

Manchester City Council Report for Resolution

Report to: Ofsted Subgroup – 27 September 2016

Subject: A report on Manchester Primary Premium Spend and Emerging Strategic Plan

Report of: Director of Education and Skills

Summary

This report provides information relating to the provision of Physical Education, School Sport and Physical Activity (PESSPA) in Manchester Primary schools. The report provides a full analysis of primary premium funding in Manchester and how schools are prioritising funding to see an improvement against the following 5 key indicators.

PE and School Sport is widely seen by schools as a key vehicle to support whole school improvement in Primary schools. However, despite investment through schemes such as the Primary Premium, there is still a high level of inactive young people, with data evidencing that extended school sport provision is reaching the same young people. In addition there are still inequalities in participation between boys and girls, with 50% of girls participating in school sport compared to 60% of boys at key stage 2.

School Sport surveys outlined that 100% of Manchester schools believe that PE, physical activity and sport makes a positive contribution to health and wellbeing in their school. The vast majority (95%) also consider the important contribution to confidence. More than three quarters of schools also indicate the contribution they believe PE, physical activity and sport can make to achievement (80%), behaviour and truancy (78%), life skills (78%) and leadership (75%).

The average spend has been focused on investment into local/commercial packages to support the delivery of PE curriculum and extended provision, CPD of Teachers and Staff, and School Competition. There is a wide range of providers that support this offer including Manchester City Council, Education Providers, and private sports coaching companies, professional football clubs, Sport foundations/Trusts, and community clubs.

Recommendations

To note and comment as appropriate on the contents of the report.

Wards Affected: All

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Background documents (available for public inspection):

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- PESSP Leads Area Picture – Manchester 2015 – 2016
- Web Review Manchester April 2016
- YST Power of Survey

1.0 Introduction

- 1.1 This report updates the Ofsted Sub Group scrutiny committee on the provision of Primary Premium Spend and impact on young people's physical, social and mental wellbeing. The report also recognises the role of the network of organisations, including Schools, The council, The Youth Sport Trust, Sport England, GreaterSport, Manchester Professional Learning Body, School Games Organisers, Eastland's Trust, GLL, a host of sports clubs, and public, private and third sector organisations that provide activity to young people. The report demonstrates the wealth of activity and support that is provided to schools to encourage a healthy culture and active young people.
- 1.2 The report includes the information gathered through school websites, surveys and local intelligence, and provides guidance on how schools monitor and evaluate the impact of primary premium funding.
- 1.3 Youth Sport Trust and The Association for Physical Education have provided a national guidance template for schools named 'Evidencing the Impact of PE and Primary Premium Funding'. The document sets out the vision and key objectives, and outlines that the focus of spending must lead to long lasting impact against the vision.
- 1.4 The Vision:
'All Pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport'.
- 1.5 It is expected that schools will see an improvement against the following 5 key indicators:
- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
 - the profile of PE and sport being raised across the school as a tool for whole school improvement
 - increased confidence, knowledge and skills of all staff in teaching PE and sport
 - broader experience of a range of sports and activities offered to all pupils
 - increased participation in competitive sport
- 1.6 Under the new Inspection Framework, Ofsted inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this. Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

- 1.7 All primary schools should ensure that information about the use of the premium is available on the school website, in order to keep parents and others informed. This should be clear and easily accessible and it is recommend that schools upload the Evidencing Impact Template to demonstrate how spend is profiled and measured to achieve the school's priorities.

2.0 Background

- 2.1 Primary Sport premium is designed to help schools improve and extend PE and Sport activities for their pupils. Nationally £450m is being invested by Government over the three academic years between 2013 and 2016. For Manchester schools this represents around £9,000 per school and totals around £1m per year investment for primary schools in Manchester.
- 2.2 County Sport Partnerships are responsible for measuring the impact of Primary Premium funding at a County Level, this includes investment into local monitoring and evaluation of school spend to evidence how investment will be used to improve standards, working to achieve sustainable high quality delivery of PE and School Sport.
- 2.3 In the last 12 months, the Council has worked with schools, local and national partners to establish a governance structure for PESSPA in Manchester. A Strategic Board has been set-up with representation from Education, Youth Sport Trust (YST), Sport England, Schools and thematic leads across all PESSPA strands.
- 2.4 The council has commissioned YST to develop a Strategic Plan for the city to help understand the current and future landscape of PE and School Sport at Primary, Secondary and Special School level. The board has a role to influence local and national policy and to maintain investment devolved into Manchester, to improve outcomes for young people through Sport and Active Lifestyles. YST are now undertaking full consultation with Schools, Education, Health and Sport & Physical Activity Providers to inform the key strategic priorities and actions to achieve more active and successful young people across our city.
- 2.5 Consultation to date includes the YST's National Power of PE, School Survey, which was open up Manchester Schools from March – May 2016. The survey will help to identify the needs of schools and provide a comparison of PE and School Sport at a local and citywide level. In October 2016, the survey will go out nationally and schools will be able to compare provision and performance at county, regional and national level. Findings have helped to back up primary premium data and provide wider insight into PE and School Sport, and how Manchester schools are prioritising investment to achieve outcomes.

3.0 Evaluation of Primary Premium Impact

- 3.1 A full audit of Manchester Primary Premium Spend was completed in May 2016. This year has seen a significant increase in data returns, comprising of

- 100 completed surveys and independent checks of all primary school websites, to monitor spend against the new inspection framework.
- 3.2 The YST surveys achieved 40 returns, which included a good spread of Primary, Secondary and Special schools with a focus on the provision of PE curriculum, Extra Curricular, Volunteering, Club Links, CPD, Competition, and Health and Physical Activity Clubs.
- 3.3 The combined survey results demonstrates that the majority of schools are investing into a wide spread of PESSPA provision to meet the needs of their pupils. How schools have prioritised investment to achieve the national key indicators is summarised below.
- 3.4 Key Indicator One - the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
- 3.4.1 Survey results evidences that 89% of Manchester Schools are investing into external coaching and services, to support the engagement of all pupils in regular physical activity to kick-start healthy active lifestyles.
- 3.4.2 The use of local intelligence combined with data returns indicates that 80% of external providers are being deployed to support teachers in curriculum time and 95% are being deployed during extra-curricular time to deliver targeted provision, with 60% of schools focusing on improving health and wellbeing.
- 3.4.3 There is 55% of schools' that have focused on a year 6-7 transition programmes to monitor and support pathways in sport from primary to secondary school.
- 3.4.4 All Manchester schools believe they offer a programme of sports and physical activity that is accessible to all. Many opportunities are provided across all Key stages and most schools consider their offer fair and inclusive. However, the uptake of these opportunities varies considerably with an average of 50% of students participating in extended sport and physical activity programmes in primary schools.
- 3.4.5 Although there is a wide offer of PE and school Sport in Primary Schools, the uptake of extra curricular activities seems to be by the same young people, with evidence that fewer young people participate as they go through each key stage.
- 3.4.6 There is an overall trend across all the levels for more male than female students to attend physical activity opportunities. The biggest difference is evident at key stage 2 with 60% of male students reported to participate, compared with 50% of female students.
- 3.5 Key Performance Indicator Two - the profile of PE and sport being raised across the school as a tool for whole school improvement

- 3.5.1 In the main, Manchester primary schools are actively profiling PE and School Sport, with 87% of schools publishing their PE and School Sport Plan on their school website. All schools listed PE and sport, as a tool for whole school improvement.
- 3.5.2 There is however only isolated cases of parental engagement to support delivery of PE and School Sport, and education to achieve whole family behaviour change to physical activity and healthier lifestyles.
- 3.5.3 That said, 100% of schools believe that PE, physical activity and sport makes a positive contribution to health and wellbeing in their school. The vast majority (95%) also consider the important contribution to confidence. More than three quarters of schools also indicate the contribution they believe PE, physical activity and sport can make to achievement (80%), behaviour and truancy (78%), life skills (78%) and leadership (75%).
- 3.6 Key Performance Indicator Three - increased confidence, knowledge and skills of all staff in teaching PE and sport
- 3.6.1 In the main, Manchester schools have reported an increased level of skills, knowledge and understanding in those staff who receive the support and training. Over 400 teachers received a professional learning opportunity last academic year and spend profile evidences that 89% of schools are investing in CPD of teachers to support sustainable high quality PE and School Sport.
- 3.6.2 There is strong evidence that the use of a single specialist teacher has enabled assessment of progress to be standardised across the school. This includes examples of schools releasing their subject leader to upskill staff and quality assure the teaching within the curriculum, supporting to improve standards and achieve sustainable high quality PE.
- 3.6.3 Manchester Professional Learning Body is the main provider of PE subject leader training for Manchester Schools. There is a full programme of professional learning opportunities for newly qualified teachers and established staff available throughout the year.
- 3.6.4 Manchester School Games Organisers and the City Council Sport Development Department work with National Governing Body partners to provide free sport-specific leadership and teacher training courses to upskill teachers, staff and volunteers to extend school sport provision and prepare young people to lead and participate in School Competition.
- 3.6.5 Manchester 2015/16 professional learning programme has included: Subject Leader qualified teacher training in Gymnastics, Games, Dance, Athletics, Outdoor Adventurous Activities and Fundamental Movement Skills; Early Years Physical Development; "New-To" Subject Leader training; High Quality Teaching and Learning; Curriculum Gymnastics; Dance; School Games Mark Application; Outdoor Learning; Planning and Assessment; Play and Engage (aimed at parents); Association for Physical Education Quality Mark; Active Maths; YST TOP Sport training; Sport Specific National Governing Body

- (NGB) Teacher Training and Leadership Training includes: Football, Lacrosse, Softball / Baseball, and Dodge ball.
- 3.6.6 Anecdotal evidence and course evaluation forms show that all Manchester Professional Learning courses and NGB courses are high quality, and are having a significant impact on teaching and learning, raising the profile of PE and promoting healthy active lifestyles.
- 3.7 Key Performance Indicator Four - broader experience of a range of sports and activities offered to all pupils.
- 3.7.1 Schools are utilising coaches to provide a broader PESSPA offer. Our schools have increased their extended provision, which includes pre-school and after-school fitness sessions and a range of sports/activities. The provision of organised activities at lunchtimes has also increased, providing more opportunities for all children to become physical active and enjoy sport.
- 3.7.2 Lunchtime activities are regularly supported by Young Leaders, raising the profile of PE & Sport in schools and aspirations and development of young people.
- 3.7.3 In the main, Manchester schools are not using premium funding to provide PPA cover and are deploying coaches alongside teacher's to support the delivery of PE curriculum and extra curricular activities.
- 3.7.4 The transition to community sport remains low and not measured. There is on average 4 club links per school to support sporting pathways.
- 3.7.5 There are 70 Schools hosting 'change for life clubs', targeted health activities for pupils in most need. The offer is varied dependant on the needs of target groups.
- 3.7.6 Findings indicate that student voice is an important aspect for most schools, however the use of student voice in planning activity is not clear, which suggests that further input from young people is required to develop fully inclusive Physical Activity and School Sport programmes that reach all young people.
- 3.8 Key Performance Indicator Five - increased participation in competitive sport
- 3.8.1 Manchester School competition calendar is managed and coordinated by 3 School Games Organisers (SGO) based in schools to lead area and citywide competition programmes. Manchester SGO's administer the competition programme through Manchester PE Association. Manchester Schools have access to Manchester School Games and National Governing Body Competitions from level 1 - 4, with pathways to county and national events.
- 3.8.2 70% of Manchester schools have invested into extended competition, which has led to an increase in participation. There have been circa 350 calendared competition opportunities in 2014/15, including those outside of the SGO

framework and delivered by National Governing Bodies and Manchester Sport Development team.

- 3.8.3 Manchester Schools have achieved success at County and National Competitions and Events, with individual and school national champions in Athletics, Cheerleading, Rugby League, Basketball and Football.
- 3.8.4 There is evidence that some schools recycle the same core group of children for competitions, which could suggest that schools prioritise winning over participation, and / or the current offer is not accessible to all children and abilities.
- 3.8.5 There were a total of 21 Manchester primary schools that did not access any competition last academic year. Further consultation needs to be taken to understand why schools did not participate.

4.0 Conclusions

- 4.1 The provision of sport and physical activity in schools today is strong especially around extended curriculum and school competition; however the offer does not reach all young people and there is still a high level of health problems and equality issues to address.
- 4.2 More work needs to be done to ensure the offer is high quality, accredited, links to the wider universal offer and is used to build a culture of health and activity within the school and community, amongst staff, pupils and parents alike.
- 4.3 The quality of information provided by schools to demonstrate the impact of the funding is very mixed with some schools not commenting on impact at all, some schools not linking the impact to the objectives and few schools providing clear evidence of the impact against the objectives.
- 4.4 Anecdotal evidence is available; however impact is not being measured against a baseline or corroborated by data.
- 4.5 It is crucial that schools take ownership and accountability for the measurement of PESSPA impact, and schools are supported with the tools to effectively monitor and evaluate to help inform whole school improvement plans.
- 4.6 The development of a new PE, School Sport and Physical Activity Strategy is essential to clearly understand the impact of current provision. Multi agency working is required to focus departments and organisations on clear priorities, and to maximise resources and efforts behind a single vision and plan of action.
- 4.7 The PESSPA Board will oversee Manchester's emerging strategic plan for PESSPA and will work with all thematic leads to support schools to achieve outcomes. Progress against the plan will be reported to the Children's Board.

5.0 Next Steps

- 5.1 From the 1st September 2016, schools maintained by the local authority must publish their strategy for the use of the pupil premium on their websites. Details of specific information to publish can be found in the Department for Education (DfE) Guidance on what local authority-maintained schools must publish.
- 5.2 Academies and free schools should read their funding agreement to identify what they need to publish on their websites. Guidance and recommendations for pupil premium is also available from the DfE.
- 5.3 The Teaching Schools Council has produced templates to help schools present their pupil premium strategy.
- 5.4 From 1st September 2017, the government is likely to double primary premium budget, to support schools to further extend extra curricular activities and support more secondary schools to offer a longer school day, including more sport.
- 5.5 There will be new guidance available by summer 2017 to help schools and local authorities to formulate future development plans and accountability measures. This will of course be steered by Manchester PESSPA Strategy Board to ensure we 'get it right' for our schools and pupils.