number of schools with no plans to measure the impacts of the premium remained fairly consistent (7% in 2013/14 and 6% in 2014/15) (Table 5.8)

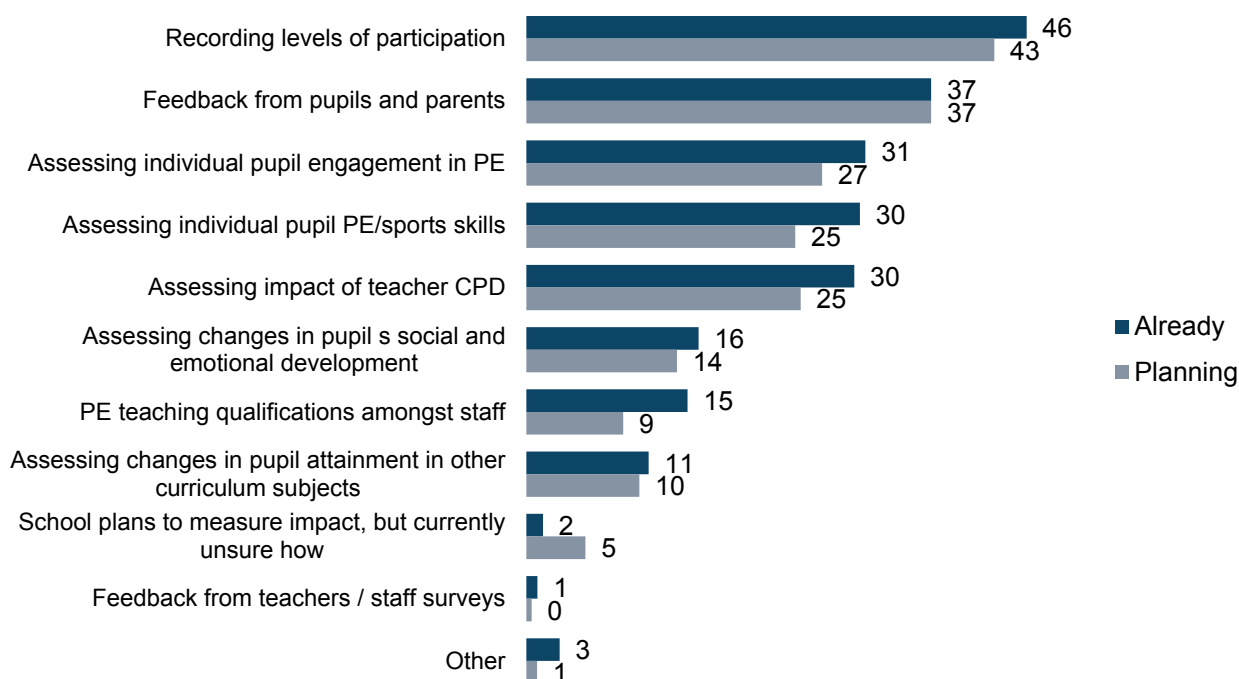
Table 5.8 Schools measuring the impacts of the premium (%)

	2013/14	2014/15
Yes- already measuring	37	47
Yes- planning on measuring	56	47
No	7	6
Unweighted bases	313	322

Source: Wave 1 and Wave 2 surveys (Main Sample)

Amongst the schools planning to (or already) measuring impact the most common ways were recording levels of participation in PE and sports (46% already, 43% planning), and collecting feedback from pupils and parents (37% already, 37% planning). Thirty one per cent reported already assessing levels of engagement with PE and sport while a further twenty-seven per cent had plans to do to this [Figure 5.3]. In seven per cent of schools (2% already, 5% who are planning to measure impact) they were unsure of how they would measure the impacts of the PE and sport premium.

Figure 5.3 How schools measure, or plan on measuring the impacts of the premium (%)



Source: Wave 2 survey (Main and Boost sample)

Reflecting the survey findings of a mixed picture of impact monitoring across schools, there was wide variation amongst case study schools in the extent to which they were

seeking to monitor the impacts of their PE and sport premium. Indeed, some schools acknowledged that they needed to put more in place to assess and evaluate their use of the funds. Schools reflected that many of the outcomes they were hoping to achieve (increased self-esteem, self-confidence etc.) would be hard to quantify and this made it very challenging to judge the effectiveness of the funds. They also observed that it is difficult to disentangle the impacts of the Premium from the impacts of PE and sport provision more broadly. However, case study schools were also able to expand upon the survey findings and provide further detail on the forms monitoring was taking:

- **Tracking individual pupil progress**

Schools with specialist PE staff were more comfortable with tracking progress in PE because of their knowledge of the curriculum and what progress pupils should be making. Some schools without specialist staff acknowledged that they did not have the necessary expertise to do this adequately.

- **Qualitative feedback from parents/carers, pupils and staff**

Seeking feedback from parents/carers, pupils and staff on the activities they enjoyed and the areas they wanted to develop was a common way of monitoring performance. This took the form of pupil and parent surveys, staff meetings and feedback via school councils. Informal and formal lesson observations were also felt to be a useful way of gauging the impacts of provision, providing an insight into levels of participation and enjoyment, as well as impacts on behaviour.

- **Monitoring take-up**

Tracking participation levels for extra-curricular PE and inter-school competitions was felt to be a useful way of tracking the inclusivity of provision. Improvements in take-up over time were viewed as evidence of increased engagement.

- **Monitoring wider outcomes**

There was evidence of some schools tracking wider outcomes including levels of attendance and punctuality, as well as instances of poor behaviour, and looking at these over time in an attempt to explore the wider impacts of changes in PE and sports provision.

Case example of monitoring and evaluation

This large case study school was using a range of approaches to monitor and evaluate the use of the premium. At the individual pupil level, progress was recorded at the end of each PE unit. After the introduction of new lunch and break-time sporting activities the school was evaluating the impact on behaviour by monitoring the number of behaviour incidents in the playground and in lessons before and after the change.

Levels of participation in extra-curricular activities was measured by keeping data on the number of pupils taking part and records were also kept of the number of competitions entered with the expectation that collecting data over a period of time would enable the school to track change and improvement longitudinally. Next year, the school is hoping to evaluate the impacts of staff CPD through lesson observations and use i-pads and video evidence to help pupils assess their own progress and skill development.

5.6 Sustainability of impacts

As mentioned in Chapter 2, schools were committed to using the premium to achieve sustainable impacts.

Case study schools provided evidence of how sustainability was built into how the premium was spent. Examples included:

- Providing CPD to existing staff to increase staff confidence and improve the quality of PE teaching in the long-term.
- Considering the availability of external sports clubs in the local area when selecting the sports to offer as part of the curriculum and the coaches contracted to teach these activities in school. If pupils showed an aptitude or interest in a particular sport, the school was then able to encourage them to attend the local club and develop their skills and interests further, sustaining the impacts of the funds beyond the school gates:

'There is so much that they can do out there.. like with the badminton. We did it and one of the little boys went to a local club.... and that to me is a real success because he's from an underprivileged family, had this free coaching here... and then loved it so much that he actually is now playing, you know on a Friday night in a club..'

(PE co-ordinator)

There was some evidence from pupil discussion groups that this had occurred, with examples of pupils taking up sports first tried in school.

- Monitoring impacts of changes in provision to provide an evidence base for any future funding decisions, to equip schools to make informed decisions if required to fund provision out of existing school budgets in the future.

However, case study schools also raised the following risks to sustainability:

- If provision at the local secondary school was felt to be limited, this was viewed as a risk to the sustainability of impact because positive improvements in the quality and range of provision in primary schools would be lost when pupils transitioned at the end of Year 6:

'I would like to say our next step would be to get them to continue what we're doing at the High School, which is a huge disappointment, because they go up there and there's nothing.. it's hugely disappointing.'

(Headteacher)

- Smaller schools reflected that they were more vulnerable to sustainability issues because of staff-turnover and the loss of skilled teachers, in comparison to larger schools that might be better placed to sustain impacts longer-term because of a larger staff cohort:

'In a small school where we've got a much smaller number of staff.. if we want somebody to do music, drama, theatre, forest schools, really you're limited in the population that you can actually [draw] from. So we can do less.'

(School Governor)

- Doubts were raised over whether some elements of provision could be sustained if funding ended. Examples included the provision of transport to competitions and festivals, which schools reflected would be difficult to sustain without the funding:

'My worry is the festivals and the competitive aspect [would reduce] purely because of where we are, because if we have to then go back to asking for donations for the transport, there is a limit to what you can ask parents. But schools would not - unless funding increased.. we would not be able to afford to sustain the range across the whole school of the activities.'

(Headteacher)

There was a concern that the sustainability of enhanced local sports partnerships could be affected if funding came to an end; a number of staff remarked that the

previous withdrawal of funding for School Sports Partnerships in 2011 had resulted in reduced provision and a reduction in inter-school competitions, collaborations and events.

6. Future spending plans

This chapter reports on how schools planned to spend premium funds in the future.

Key findings

Fifty-six per cent of all schools reported that they had planned how to spend next year's funding (2015/16).

Of the schools that had made future spending plans, the focus for the premium funds was on up-skilling existing teachers (68%), buying new equipment (63%) and providing more extra-curricular activities (62%).

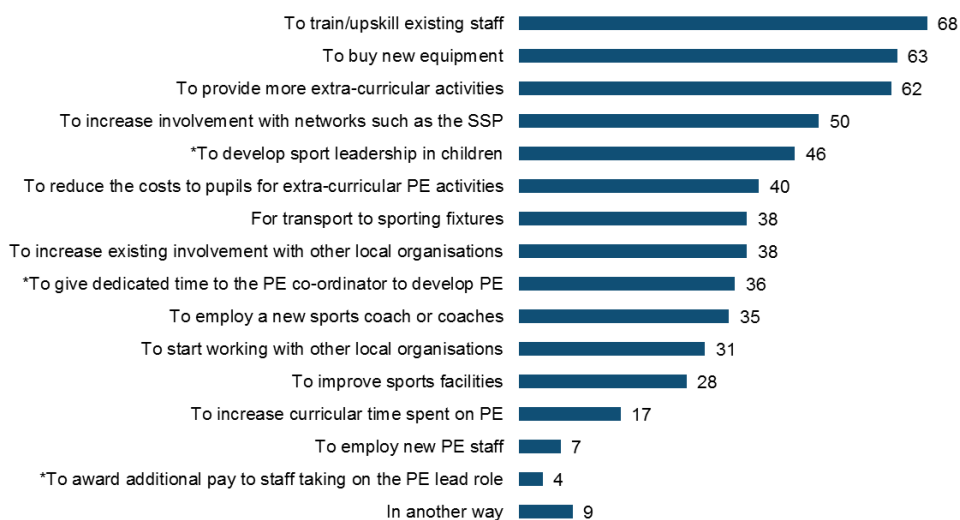
6.1 Spending plans for 2015/16

Just over half of schools (56%) had begun to plan how to use the premium in the 2015/16 academic year. A further eight per cent reported that they had already started spending next year's funding. At the time of the wave 2 survey (January to March 2015), a substantial minority (36%) of schools had not planned how to spend their PE and sport premium in the following year.

In schools that had made future spending plans, 68 per cent reported that they would be up-skilling existing teachers. Sixty-three per cent of schools planned to use the fund to buy new equipment (63%) and to provide more extra-curricular activities (62%) (Figure 6.1).

Figure 6.1 How schools planned to spend the 2015/16 PE and sport premium (%)

Base: 350



Source: Wave 2 survey (Main and Boost sample)

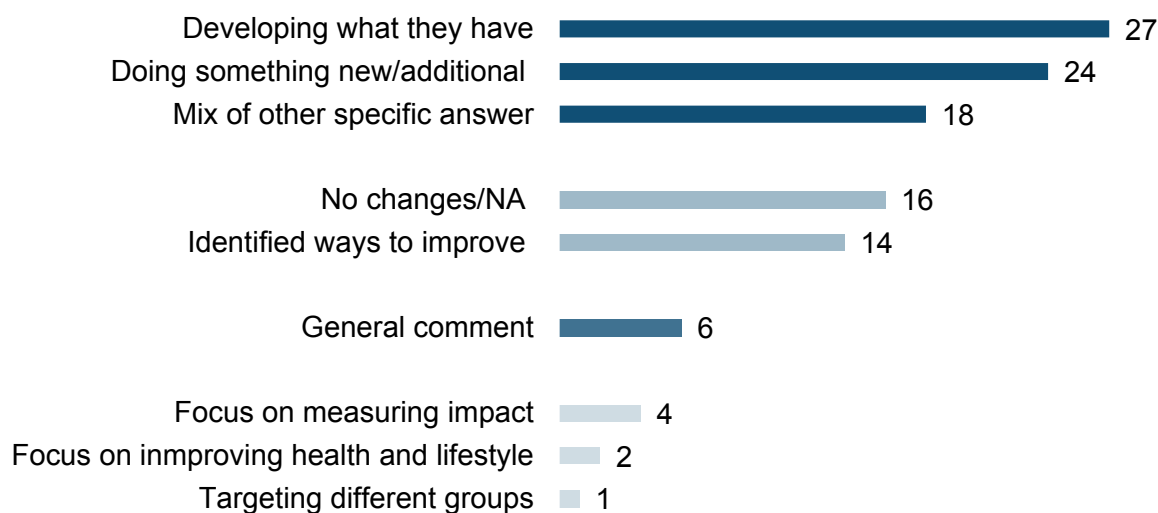
Base description: Schools who reported having plans on how to spend 2015/16 premium

Note: Categories with and * denote answer options which were only available at Wave 2.

Schools that had made spending plans in 2015/16 were asked in an open question whether they were planning to use the premium in a different way to previous years and if so, the reasons. The main responses were that schools planned to develop the provision they already had in place (27%) and to introduce something new (24%) (Figure 6.2).

Figure 6.2 What influenced premium spending plans in 2015/16 (%)

Base: 337



Source: Wave 2 survey (Main and Boost sample)

Base description: Schools who reported having plans on how to spend 2015/16 premium.

Note: Schools could mention more than one option so the total sums to more than 100 per cent.

Supporting the findings from the survey, the extent to which case study schools had made plans for next year's premium was varied. In some instances, schools planned to continue offering the same provision, as they were happy with what they had in place:

'Because it's working at the moment.. I don't see a reason to change it. It seems to have fitted very nicely together. I don't see a reason to upset that.'

(Headteacher)

Where schools had already begun to make plans for the future, these largely mirrored findings from the survey:

- Continuing CPD and increasing staff capacity
This remained a priority for schools and schools discussed continuing to up-skill current staff or plans to hire new staff. Examples included providing CPD in Dance, or providing training for lunchtime supervisors to facilitate lunchtime sports and activities.
- Expanding breadth of provision
Schools discussed their plans to trial new sports and explore new opportunities. For example, schools mentioned training teachers to become qualified practitioners in delivering the [Forest Schools Programme](#) as an area of interest.
- Improving facilities and equipment

Recognising the need to maintain and develop facilities, some schools planned to purchase more apparatus and equipment and to improve facilities. Examples included plans to paint new playground markings. This was often to facilitate plans to introduce new sports (lacrosse for example). Where schools had difficulties taking pupils to tournaments and competitions, it was hoped some of the funding could contribute towards transport.

In addition, case study schools highlighted plans to increase wider community engagement and increase the use of technology:

- **Increasing wider community engagement**
Moving forward, schools spoke about engaging more with parents/carers and the local community. Ideas to achieve this included setting up new family oriented afterschool clubs, and encouraging parents/carers to help with extra-curricular sports.
- **Increasing use of technology**
In one example, a school was planning to develop its use of tablet computers and video re-play to help pupils assess their own performance, and to enable teachers to give quality feedback to pupils, which was something encouraged by Ofsted.

7. Conclusions

Schools welcomed the introduction of PE and sport premium, reporting that the funds made available across 2013/14 and 2014/15 have increased the focus on curricular and extra-curricular provision and have provided new opportunities to increase the quality of PE and sport provision in primary schools. This is broadly in line with the Ofsted report of 2014 which focused on good practice to maximise effective use of the funding²⁰.

The premium has enabled schools to enhance both the quality and range of PE teaching, with investment in CPD and an increase in the use of external sports coaches and specialist PE teachers. Schools also reported an increase in the breadth of their provision and in levels of intra and inter-school competition, facilitated by investment in local sport partnerships and use of the premium to provide transport to festivals and competitions.

As a result of this investment, schools reported a range of positive impacts. Perceived impacts on teachers included increased confidence and skills to teach PE. For pupils, impacts related to increases in engagement and participation in PE and sports, as well as impacts on social and inter-personal skills, behaviour, and PE skills and fitness.

In addition to these perceived positive impacts, the findings of this study have highlighted some challenges for the future of PE and sport in primary schools. Feedback from case study and tracker schools raised the issue that primary school teachers have historically lacked the confidence and skills to teach high quality PE. To tackle this concern, four out of five schools (81%) reported using the premium to train existing staff, and this was viewed as a sustainable use of the premium that would have a long-term legacy. However, a question remains over how to maintain this investment in CPD for new teachers entering the profession, once premium funding ends.

Alongside investment in staff training, the survey found an increase in the use of external sports coaches to work alongside existing staff. This was viewed by case study schools as another way of increasing capacity and providing further support for class teachers. However in some instances, case study schools reported challenges in sourcing good quality provision in their local area. Findings from the surveys also reveal a mixed picture of how schools judge the quality of the provision they contract, with only fifty-seven per cent of schools reporting that they looked for qualifications when hiring sport coaches. These findings indicate that schools may need further support to robustly assess the quality of the provision available.

Investing in local partnerships and clusters was viewed as another way in which schools could ensure the quality of their provision. These were particularly valued as a cost

²⁰ Ofsted (2014) PE and sport premium for primary schools – good practise to maximise effective use of the funding October 2014 N140164 accessed July 2015

effective way of increasing capacity and expertise across a number of schools in a local area. The facility to use the premium to support these partnerships was valued, and sustaining these partnerships long-term was seen as a priority.

The survey also found that after two years of investment, only half of schools were measuring the impact of the premium, raising questions over how schools will use their funds effectively without an assessment of what they have done so far. There were some examples of good practice from case study schools who described a range of evaluation approaches including tracking individual pupil progress, measuring take-up, gaining feedback from parents/carers, pupils and staff, and tracking wider outcomes regarding attendance and behaviour. However, the survey findings suggest that this level of monitoring and evaluation is not consistent and schools may require further advice and guidance to support them to first assess impacts and then put in place strategies for continuing quality improvement.

Finally, to sustain and embed the progress made over the past two years; schools requested a continuation of the premium to enable them to put in place long-term strategies for the continued development of their PE and sport provision. The Government intention to continue the funding until 2020 (subject to Spending Review decisions) would therefore be welcomed.

A. Methodological appendix

Wave 2 survey sample design

The Wave 2 survey consisted of:

1. Schools that took part in the Wave 1 survey (main sample)
2. A refreshment sample selected to supplement the Wave 1 productive cases (boost sample).

Main sample

The aim was to have 500 schools complete questionnaires at both years of the survey. After achieving 586 interviews in the first year of the survey (a 30% response rate) it was necessary to select a refreshment sample (boost) for the second survey to help achieve this.

The assumption was made that 60% of schools from the first survey would respond in Wave 2, and that 30% of the refreshment/boost sample would respond to the second year. Based on these assumptions the requirement was to select a refreshment sample of 500 primary schools. As a contingency, a further 500 schools was selected as reserve sample. The process for selecting this sample is set out below and replicates the method used for the Wave 1 survey.

A stratified random sample was selected from the current primary schools in England listed in Edubase. The schools were sorted (stratified) by type of school, percentiles of the size of the school (i.e. number of pupils), and the percentage of pupils on Free School Meals.

Prior to selection, schools that had been selected for the pilot or for the Wave 1 survey were excluded from the sampling frame. This was to avoid duplicates in the sample and reduce burden on schools.

The schools were then selected from Edubase using the following sampling methods:

1. A sampling interval, I , was generated where $I = \text{total number of primary schools on Edubase} / \text{the number of schools we wished to select}$.
2. A random start, R , was generated – this is a random number between 1 and I .
3. The sample of schools was then selected by taking the R^{th} , $(R+I)^{\text{th}}$, $(R+2I)^{\text{th}}$, ... etc, schools, working down the list.
4. This was done separately for Academies and other schools, since the sampling fractions varied by school type (Academies were over-sampled).

Table A.1 shows the sample broken down by school type. Table A.2 shows the breakdown of additional schools needed. The number to be selected was the minimum number of each type of school that needed to be selected, using the process outlined above.

Table A.1 Breakdown of existing sample

Primary	Population (at time of selection)	Selected PE pilot	Selected Tracker sample	Selected Survey Y1	Responding schools at Y1
Academies	1465	15	39	385	129
Free schools	67	5	7	8	4
LA maintained schools	15189	25	148	1482	449
Special schools	450	5	0	50	21
Total	17171	50	194	1925	603

Table A.2 Additional sample required

Primary	Responding schools at Y1	Target responding schools Y2	Estimated Y2 responding from Y1	Additional schools required	Minimum schools to select
Academies	123	100	74	26	87
Free schools	4	2	2	0	
LA maintained schools	435	386	261	125	417
Special schools	24	12	14	0	
Total	586	500	352	148	495

Exclusions at the main stage

Some schools were excluded from the sampling frame prior to sample selection. This was to prevent schools that had been selected for earlier stages in the study (the pilot sample, tracker sample and Wave 1 sample) from being selected. This was to reduce the research burden on schools, and take into account that the tracker schools who were approached to complete only a section of the survey as an update on how provision is changing at their school.

Excluding schools from the sampling frame can introduce bias into the sample if the schools being removed are very different in some way. The problem is exacerbated if a large number of schools are being removed. Generally, this was not the case as the previously selected schools were a small proportion of the overall sample size and, whilst they were purposively selected and do possess certain characteristics, they were not very different from the remaining schools. In addition, the aim was to exclude as few schools as possible by applying the following criteria.

Exclusions were the 45 schools that were taking part in the tracker survey from the boost sample selection plus any schools that were approached for the tracker survey but gave an outright refusal (20 schools). Many such refusals were because the school had a policy of not participating in surveys. This made it very unlikely that the school, if reselected, would take part in the main stage of the study. Schools that were contacted for the trackers survey but whose outcomes were inconclusive (non-contacts, no appointment made) were included in the sample frame.

Only schools open in the year prior to the funding were eligible for selection.

Wave 2 survey weighting

A set of weights were generated for analysis of schools that responded to the survey at Wave 2. The weights corrected for unequal selection probabilities and reduced any biases in the sample due to non-response by making the profile of the sample match that of the population for a set of key variables. A longitudinal weight was generated to account for non-response at both Waves 1 and 2 for the schools responding at both waves. A cross-sectional weight was also computed to calibrate the full Wave 2 sample to the population totals.

Longitudinal weight

The longitudinal weight used information from the survey at Wave 1 in addition to data on school type, size, location and proportion of pupils on Free School Meals to correct for differential patterns of response between schools. This weight was applied when running longitudinal analysis of the data. The probability of school response was estimated using a logistic regression model, weighted by the Wave 1 weight. The dependent variable was whether the school responded or not to Wave 2.

Variables included in the model are shown in Table A.3. The odds ratio is a measure used to compare the odds of response for each category of an independent variable relative to a reference category. An odds ratio greater than 1 indicates greater odds of response in that category than in the reference category. The longitudinal weight was computed as the inverse of the response probabilities from the model. In order to avoid extreme weights the longitudinal weight was trimmed at 3.87. (This trimming affected three cases).

Table A.3 Response model

Variables	B	S.E.	Wald	df	Sig.	Odds Ratio
School Type			1.03	2.00	0.598	
LA maintained Schools + Free schools (reference)	0.00					1.00
Academies	-0.33	0.34	0.93	1.00	0.336	0.72
Special Schools	-0.19	0.55	0.12	1.00	0.732	0.83

Urban/Rural			1.89	1.00	0.169	
Urban (reference)	0.00					1
Rural	-0.45	0.33	1.89	1.00	0.169	0.64
School size			6.92	2.00	0.031	
Small 0-140 (reference)	0.00					1
Medium 150-299	-0.78	0.34	5.38	1.00	0.020	0.46
Large 300+	-0.32	0.31	1.08	1.00	0.298	0.73
Proportion of pupils eligible for FSM			3.77	4.00	0.437	
<=7.2% (reference)	0.00					1
7.3-14.3%	0.07	0.26	0.07	1.00	0.79	1.07
14.4-27.8%	0.01	0.27	0.00	1.00	0.98	1.01
27.9% +	0.08	0.28	0.08	1.00	0.78	1.08
No answer	0.84	0.45	3.59	1.00	0.06	2.33
Government Office Region			7.62	8.00	0.471	
H London (reference)	0.00					1
A North East	-0.49	0.47	1.09	1.00	0.297	0.61
B North West	-0.32	0.35	0.83	1.00	0.364	0.73
D Yorkshire and Humber	0.07	0.39	0.04	1.00	0.848	1.08
E East Midlands	0.21	0.41	0.26	1.00	0.609	1.23
F West midlands	-0.43	0.39	1.24	1.00	0.266	0.65
G East of England	0.11	0.39	0.08	1.00	0.773	1.12
J South East	0.15	0.37	0.16	1.00	0.686	1.16
K South West	0.24	0.40	0.36	1.00	0.547	1.27
Time spent taking PE per week			3.51	1.00	0.061	
120 minutes or more (reference)	0.00					1
Less than 120 minutes	-0.35	0.19	3.51	1.00	0.061	0.70
Whether quality of PE and sports teaching available to pupils increased or decreased over the last year			3.36	1.00	0.067	
Decreased (reference)	0.00					1
Increased	-0.61	0.33	3.36	1.00	0.067	0.54
Whether measuring impact/changes associated with the programme			5.30	1.00	0.021	
Plan to measure/ not measuring (reference)	0.00					1
Already measuring	0.44	0.19	5.30	1.00	0.021	1.55
Extent to which PE and sport premium had an impact on: A healthier lifestyle for pupils			7.71	1.00	0.005	
A lot (reference)	0.00					1
Not at all + little + NA	-0.47	0.24	3.91	1.00	0.048	0.62
Facilities school had access to in 2012/13 academic year: Sports hall			3.91	1.00	0.048	
Mentioned (reference)	0.00					1

Not mentioned	-0.47	0.24	3.91	1.00	0.048	0.62
Facilities school had access to in 2012/13 academic year Athletics facilities			2.69	1.00	0.101	
Mentioned (reference)	0.00					1
Not mentioned	0.35	0.21	2.69	1.00	0.101	1.42
Facilities school had access to in 2012/13 academic year: Gym			3.66	1.00	0.056	
Mentioned (reference)	0.00					1
Not mentioned	-0.77	0.40	3.66	1.00	0.056	0.46

The model used to calculate the longitudinal weight had two sets of predictors. The first set of predictors was comprised of the variables used for sampling and calibration at Wave 1: school type, school size, proportion of pupils eligible for Free School Meals and Government Office Region. The second set comprised some Wave 1 variables related to response at Wave 2: time spent taking PE per week, whether the program outcomes were measured at Wave 1, whether the program had an impact on pupils' life styles and whether the schools had access to different facilities like sport halls or gyms. The first set of variables was 'forced' into the model and the second set was then chosen using a step-wise procedure from a list of variables likely to be related to the survey outcomes and response at Wave 2. This method ensured that the model only included variables which were related to response at Wave 2 whilst also adjusting the sample to match the population for variables used for calibration at Wave 1.

Cross-sectional weight

The cross-sectional weight was generated using calibration weighting methods. This weight applies to the cross-sectional sample formed by the core sample and the sample boost added at Wave 2. The cross-sectional weight was used when analysing Wave 2 data.

Calibration weighting is a technique that creates weights which, when applied to survey data, give survey estimates that match the population estimates for certain key variables known as the 'calibration totals'. An iterative procedure is used to adjust an initial weight (in this case, a constant²¹) until the distribution of the (weighted) sample matches that of the population for the calibration totals. The adjustment keeps the values of the final weights as close as possible to those of the initial weights.

²¹ The Academies were over-sampled relative to LA maintained and Free schools, however we did not generate a separate selection weight as this variable was used in the calibration, hence any differences were corrected by the calibration.

The sample was weighted to school type, school size, proportion of the pupils eligible for Free School Meals, urban/rural indicators, region, time spent taking PE per week and three variables that indicate whether the school had access to sport hall, gym and athletics facilities in the 2012/13 academic year. The weights correct for differences in response rates across these groups. The population figures were taken from Edubase Summer 2014 and from the previous wave of this study.

Table A.4 shows the profile of the population, the unweighted samples and final weighted samples. It can be seen that the weighted profiles match that of the population.

Table A.4 Population and sample profiles

	Population	Core sample + wave 2 boost	
		Unweighted	Calibrated
	%	%	%
School type			
Academies	8	19.1	8.0
Free schools	0.2	0.2	.2
LA maintained schools	88.2	78.0	88.2
Special schools	3.6	2.6	3.6
Number of pupils			
<140	25.5	32.3	25.5
150-299	43.1	40.3	43.1
>300	31.4	27.4	31.4
Urban/Rural			
Rural	19.7	24.2	19.7
Urban	80.3	75.8	80.3
Percent eligible for FSM			
<=7.2%	23.8	25.5	23.8
7.3-14.3%	23.3	24.6	23.3
14.4-27.8%	23.5	22.0	23.5
27.9% +	23.5	18.0	23.5
Missing	5.9	9.9	5.9
Government Office Region			
A North East	5.3	5.4	5.3
B North West	14.8	9.8	14.8
D Yorkshire and Humber	10.5	11.3	10.5
E East Midlands	9.6	11.1	9.6
F West midlands	10.5	7.3	10.5
G East of England	12	15.0	12
H London	10.8	7.9	10.8
J South East	15.4	16.7	15.4

K South West	11	15.6	11
Time taking PE per week*			
Less than 120 minutes	32.5	31.0	32.5
120 or more minutes + No answer	67.5	69.0	67.5
Whether the school had access to a sport hall in 2012/2013 academic year*			
No	82.0	82.0	82.0
Yes	18.0	18.0	18.0
Whether the school had access to a gym in 2012/2013 academic year*			
No	93.8	92.5	93.8
Yes	6.2	7.5	6.2
Whether the school had access to athletics facilities in 2012/2013 academic year*			
No	76.5	79.5	76.5
Yes	23.5	20.5	23.5
Base	16869	533	533

* These are survey estimates taken from Wave 1 of the study.

LA maintained schools and Free schools were grouped together during sampling and weighting. Free schools had the same sampling fractions as LA maintained schools; therefore they had the same selection probabilities and were grouped together for the calibration due to low numbers. This did not impact on any subsequent groupings used during analysis.

Confidence intervals

Confidence intervals are a measure of precision – they are intervals placed around survey estimates which give an indication of where the true population is likely to fall. A 95 per cent confidence interval is calculated in such a way that 95 times out of 100 it captures the true population value. Therefore, they provide an idea of how large the true population value might be (i.e. the upper limit) and how small it might be (i.e. the lower limit). The table below shows the confidence intervals expected for a number of sample sizes for a simple random sample which does not take into account design effects. For example, an estimate of 30% where the base is all schools surveyed (n=586), has a confidence interval of + or - 3.7%, hence the true value is within the range of 26.3 to 33.7%.

Table A.5 Confidence intervals expected for a number of sample sizes for a simple random sample

	Survey estimate		
Sample size	10% or 90%	30% or 70%	50%

200	4.2%	6.4%	6.9%
300	3.4%	5.2%	5.7%
400	2.9%	4.5%	4.9%
586	2.4%	3.7%	4.0%
600	2.4%	3.7%	4.0%

Tracker and case study sampling

Table A.6 provides a breakdown of the achieved tracker school sample.

Table A.6 Achieved tracker school sample (excluding schools selected as case studies)

	Tracker sample (from last year)	Additional sample
Local Authority		
Brighton and Hove	2	
Camden	1	
Cornwall		1
Cumbria		1
Devon	1	
Dudley	1	
Durham	2	
Hertfordshire		1
Lancashire		2
Leicestershire		1
London		1
Northumberland	2	
Nottinghamshire		1
Shropshire	4	1
Somerset		1
Stockton-On-Tees	3	
Surrey		1
Yorkshire		1
TOTAL	16	12
Urban/rural		
Urban	10	9
Rural	6	3
TOTAL	16	12
Free School Meals		
10% or less	5	4
11-20%	4	5
21% or more	5	2
Unknown	2	1
TOTAL	16	12
Size of school		
Small (up to 149 pupils)	6	3
Medium (150-299)	4	6
Large (300+)	5	2
Unknown	1	1
TOTAL	16	12
Type of school		
LA maintained/controlled	11	10

Academy	2	1
Free school	3	
Special School		1
TOTAL	16	12
Ofsted rating		
Outstanding	2	
Good	6	
Missing	7	
Satisfactory	1	
Poor	0	
TOTAL	16	12

Case study schools achieved sample

Twelve schools were selected from the tracker cohort as case studies. Case study schools were purposively sampled to achieve diversity across key criteria. Table A.7 provides a breakdown of the achieved case study sample.

In acknowledgement of the administration burden and staff time involved in taking part, each case study school received £300.

Table A.7 Achieved case study sample

Sampling criteria		Achieved case studies
School type	LA maintained	7
	Academy	4
	Free school	1
Free School Meals eligibility (%)	Less than 10%	3
	11% to 20%	4
	More than 20%	5
Size	Small (up to 149 pupils)	4
	Medium (150-299)	4
	Large (300+)	4
Urban/rural	Urban	7
	Rural	5

Total		12

B. Additional Tables

Chapter 2 Making Decisions About Spending the Premium

Table B.1 When schools spent their premium (2013/14)

	%
Before 2013/14 academic year	14
Autumn 2013	74
Spring 2014	12
<i>Unweighted base</i>	<i>577</i>

Source: Wave 1 survey (Main)

Table B.2 Who was involved in spending decisions, by school type (%)

	LA maintained	Academies and Free schools	Special schools
The headteacher	96	95	[90]
Teachers	70	67	[79]
Senior management/ leadership team	68	83	[84]
Governors	52	51	[53]
School Sports Partnership	39	40	[28]
Pupils/school council	31	37	[13]
Head/ teachers in other primary schools	19	21	[4]
External professional organisation	12	15	[11]
Local Authority	5	4	[7]
Head/ teachers in other secondary schools	9	12	0
Parents/Carers	8	18	[9]

PE co-ordinator	4	1	0
County Sports Partnership	3	4	[3]
Other	1	1	0
None	0	1	[3]
<i>Unweighted bases</i>	<i>612</i>	<i>161</i>	<i>[24]</i>

Source: Wave 1 and Wave 2 survey (Boost sample)

Table B.3 Who was involved in spending decisions, by school size (%)

	Small	Medium	Large
The headteacher	98	94	96
Teachers	76	70	66
Governors	62	49	47
Senior management/ leadership team	58	74	72
School Sports Partnership	39	42	35
Pupils/school council	38	27	31
Head/ teachers in other primary schools	27	21	8
External professional organisation	15	10	12
Head/ teachers in other secondary schools	11	9	6
Parents/Carers	11	8	9
Local Authority	8	3	5
County Sports Partnership	5	2	2

PE co-ordinator	1	3	4
Other	1	1	2
None	1	0	+
<i>Unweighted bases</i>	<i>244</i>	<i>316</i>	<i>237</i>

Source: Wave 1 and Wave 2 survey (Boost sample)

Table B.4 Who was involved in spending decisions, by urban/rural (%)

	Rural	Urban
The headteacher	99	95
Teachers	74	69
Governors	64	49
Senior management/ leadership team	58	72
School Sports Partnership	40	39
Pupils/school council	39	29
Head/ teachers in other primary schools	31	16
External professional organisation	13	12
Head/ teachers in other secondary schools	11	8
Parents/Carers	11	8
Local Authority	8	4
County Sports Partnership	3	3
PE co-ordinator	0	+
Other	1	1
None	0	+

<i>Unweighted bases</i>	189	608
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Source: Wave 1 and Wave 2 survey (Boost sample)

Table B.5 Whether schools were aware of guidance posters (%)

	%
Yes	52
No	48
<i>Unweighted bases</i>	533

Source: Wave 2 survey (Main and Boost sample)

Table B.6 Whether schools used the guidance posters (%)

	%
Yes	64
No	36
<i>Unweighted bases</i>	281

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools that were aware of guidance posters

Table B.7 Whether schools that used the guidance posters found them helpful (%)

	%
Very helpful	23
Quite helpful	72
Not very helpful	4
<i>Unweighted bases</i>	176

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools that used guidance posters

Table B.8 Whether school were aware of the SCUK guidance posters

	%
Yes	16
No	84
<i>Unweighted bases</i>	<i>532</i>

Source: Wave 2 survey (Main and Boost sample)

Table B.9 How helpful schools found the advice and guidance they accessed

	%
Very helpful	39
Quite helpful	58
Not very helpful	3
Not at all helpful	1
<i>Unweighted bases</i>	<i>522</i>

Source: Wave 2 survey (Main and Boost sample)

Chapter 3 PE and Sport Provision Using the Premium

Table B.10 How schools used the PE and sport premium, by school size (%)

	Small	Medium	Large
To buy new equipment	83	83	80
To train/upskill existing staff	82	85	82
To employ a new sports coach or coaches	70	62	73
To provide more extra-curricular activities	66	70	73
To increase involvement with networks such as the School Sports Partnership	62	61	58
For transport to sporting fixtures	57	46	44
To start working with other local organisations, clubs or schools	45	37	35
To increase existing involvement with other local organisations, clubs or schools	44	39	31
To reduce the costs to pupils for extra-curricular PE and sports activities	41	47	37
To improve sports facilities	30	27	25
To increase curricular time spent on PE	35	24	22
To develop sport leadership in children	27	30	33
To give dedicated time to the PE co-ordinator to develop PE and sport	24	30	31
To employ new PE staff	14	12	20
To award additional pay to staff taking on the PE and Sport lead role	2	3	8
To improve/develop the PE curriculum	2	+	1
In any other way	1	4	1

To provide new/different sports	1	1	1
To pay for sporting trips/fixtures	1	+	0
Unweighted bases	242	311	234

Source: Wave 1 and Wave 2 survey (Boost sample)

Table B.11 How schools used the PE and sport premium, by urban/rural (%)

	Rural	Urban
To train/upskill existing staff	86	83
To buy new equipment	80	82
To employ a new sports coach or coaches	72	66
To provide more extra-curricular activities	70	71
For transport to sporting fixtures	64	44
To increase involvement with networks such as the School Sports Partnership	63	59
To reduce the costs to pupils for extra-curricular PE and sports activities	48	41
To increase existing involvement with other local organisations, clubs or schools	48	35
To start working with other local organisations, clubs or schools	45	37
To improve sports facilities	33	26
To develop sport leadership in children	32	30
To increase curricular time spent on PE	26	26
To give dedicated time to the PE co-ordinator to develop PE and sport	25	30

To employ new PE staff	15	15
In any other way	3	2
To improve/develop the PE curriculum	2	1
To provide new/different sports	1	1
To award additional pay to staff taking on the PE and Sport lead role	1	5
To pay for sporting trips/fixtures	-	0
<i>Unweighted bases</i>	<i>188</i>	<i>599</i>

Source: Wave 1 and Wave 2 survey (Boost sample)

Table B.12 Who taught curricular PE in 2012/13

	%
Class teacher	92
Specialist PE teacher or PE lead	27
Schools Sports Partnership Co-ordinator	10
Teaching Assistant or equivalent	14
External sports coach	40
Sports specialist trainee or apprentice	4
Other	1
Swimming Teacher/Coaches	1
Unweighted bases	<i>797</i>

Source: Wave 1 and Wave 2 survey (Boost sample)

Table B.13 Whether schools had a specialist PE teacher in 2013/14 and 2014/15 (%)

	2013/14	2014/15
Yes	38	46
No	62	54
<i>Unweighted Bases</i>	322	322

Source: Year 1 and Year 2 respondents who completed both surveys (Main Sample)

Table B.14 Whether schools had a PE co-ordinator or Specialist PE teacher in the 2014/15 (%)

	Yes	No	<i>Unweighted base</i>
PE co-ordinator	97	3	533
Specialist PE teacher	45	55	533

Source: Wave 2 survey (Main and Boost sample)

Table B.15 Whether schools had a PE co-ordinator in 2013/14 and 2014/15 (%)

	2013/14	2014/15
Yes	97	96
No	3	4
<i>Unweighted bases</i>	322	322

Source: Wave 1 and Wave 2 surveys (Main sample)

Table B.16 Whether schools had a PE co-ordinator, by school type (%)

	LA maintained schools	Academies and Free schools
Have a PE co-ordinator	98	95
No PE co-ordinator	2	5
<i>Unweighted bases</i>	416	103

Source: Wave 2 survey (Main and Boost sample)

Note: Due to low base special schools are not indicated

Table B.17 Whether schools have a PE co-ordinator, by size of school (%)

	Small	Medium	Large
Have a PE co-ordinator	91	98	99
No PE co-ordinator	9	2	1
<i>Unweighted bases</i>	172	215	146

Source: Wave 2 survey (Main and Boost sample)

Table B.18 Whether schools made changes to who delivered their curricular PE after the introduction of the PE and sport premium (%)

	%
Yes	73
No	27
<i>Unweighted bases</i>	797

Source: Wave 1 and Wave 2 (Boost sample)

Table B.19 Who taught extra-curricular sports in 2012/13

	%
Class teacher	69
Specialist PE teacher or PE lead	28
Schools Sports Partnership Co-ordinator	8
Teaching Assistant or equivalent	19
External sports coach	63
Sports specialist trainee or apprentice	5
Other	2
We did not provide any extra-curricular activities	3
Parents/carers	2
Unweighted base	796

Source: Wave 1 and Wave 2 (Boost sample)

Table B.20 Whether schools made changes to who delivered their extra-curricular sport after the introduction of the PE and sport premium

	%
Yes	66
No	33
We do not currently provide any extra-curricular activities	1
<i>Unweighted bases</i>	<i>797</i>

Source: Wave 1 and Wave 2 (Boost sample)

Table B.21 Sports offered in curricular and extra-curricular time, 2012/13 and 2013/14 (%)

Sport	Curricular		Extra-curricular	
	2012/13	2013/14	2012/13	2013/14
Archery	1	2	1	3
Athletics (includes cross-country & sports hall)	57	61	30	45
Badminton	4	9	3	6
Ball games (general)	15	16	6	11
Baseball	+	+	0	0
Basketball	18	28	10	18
Boccia	1	3	1	2
Bowling (Crown Green & 10 pin)	0	+	+	1
Bowls	-	+	0	0
Boxing (inc kick boxing & boxercise)	+	1	1	3
Canoeing\kayaking	1	1	1	1
Cheerleading	+	2	2	7
Circus skills	+	+	0	+
Cricket	43	47	32	40
Circuit training	1	1	1	1
Curling (inc new-age curling)	+	1	0	1
Cycling (inc balance\mountain bikes)	1	3	1	4
Dance (all forms)	65	74	37	50
Equestrian	1	1	0	0
Fencing	2	2	3	8
Fitness	3	5	3	6
Football	60	63	80	82
(Ultimate) Frisbee	+	1	+	1

Goalball	+	+	0	0
Golf	5	8	4	8
Gymnastics	68	73	23	34
Handball	2	5	2	3
Health and fitness clubs (change for life, wake and shake etc)	4	4	11	20
Hockey (inc field hockey, unihoc)	28	35	12	19
Invasion games	8	7	+	1
Martial arts	1	3	9	15
Lacrosse	1	2	1	1
Mountaineering (& moorland walking)	1	2	1	2
Multi-skill\multi-games\clubs	18	25	27	41
Netball	42	46	43	48
Orienteering	3	7	1	2
Outdoor and adventurous activity (inc Forest School)	11	16	1	2
Rounders	34	35	15	20
Rowing	+	+	0	0
Rugby (includes tag rugby, union, league)	37	46	28	35
Sailing	1	2	+	2
Skipping	1	2	1	1
Softball	1	1	+	1
Sport\cup\speed stacking	1	1	1	2
Squash	+	2	0	1
Strike & field games	6	6	+	1
Swimming (inc diving\water sports)	52	54	3	6
Table tennis	1	2	3	6
Team (building) games\skills	5	5	+	2
Tennis (inc racquet & ball games)	28	39	15	24
Trampolining	1	1	1	1
Triathlon	0	+	0	0
Volleyball	4	7	1	1
Yoga (and related activities such as Pilates, tai chi)	1	2	1	3
Zumba	+	1	1	4
Other specific	+	1	1	1

Source: Wave 1 and Wave 2 survey (Boost sample).

Table B.22 The mean and median time (minutes) spent on PE lessons before the fund, and in the two years since

	2012/13	2013/14	2014/15
Mean	109.3	123.6	117.6
Median	120	120	120
<i>Unweighted bases</i>	317	315	321

Source: Wave 1 and Wave 2 respondents who completed both surveys (Main Sample)

Table B.23 Whether there has been a change in the number of sports activities available in curricular PE since the introduction of the premium

	%
Increased	74
Decreased	1
Stayed the same	25
<i>Unweighted bases</i>	532

Source: Wave 2 survey (Main and Boost sample)

Table B.24 Which sports schools introduced since 2012/13 (%)

	Curricular	Extra-curricular
Angling	+	+
Archery	9	9
Athletics (includes cross-country)	21	17
Badminton	11	7
Ball games (general)	1	1
Baseball	2	1
Basketball	19	15

Boccia	9	4
Bowls	1	+
Boxing	2	1
Canoeing	2	1
Cheerleading	6	6
Circus skills	3	1
Cricket	18	15
Curling (inc. new-age curling)	2	1
Cycling	10	5
Dance	23	29
Dodgeball	3	4
Equestrian	+	+
Fencing	7	8
Fitness	12	10
Football	11	17
Frisbee (Ultimate)	1	1
Goalball	3	1
Golf	14	9
Gymnastics	16	20
Handball	12	6

Health club (i.e. Change4Life)	+	2
Hockey	17	14
Invasion games	+	*
Judo	4	3
Kabaddi	1	*
Karate	3	3
Lacrosse	4	1
Martial arts (except judo and karate)	4	6
Mountaineering	+	*
Multi-skill clubs	25	25
Netball	15	14
Orienteering	13	3
Outdoor and adventurous activity	13	5
Rounders	7	6
Rowing	+	+
Rugby league (includes tag rugby)	11	10
Rugby union (includes tag rugby)	11	9
Sailing	1	1
Skateboarding	1	1
Skipping	+	1

Softball	2	1
Sport/cup/speed stacking	+	+
Squash	1	+
Swimming	10	4
Table tennis	10	9
Team (building) games/skills	*	+
Tennis	14	12
Trampolining	2	1
Triathlon	1	1
Volleyball	7	2
Yoga (and related activities such as pilates)	7	6
Zumba	1	1
Other	6	3
No answer/refused	1	3
No, we have not introduced any new extra-curricular activities	15	17
<i>Unweighted bases</i>	<i>529</i>	<i>533</i>

Source: Wave 2 survey (Main and Boost sample)

*These answer options were not available at this year

Chapter 4 Targeting

Table B.25 Whether schools targeted boys and/or girls (%)

	%
Yes	32
No	68
<i>Unweighted bases</i>	<i>531</i>

Source: Wave 2 survey (Main and Boost sample)

Table B.26 Whether schools targeted KS1 and/or KS2 (%)

	%
Yes	55
No	45
<i>Unweighted bases</i>	<i>531</i>

Source: Wave 2 survey (Main and Boost sample)

Table B.27 What impact the schools targeting had on pupils (%)

	%
Not at all	1
A little	50
A lot	50
<i>Unweighted base</i>	<i>464</i>

Source: Wave 2 survey (Main and Boost sample)

Chapter 5 Perceived impacts and sustainability

Table B.28 Number of reasons schools attributed to the increase in inter-school competitions (%)

Number of answers mentioned	%
None	1
1 to 2	44
3 to 4	40
5 to 6	15
<i>Unweighted base</i>	<i>370</i>

Source: Wave 2 survey (Main and Boost sample)

Base description: Schools that reported an increase in inter competitions.

Table B.29 Number of reasons schools attributed to the increase in intra-school competitions (%)

	%
None	4
1 to 2	46
3 to 4	31
5 to 6	19
<i>Unweighted base</i>	<i>247</i>

Source: Wave 2 survey (Main and Boost sample).

Base description: Schools that reported an increase in intra competitions.

Table B.30 Whether there was a change in pupil's physical fitness, by school size (%)

	Small	Medium	Large
Not at all	2	2	0
A little	58	71	73
A lot	40	27	26
<i>Unweighted bases</i>	<i>171</i>	<i>215</i>	<i>146</i>

Source: Wave 2 survey (Main and Boost sample).

Table B.31 Whether the quality of PE teaching has increased or decreased since 2012/13 (%)

	%
Increased	87
Decreased	0
Stayed the same	13
<i>Unweighted bases</i>	<i>531</i>

Source: Wave 2 survey (Main and Boost sample).

Table B.32 Whether schools are measuring the impacts of the PE and sport premium (%)

	%
Yes- already measuring	45
Yes- planning on measuring	47
No	8
<i>Unweighted bases</i>	<i>529</i>

Source: Wave 2 survey (Main and Boost sample).



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Any enquiries regarding this publication should be sent to us at:

Rachel.Barker@education.gsi.gov.uk or www.education.gov.uk/contactus

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