

The Impact Factor project was been created by Active Cumbria in 2014 to help primary schools in Cumbria measure how their share of the Primary School Sport Premium is making a difference to pupils’ learning and achievement.

This project has been designed by sector specialist Howard Todd, a former Ofsted Inspector for PE and former PE and Primary Education Adviser for Cumbria.

In support of the project, Howard Todd and Active Cumbria have designed from scratch a resource guide, including a set of templates; put together in the belief that they will help schools plan, measure and report how the PSSP has made an impact on pupils’ standards and achievement in PE and sport in a consistent and coherent way.

The rationale for their production is based on the belief that more attention must be given to how funding impacts on pupils’ learning as distinct from the provision offered. Whilst it is acknowledged that the ultimate intention of most PSSP Projects is to make a difference for pupils, the ‘when’, ‘how’ and ‘what’ difference is seldom stated. Outcomes for pupils are usually seen as a more distant goal, often as an assumed consequence of wider provision, greater uptake, or additional adult professional development.

These templates turn this planning process upside down. They start by considering what we want pupils currently in school to achieve. All decisions that follow are then based on this fundamental premise, for example, what programmes are offered, how they will be delivered and whether their delivery requires additional training for staff and assistants in order for them to become sustainable.

The approach advocated is made more difficult because in physical education, unlike literacy or numeracy, there is no nationally agreed guidance and criteria available that can be used to track the smaller steps in pupils’ progress. Even the rather vague level descriptors have been removed in the new curriculum framework. Despite this, a knowledgeable teacher or coach with a keen eye can quickly see where progress is being made.

The templates in the resource guide draw heavily on gathering ‘first hand evidence’ through observations and through conversations with pupils and adults.

Howard Todd and Active Cumbria firmly believe that a value for money judgement on use of the PSSP cannot be made by a school without evidence of the difference it has made to pupils’ skills, knowledge and understanding of the subject.

Active Cumbria has managed the roll out of this project and hosted a series of Impact Factor Workshops for Headteachers and Subject Leaders. To date, 9 workshops have been delivered catering for 110 attendees from 98 schools. Of these schools, 11 are now receiving further focused support to help ensure that these new processes become fully embedded.

During the autumn term and as part of a second phase of the project, some 4 months after the first phase of Impact Factor Workshops were held; Howard Todd has visited 11 schools that requested free support to help them put the templates into use. The purpose of the visit was to gather the baseline information from which pupils’ progress could be measured. A second visit took place immediately before half-term to assess the impact of the programme, record the evidence to be included on each school website and to complete a case study for a final report to be produced. Video evidence from lessons has already proved to be a useful source of information.

All that have attended the workshops are fully aware that the Cumbria project requires schools to identify how the funding has made a difference to what pupils accomplish rather than simply what they do. Active Cumbria’s attempts to capture evidence that shows added value in pupils’ learning, (rather than simply new provision), is attracting the attention of those with national responsibility for monitoring how schools use the Funding. As soon as sufficient evidence has been collected Active Cumbria and Howard Todd have been invited to report the findings direct to the Department of Education and The PE and School Sport Team for the subsequent sharing with the Government Minister for Children and Families, Mr Edward Timpson.

It is the intention of Active Cumbria to publish the draft report including first case studies early in 2015.

Detailed below are brief headline feedback points from Phase 2 Impact Factor Schools:

* There is clear evidence to show the difference in pupils’ skills, knowledge and understanding (even after very short programmes)
* Pupils are very good at describing the progress they have made and should always be consulted as part of evidence collection
* Adults now see the need to plan and provide activities better suited to the ability range within classes
* Coaches and teachers working together to plan, deliver, and monitor activity greatly accelerates pupils’ learning
* The project ’flags up’ the importance of specialist subject knowledge in maximising learning gains

**Workshops delivered to date:**

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| --- | --- | --- | --- |
| **Location** | **Date** | **No. of Schools** | **No. of attendees** |
| Penrith | 20 May 2014 | 13 | 15 |
| Ulverston | 21 May 2014 | 19 | 21 |
| Carlisle | 22 May 2014 | 17 | 20 |
| Workington | 23 May 2014 | 16 | 20 |
| Kendal | 19 June 2014 | 10 | 11 |
| Grange | 22 September 2014 | 10 | 14 |
| Whitehaven | 22 October 2014 | 3 | 3 |
| Wigton | 23 October 2014 | 5 | 5 |
| Barrow-in-Furness | 24 October 2014 | 5 | 5 |
|  | **Total** | **98** | **114** |