



Primary PE and Sport Premium Indicators of Improvement	These examples would be deemed optimal standards that all schools should strive for when using a coach.	These examples would be deemed effective and/or sustainable.	Ineffective and/or unsustainable use of the Premium - if one or more of these outcomes are present, immediate action should be taken.
<p>Across all indicators of improvement</p> <p>Please read and review against the all indicators of improvement. should seek to achieve at least Amber when employing and deploying coaches.</p>	<ul style="list-style-type: none"> learning guidance, as detailed in 'The employment and deployment of coaches' poster. and follows safe practice at all times. 	<ul style="list-style-type: none"> and deployment of coaches' poster. staff and follows safe practice at all times. develop productive relationships with the school staff and children. 	<ul style="list-style-type: none"> employment of coaches' poster. to deliver safely at all times. school's previous PE and school sport offer and pupil progress.
<p>of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> sustainably, ensuring teachers' needs are met by appropriate coach expertise and technical knowledge. practising alongside the coach before progressing to independent delivery. literacy, health and well-being show considerable improvement. 	<ul style="list-style-type: none"> effectively and sustainably, ensuring teachers' needs are met by appropriate coach expertise and technical knowledge. for physical literacy, health and well-being are improved. 	<ul style="list-style-type: none"> to the teacher's professional learning, which prevents sustainability and lacks impact on pupils' learning.
<p>2 Broader experience of a range of sport and activities offered to all pupils and increased participation in competitive sport</p> <p>Please see the Physical Literacy Framework stage-appropriate activities and competitive sport.</p>	<ul style="list-style-type: none"> enhanced activity that is inclusive, differentiated and age/stage-appropriate; they develop their fundamental movement and activity skills and are consulted on which new activities should be offered. facilitates their long term-success and enjoyment of sport and physical activity. explained in the Physical Literacy Framework. 	<ul style="list-style-type: none"> or enhanced activity that is inclusive, differentiated and age/stage-appropriate; they develop their fundamental movement and activity skills. progressing to inter-school competition as explained in the Physical Literacy Framework. 	<ul style="list-style-type: none"> and therefore any use of coaches is not based on need. participation is minimal.
<p>3 The engagement of all pupils in regular</p>	<ul style="list-style-type: none"> and age/stage-appropriate development activities three times a week. through physical activity and are consulted on which activities are offered. 	<ul style="list-style-type: none"> level of physical and age/stage-appropriate development activities at least once a week. physical activity. 	<ul style="list-style-type: none"> and therefore any use of coaches is not based on need. and social development and well-being.
<p>across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> role model. PE and/or school sport to contribute across a range of subjects. GLMP moral, spiritual, cultural and citizenship aspects of the curriculum. links to local sports clubs/providers, enhancing children's out of school opportunities. 	<ul style="list-style-type: none"> across the school as a role model. and physical activity, positively impacting on pupil attendance, behaviour and attainment. facilitate links to local sports clubs/providers, enhancing children's out of school opportunities. 	<ul style="list-style-type: none"> experienced coach are missed because the coach is used solely for sport outcomes.