**LGB Essentials**
***The Role of the Sport Premium Governor***

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| **Role Overview**  |
| Whilst ensuring the quality of education and provision for all children, including PE and Sports activities, is a corporate responsibility across all adults in our Trust, as nominated governor for PE and Sport Premium you pay particular interest in this aspect of school life – and statutory finance governance duty. You will be have time in school to carry out your role with confidence and be expected to have access to additional information in order to elevate your knowledge and experience above the rest of the LGB members.  |

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| **Role Responsibilities and Activities**  |
| * **You understand the funding that schools receive in relation to PE and Sport premium,** and the associated DFE rule of use: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>
* **Ensuring governors are being involved in decisions about how the pupil premium is spent.** If leaders present a ‘draft’ strategy, do you or other members have the opportunity to comment or refine? Are you assured that the spending decisions are compliant against the DFE requirements?
* **Know basic premium facts for the school, such as how much premium is received,** how this figure compares with other local and similar schools, and how the money is spent. What are the general barriers of the children in the school? Are there any systemic issues that you need to address?
* **Ensure the school has published information on its website about premium allocation, its spend and impact, and that parents can find this information.** Is the current year’s strategy on the website? Is it dated and includes a clear review date? Does it include all of the required elements? Does it demonstrate leaders efforts to prioritise this funding appropriately?
* **Meeting regularly with the senior leader who is responsible for overseeing how the premium is spent to monitor and evaluate specific actions that it is funding.** Do leaders review the impact of the strategy as the year progresses? Is what is in place having the desired impact? How do leaders assure you that this is the case?
* **Ensure the strategy is reviewed at least annually by the full governing board.** Has the planned impact come to fruition? Has the finding had the desired impact? What are the emerging priorities for next year?
* **When attending school to discuss PE and Sport Premium, compile a brief report in relation to your work and findings, to share at the next LGB meeting.** Please forward to the clerk and Headteacher prior to the meeting.
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| **Key Assurance Questions to ask school leaders** |
| **Compliance** * How do you know that your strategy meets the DFE requirements?
* Is the strategy on the school website in order to meet the DFE website compliance requirements? Info is here: <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#pe-and-sport-premium-for-primary-schools>

**Strategy*** How do you know that these are the right priorities?
* How were the draft priorities decided? Who was involved?
* Have you used your Early Years on entry assessments / ongoing PE assessments to guide the thinking?
* What is the school’s overall vision for PE and Sport? How is the spending going to meet this aim longer term, with sustainable improvement?
* What are the general barriers of the children in the school? Are there any systemic issues that you need to address? Show me how the strategy addresses these.
* Do staff know what the school priorities are in relation to PE and Sport premium spending? How?
* What is the school’s approach to teaching swimming (a legal requirement at KS2). What is the rationale for the approach (e.g. one year group for the full year, versus a half term each). How are year 6’s who are not on track to meet the swimming requirements targeted?

**Impact*** How do you check to see if the funding is having the desired impact? How do you check this for areas which do not have such quantifiable data
* Is there anything that needs addressing / changing / refining as impact is assessed mid-year?
* Show me how the end of year impact is captured in order to meet the DFE reporting requirements.
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