

- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum).

Accountability

- Schools are held accountable for how they spend their funding through Ofsted whole school inspections, which look at how effectively leaders use and measure the impact on pupil outcomes. Schools are also required to report their spending plan, the impact of the PE & Sport Premium and their plans for sustainability online.
- Research into the impact of the Premium has produced very positive findings – with significant improvements in the breadth of offer, quality of teaching and pupil participation. As well as ensuring all schools use the premium effectively, we want to make sure that the impact, on both schools and pupils themselves is sustainable in the long term.
- For more guidance see: Coaching Sport UK's [Coaching in Schools Toolkit](#) and Association for PE and Youth Sport Trust's [Evidencing the Impact of Primary PE & Sport Premium](#) and Association for PE's [Advice on Primary PE & Sport Premium](#)

Delivering dance through the PE and Sport Premium funding

The PE & Sport Premium can be used to cover the following types of provision:

- Upskilling teachers to be able to confidently deliver dance activity
- Bringing in dance specialists to deliver additional sessions under the supervision of the teacher, to expand and deepen the delivery of existing core PE sessions
- To add new breakfast and after-school dance clubs
- To develop dance performance platforms with other local schools

Why use the funding on dance activity?

Dance is a compulsory part of the PE curriculum at Key Stage 1 and 2. Schools are using this funding to increase the amount and quality of dance that is offered to their pupils. Dance is very popular amongst children and young people. It combines **physical literacy** with imagination and creativity and is very useful element in devising **cross-curricular work**.

Through dance children develop:

- Fundamental movement skills and balance, agility and coordination
- Verbal and non-verbal communication of ideas and emotions
- Team working
- Problem solving
- Observing, evaluating skills

The impact of dance can:

- Increase physical confidence and awareness
- Increase enjoyment of movement and physical activity
- Increase attainment and aspiration
- Improve mental health, enhancing happiness, self-esteem and body attitude
- Reduce stress and anxiety levels
- Improve attitudes to health and well-being, creating a foundation for life-long participation
- Improve health problems – helping to tackle obesity and future diseases

See how other Primary Schools and Head Teachers are using the funding through our [online case studies](#).

What you need to look for in coaches/teachers/practitioners:

Dance artists and practitioners have different training, experience and qualifications. Their skills and experience are often accredited in one or more of the following ways:

- Degree in dance, or dance and another subject
- Vocational training at a dance school
- Certified courses for working in schools and other community settings
- Links with regional and national dance organisations
- Registration with an awarding body that offer graded examinations (in specific dance styles such as ballet, Tap, Stage Dance etc.) such as the Royal Academy of Dance, Imperial Society of Teachers of Dance, British Ballet Organisation
- Dance artists/practitioners should have an Enhanced Disclosure and Barring Service certificate
- Their own public liability insurance up to £5million.

Selecting dance artists/practitioners:

You should ask a dance artist to send in their CV that includes the following information:

- Training and qualifications in dance
- Qualification in teaching dance
- Experience of working in schools
- Testimonials from schools
- School referees

If you are satisfied with the training, skills and experience evidenced in their CV invite them to teach a session. You might find the following check list a useful tool to assess their suitability to work with your pupils:

Artists/practitioners who are the most effective in delivering high quality dance are those who:

- Believe in the value of dance and have a passion for sharing dance with children
- Understand and meet the different needs of participants of varied abilities, ages, backgrounds and stages of development
- Have a good understanding of dance in the school curriculum and the way in which dance can support learning across the curriculum
- Use a range of teaching and learning strategies to meet the pupils' individual learning needs and enable them to reach their potential
- Communicate all aspects of safe dance practice through their own practice
- Deliver appropriate and challenging dance activities safely and effectively
- Refresh their practice by taking part in continuing professional development
- Have knowledge of relevant legislation for working with children Artists and practitioners with these attributes and skills are most likely to enable children to fulfil their potential in dance and can support the development of classroom teachers' knowledge and dance teaching skills.

For pupils that show real enjoyment or potential in dance, there are opportunities they can be sign-posted to:

- Performance opportunities through local provision offering platforms (other schools/arts venues/arts organisations)
- Dance Classes
- Dance Club/Youth Dance Group/Performance Group
- Graded Syllabus Exams. Grades 1-8
- [National Centres for Advanced Training](#) (CATs)
- Regional and National performance platforms (i.e. [U.Dance](#))

For more information, contact the Subject Association for Dance, One Dance UK on 020 7713 0730 info@onedanceuk.org. Or visit: <http://www.onedanceuk.org/programme/children-young-people/dance-in-schools/>



*The Council for Subject Associations
A Voice for Subjects*



One Dance UK

As the Subject Association and voice for dance in schools, we promote the importance of children and young people's entitlement to high quality dance education. Consulting with teachers and educational professionals, we offer specialist advice, information, research and best practice for the whole workforce as well as advocating and championing dance education both in and out of schools UK wide.

We believe very strongly in:

- Supporting teachers with professional development and to up-skill their practice
- Advocating to government and policy makers, on the importance of high quality dance in schools
- Raising the standards of dance teaching, both within and outside of school
- Improving access, opportunities and progression routes, by raising aspirations through high quality dance for all children and young people

Join us today, if you would like to:

- Be up to date on teaching and learning strategies
- Have access to dedicated sources of information;
- Over 150 teaching resources
- Receive educational news
- Have updates on policies, legislation, curriculum and qualification changes
- Have discounted books and publications
- Be part of a dance teaching community
- Be part of a louder voice in keeping dance on the school agenda
- Be part of our annual conference, events and CPD training (discounted for members)
- Help leadership see, hear and acknowledge that all children should have access to dance, no matter who they are or where they live
- Find out about and access projects and programmes;
 - Dance Teaching Awards
 - U.Dance (national performance opportunities for young people)
 - Dance Ambassadors (national leadership programme for young people)
- Receive our twice yearly One magazine, with the latest artistic discussion, industry information and 2 pull-put teacher resources

Our [Teacher](#) and [School](#) memberships are affordable, supportive, informative and provide opportunities for networking and professional development for those working in dance teaching and learning both in and out of schools.



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