



Department
for Education

Primary PE and Sport Premium Survey

Research Report

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Department for Education

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Executive Summary

1. Introduction and Background

1.1. This survey was designed to gather information on the Primary PE and Sport Premium from a sample of primary schools in England. The Department for Education (DfE) is interested to know how primary schools have used the Premium and their views on the outcomes it has had. In particular, what if any difference the doubling of the Premium has made since it was given to schools in September 2017.

2. Methodology

2.1. DfE issued an online survey to 3,116 primary schools in England. The sample was drawn from [Get Information About Schools](#) (GIAS)¹ and was stratified by school size (small, medium and large); school type (local authority maintained, academies including free schools and special schools); and proportion of pupils on free school meals (FSM). Checks were made to ensure a broad mix of schools were included from around the country, by Ofsted rating and from urban/rural areas. Special schools were oversampled in order to achieve a reasonable base from which to conduct some headline analysis. 969 schools completed the survey representing a response rate of 31%. More details on the achieved sample and sampling strategy can be found in [Annex A](#).

2.2. With the consent of participants, responses to the survey were matched to school characteristics data held in GIAS in order to conduct analysis by the groups outlined in 2.1.

2.3. Schools were surveyed between 20 September and 12 October 2018. Respondents were encouraged to consult with colleagues across their school as necessary in order to complete the survey. Of those that responded, 80% indicated that they currently had overall responsibility for deciding how to spend the Primary PE and Sport Premium, and 61% indicated that they (also) did so in 2016/17.

2.4. Physical Education (PE) is defined in the survey as the planned teaching and learning programme in curriculum time that meets the requirements of the national curriculum for physical education.

¹ [Get Information About Schools Website: https://get-information-schools.service.gov.uk/](https://get-information-schools.service.gov.uk/)

3. Reporting and analysis

3.1. Data has been weighted to correct for response bias and ensure results are representative of schools across England. Confidence intervals are shown in the bar charts throughout the report by a dark narrow line at the end of each bar².

3.2. Sub-group analysis has been undertaken and where there are notable or significant differences by school characteristics, these are highlighted at the end of each section. The categories for subgroup analysis are outlined above in 2.1.

3.3. It is important to note some **limitations** to the analysis presented in this report. Firstly, the data has been gathered by DfE from schools via an on-line survey and the information provided has not been otherwise verified and relies on self-reported information and perceptions. Secondly, it relies on the recall of participants surveyed in October 2018 to report on activities undertaken in the academic years 2016/17 and 2017/18. Thirdly, although the questions were carefully worded and respondents were asked to consider the activities and provision in their school prior to, and after, the doubling of the premium, we cannot be certain that any reported differences are a direct result of the increased funding. Finally, direct comparisons cannot be made with the [Primary PE and Sport Survey](#)³ undertaken on DfE's behalf and published in 2015. Differences in methodology and question wording precludes any direct comparison between the two surveys.

4. Key findings

4.1. This is self-reported information and it is difficult to directly attribute improvements specifically to the additional funding provided to schools in September 2017. However views from primary schools suggests that a good deal of progress has been made in the five priority areas which the funding aimed to improve as set out in the bullets in 4.2 below.

4.2. Compared to 2016/17;

- Almost 9 in 10 respondents thought that the **profile of PE/Sport in supporting whole school improvement** had increased (with half of all respondents reporting it had improved 'a lot').

² See Annex A for more information on confidence intervals. A 95% confidence interval is used in this study.

³ [PE and sport premium: An investigation in primary schools, 2015:](https://www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools)
<https://www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools>

- Almost 9 in 10 respondents thought that the **confidence, knowledge and/or skills of all staff** in teaching PE had increased ‘a little’ or ‘a lot’.
- More than 8 in 10 thought the **level of competitive sport** being offered had increased ‘a little’ or ‘a lot’. Over 6 in 10 thought it had increased for *all* pupils.
- Around 8 in 10 thought that the **proportion of pupils doing 30 minutes of exercise a day in school** had increased ‘a little’ or ‘a lot’. Also, more than 6 in 10 thought **participation** had increased for *all* pupils in PE and more than 7 in 10 thought it had increased for *all* pupils in extracurricular sport.
- The vast majority of respondents (over 9 in 10) indicated that there was now a **broader range of PE and sport being offered to all pupils**.

Almost no school reported that any of these had decreased since 2016/17.

4.3. Other findings indicate that the increased level of Premium also had positive effects on other aspects of physical activity and provision;

- Almost 9 in 10 respondents felt that the **quality of teaching of PE lessons** had increased either ‘a little’ or ‘a lot’ in their school since September 2017.
- There had been an **increase in curriculum time spent in PE** in around a third of schools.
- Over 4 in 10 respondents thought that their **disadvantaged pupils had increased participation** in sport competitions and in PE, and over half thought they now took part more in extracurricular sport within their school.
- Around 4 in 10 respondents also reported that more of their **SEN pupils** were now taking part in PE, extracurricular sport and in competitions.
- Around half of schools reported KS2 pupils had **increased participation in sports competitions**, and 3 in 10 schools reported the same for KS1 pupils
- Respondents also reported **increased use of external sports coaches and specialist PE teachers** to deliver PE and extracurricular sport since September 2017 (indicating an increase of more than 10 percentage points in each case).
- In terms of the use of the Premium, most commonly schools reported that they used it to buy new equipment or improve facilities, upskill existing staff, and/or increase extracurricular sport (over 8 in 10 schools in each case).

- The most common areas in which primaries reported that they would not have invested in without the additional funding was 'buying new equipment or improving facilities', 'increasing extracurricular sport', and/or 'employing new sports coaches' (between 4 and 6 in every 10 schools, in each case.).

4.4. The top priorities for future spending of the Primary PE and Sport Premium was considered to be 'better engaging the least active pupils', 'reducing obesity/promoting healthy lifestyles' (half of responses in each case) and 'upskilling existing staff' (a third).

4.5. The main constraints in delivering physical activity were reported as 'lack of space or a lack of facilities' (half of responses), and a lack of teacher skills experience or confidence (a quarter). Unprompted, a notable minority of respondents also specified 'a lack of curriculum time'.

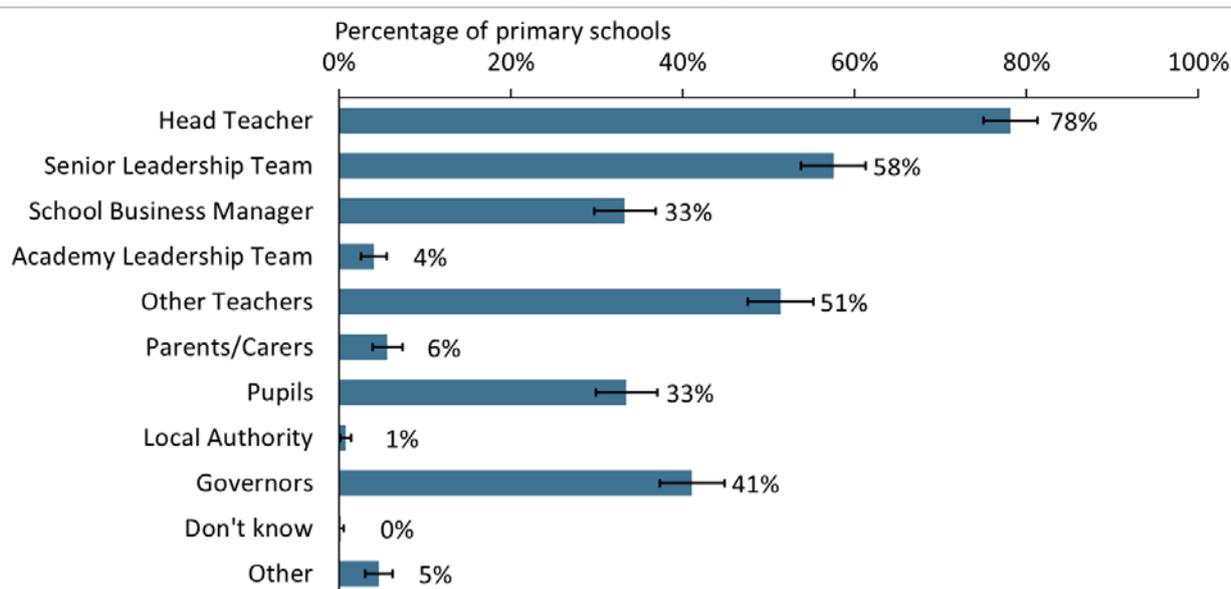
4.6. Feedback from open responses indicated that primary schools were overwhelmingly positive about the Premium and the effects they think it is having in their school. Suggestions for improvements or change included extending the scope to help fund facilities and capital projects, or other aspects of activity especially swimming. There were also calls to improve the DfE guidance around use of the premium.

Chapter 1: Deciding how to spend the Primary PE and Sport Premium

Who helps decide?

1. As shown in Figure 1 there is a range of people involved in deciding how to spend the Premium in schools. Respondents most commonly reported that the Headteacher, the Senior Leadership Team (SLT) and other teachers (78%, 58% and 51% respectively) played a role in the decision making process. School governors were mentioned by 41%, and school bursar/business manager and pupils by roughly a third of respondents (33% and 31% respectively).

Figure 1: Who is involved in deciding how to spend the PE and Sport Premium?



Unweighted base n = 956, weighted base n = 15,499

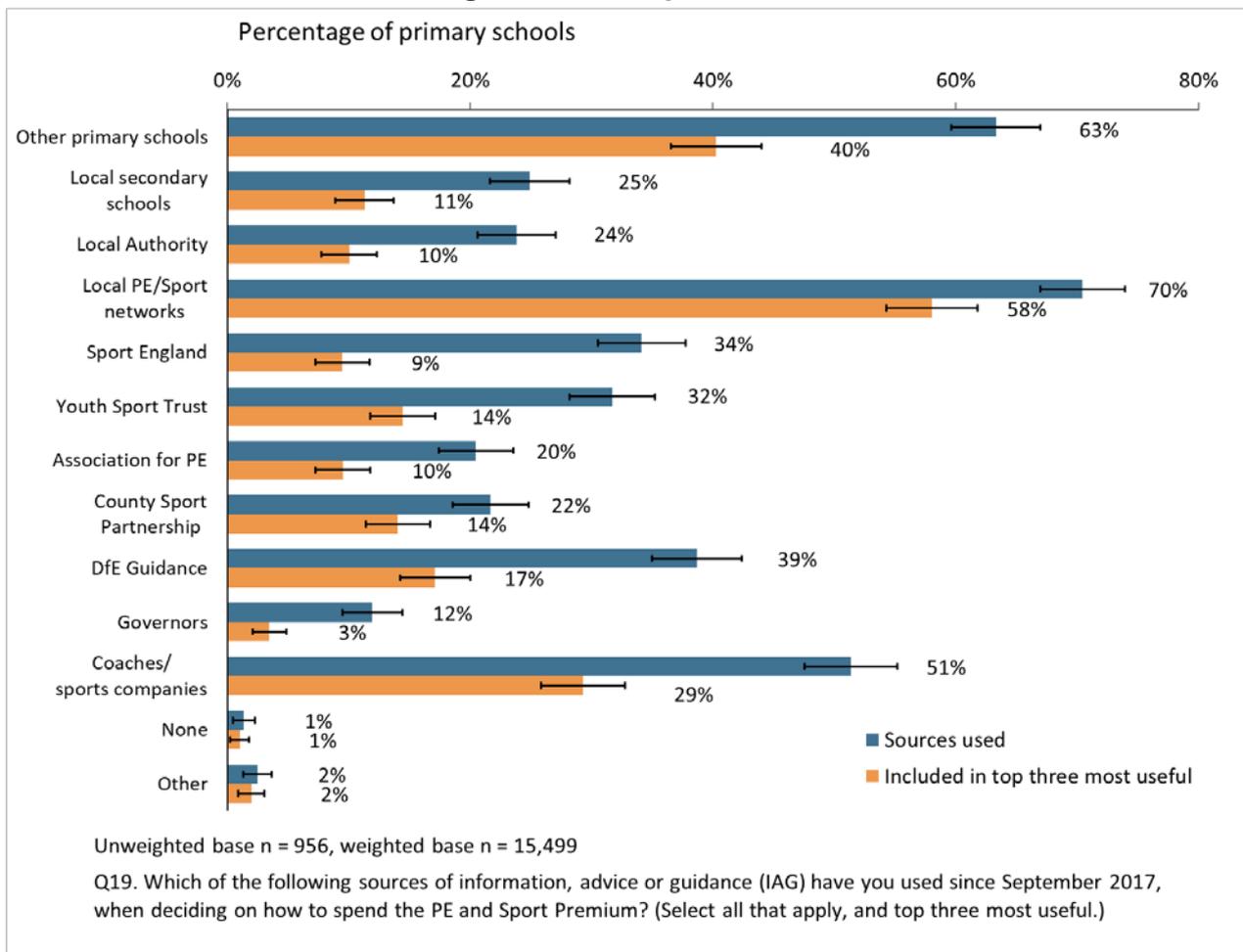
Q5. Who (else) is involved in deciding how to spend the PE and Sport Premium? (Select all that apply)

Sources of information, advice and guidance (IAG) used

2. Respondents were asked which sources of information advice and guidance (IAG) they had used since September 2017 when deciding on how to spend the Premium, and which three of these they had found the most useful.
3. Local PE/sport networks (70%), other primary schools (63%) and coaches/sports companies (51%) were the most commonly cited sources of IAG used by schools. DfE guidance, Sport England and Youth Sport Trust were mentioned by roughly a third of schools (39%, 34% and 32%

respectively). The most used sources were also considered to be the most useful. Schools felt that local PE/sport networks (68%), other primary schools (40%) and coaches/sports companies (29%) provided the most useful IAG in making decisions about the premium spend. (Figure 2).

Figure 2: Sources of information, advice or guidance used since September 2017 in deciding on how to spend the Premium



Key differences by sub-group

- On average, smaller schools (with 200 pupils or fewer) were slightly more likely to report using local sources such as PE and sport networks (73%) and other primary schools (69%) as a source of information and advice, and were also more likely to considering other primary schools as being amongst the most useful source (but this was not statistically significant). Smaller schools also sought IAG support from coaches and sport companies more so than larger schools (57%) but again the difference from the average (51%) was not statistically significant. As might be expected, local authority (LA) maintained

schools were more likely to use the LA as a source of IAG; 27%, compared to 13% of academies and 19% of special schools⁴ – and they were more likely to consider it to be useful; 11%, compared to 7% of academies and 7% of special schools⁵. It is also interesting to note that LA maintained schools reported that they made use of each of the listed sources of IAG more so than did academy schools, but the differences were not always statistically significant.

5. Likewise, rural schools tended to use most of the sources listed to a greater degree than did urban schools, but again the differences were not statistically significant. There were few (and no significant differences) by FSM quartile.

⁴ The difference is statistically significant between LA maintained and academies, but not with special schools.

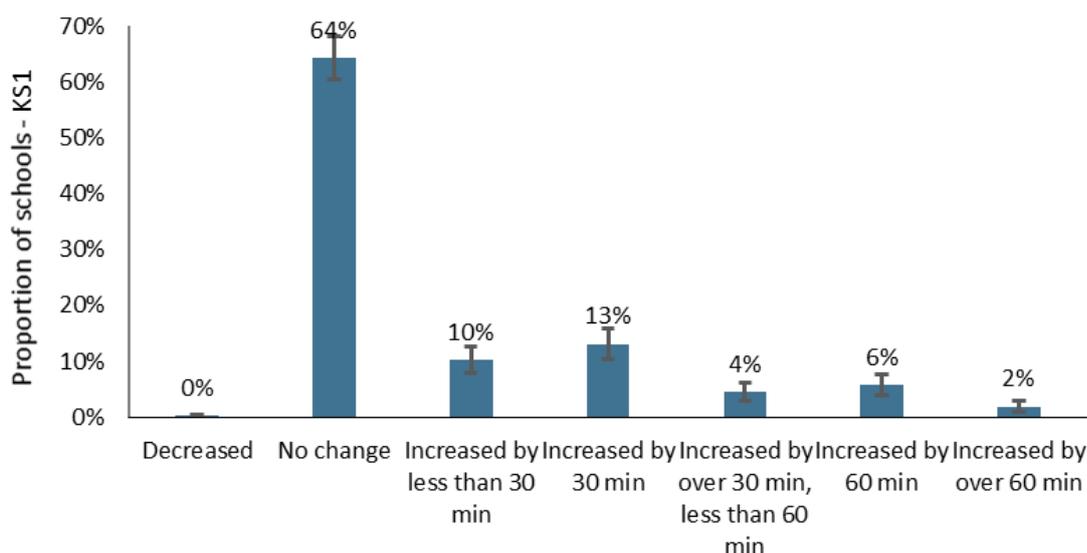
⁵ Not statistically significant.

Chapter 2: PE & sport provision before and after the doubling of the Premium

Curriculum time

6. Schools were asked how long their pupils spent on Primary PE and Sport both before (2016/17) and after the doubling of the premium (2017/18). Figures 3 and 4 show the change in curriculum time spent on Primary PE and Sport for Key Stage 1 (KS1) and Key Stage 2 (KS2) pupils.
7. For KS1, 35% respondents declared an increase between 2016/17 and 2017/18 in time pupils spent doing PE in school. Within this, 23% accounted for an increase of 30 minutes or less, and 12% a more than 30 minute increase.
8. For KS2, 279 of 820 (35%) respondents declared an increase in time pupils spent doing PE between 2016/17 and 2017/18. Within this, 22% accounted for an increase of 30 minutes or less, and 13% a more than 30 minute increase.

Figure 3: The change in curriculum time spent on PE between 2016/17 and 2017/18, Key Stage 1



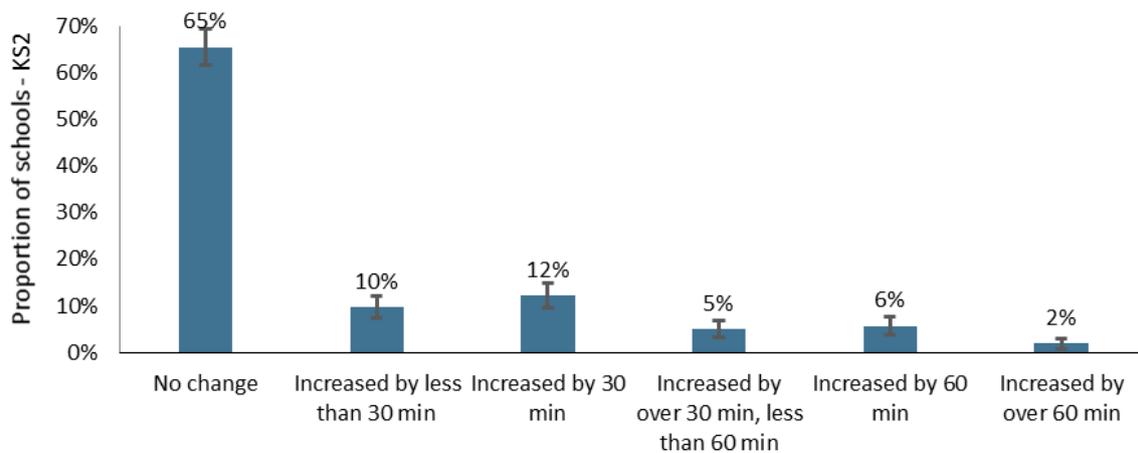
Unweighted base n = 841, weighted base n = 13,452

Q6. In the 2016/17 academic year, how long did KS1 pupils, and KS2 pupils, spend in PE* in a typical week? (please answer in minutes)

Q7. In the 2017/18 academic year, after the premium was doubled, how long did KS1 pupils, and KS2 pupils, spend in PE* in a typical week? (please answer in minutes)

* PE is defined here as: the planned teaching and learning programme in curriculum time that meets the requirements of the national curriculum for physical education.

Figure 4: The change in curriculum time spent on PE between 2016/17 and 2017/18, Key Stage 2



Unweighted base n = 820, weighted base n = 13,107

Q6. In the 2016/17 academic year, how long did KS1 pupils, and KS2 pupils, spend in PE* in a typical week? (please answer in minutes)

Q7. In the 2017/18 academic year, after the premium was doubled, how long did KS1 pupils, and KS2 pupils, spend in PE* in a typical week? (please answer in minutes)

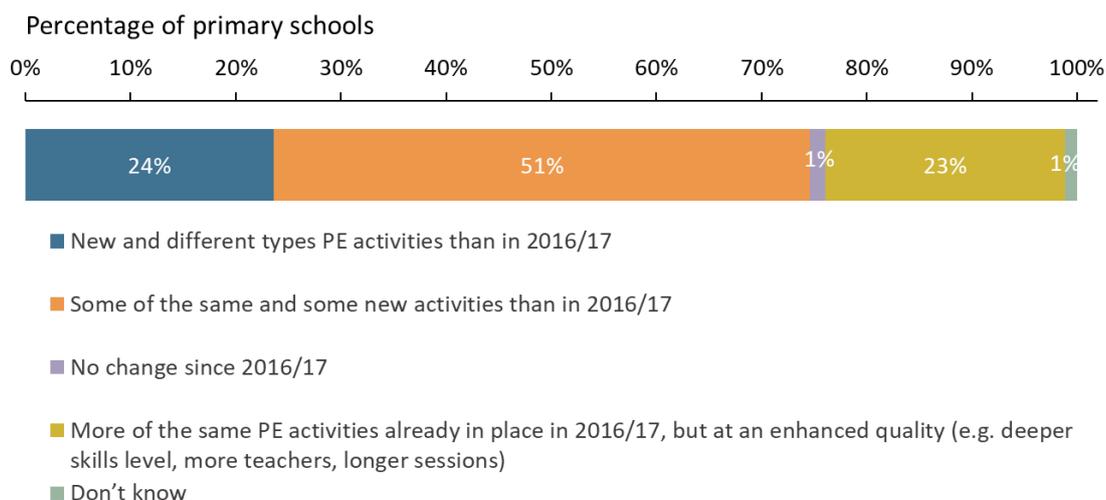
* PE is defined here as: the planned teaching and learning programme in curriculum time that meets the requirements of the national curriculum for physical education.

Schools' use of the Primary PE & Sport Premium

9. Respondents were asked to choose, from a set of statements, which statement best represented how they have used the Primary PE and Sport Premium for both PE lessons and extracurricular sport since the funding doubled in September 2017.

10. As shown in Figure 5, half of respondents (51%) said that since September 2017 they had used the money to fund 'some of the same and some new activities' in PE lessons than they did in 2016/17. Roughly a quarter (24%) of schools said that they funded 'new and different types of PE activities' than they did in 2016/17 and just over a fifth (23%) of schools said they used the money to fund 'more of the same PE activities already in place in 2016/17 but at an enhanced quality'.

Figure 5: How schools' use of the Premium on PE lessons has changed since funding doubled

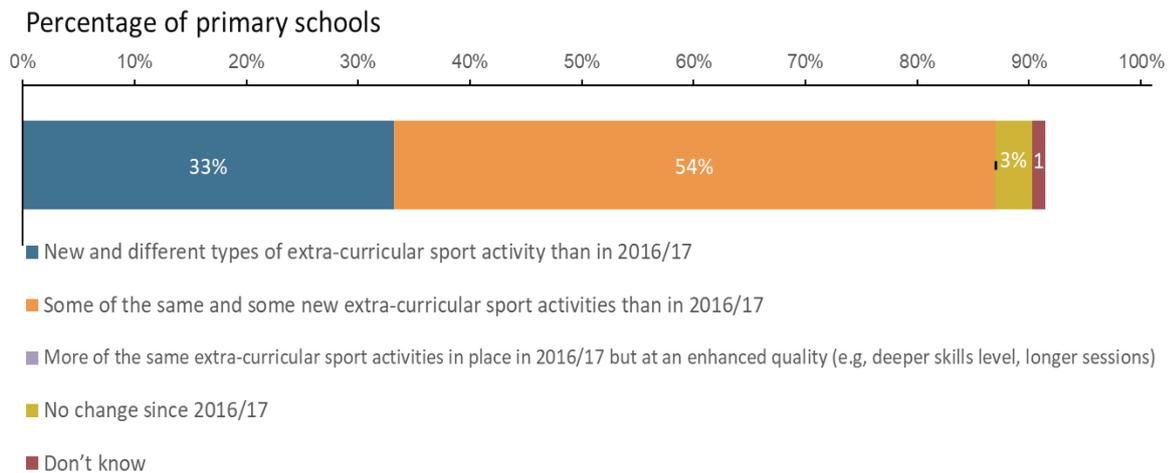


Unweighted base n = 956, weighted base n = 15,499

Q8. Which of the following best describes how your school has used the PE and Sport Premium on PE lessons, since September 2017? (Select one only). We have used it to fund...

11. In terms of extracurricular activity, again just over half of respondents (54%) had used the money to fund some of the same and some new extracurricular sport activities since the funding doubled. Around a third (33%) had used the extra money to fund new and different types of extracurricular activity than in 2016/17 (higher than those who said the same for curriculum activity). Nine per cent said they had funded the same extracurricular activity but at an enhanced quality since 2016/17 (lower than those who said the same for curriculum activity). (Figure 6)

Figure 6: How schools' use of the Premium on extracurricular sport has changed since funding doubled



Unweighted base n = 956, weighted base n = 15,499

Q9. Which of the following best describes how your school has used the PE and Sport Premium on extracurricular sport, since September 2017? (Select one only). We have used it to fund...

Key differences by sub-group

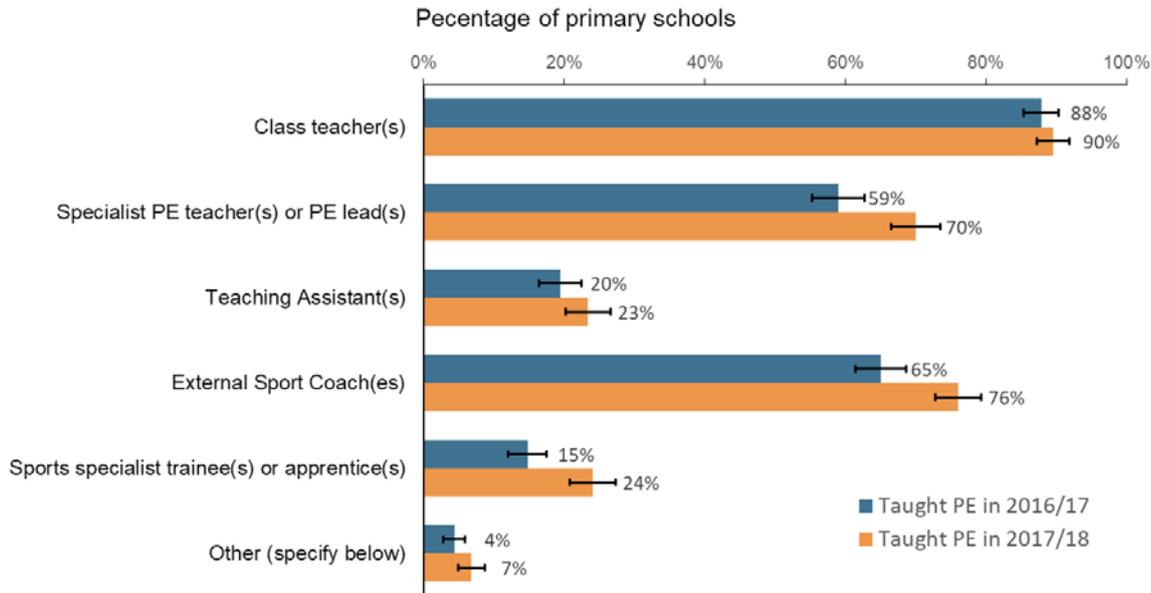
- Schools with the highest proportion of FSM pupils were most likely to report that they had introduced new PE activities since the premium doubled in September 2017; a third (32%) of schools in the highest FSM quartile, compared to a quarter (24%) of schools overall, although this difference is not statistically significant.
- Medium sized schools (200-300 pupils) were slightly more likely to report they used the additional premium funding to provide better quality PE activities (29%, compared to 18% of smaller schools) and smaller schools were more likely to report they has introduced new activities, but the figures are not statistically significant.

Staffing

- Survey responses indicate that there has been an increase in the use of all types of staff to deliver both PE and extracurricular sport in 2017/18. The biggest increase was in the proportion of schools saying that specialist PE teachers and external sports coaches delivered PE lessons and extracurricular sport (an 11 percentage point increase since 2016/17 in each case).
- As shown in Figure 7, class teachers most commonly delivered PE lessons in 2016/17 (88%), followed by external sports coaches (65%) and specialist PE teachers/PE leads (59%). These three groups also most commonly taught PE

lessons in 2017/18 (after the doubling of the premium), but the reported use of external sports coaches (76%) and specialist PE teachers/PE leads (70%) had increased the most (an 11 percentage point increase in each case).

Figure 7: Who delivered PE lessons in each of the past two academic years?



Unweighted base n = 956, weighted base n = 15,499

Q10. Who delivered PE lessons in each of the past two academic years? (Select all that apply)

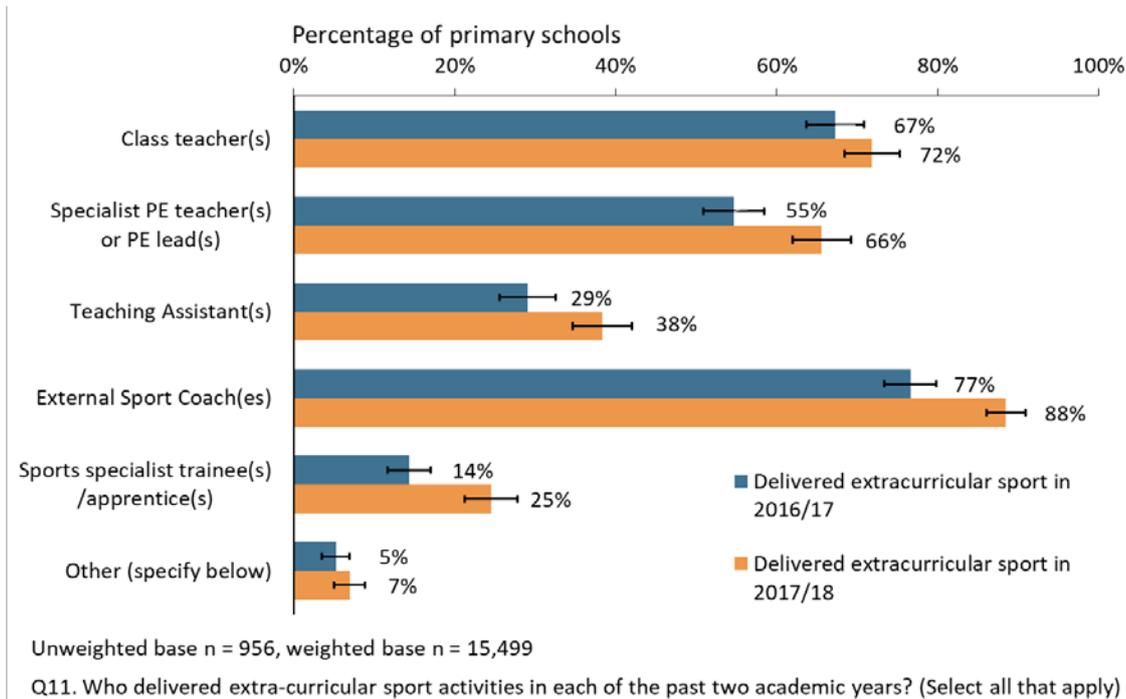
16. The results above are not able to show whether there was an increase in the *numbers* of each type of staff delivering Primary PE and Sport in each school, for example whether schools which employed specialist PE staff in 2016/17 employed them in greater numbers in 2017/18. Some indication of this can be gained from responses to a different direct question on how they had used the funding in 2017/18⁶: 62% of schools indicated that they had used *new* external sports coaches, and 14% indicated that they used it to employ *new* PE staff (Figure 10).

17. As well as evidence to show an increase in the use of specialist staff to deliver PE lessons, there also appears to have been increased use of specialist staff to lead extracurricular activity: 77% of external sports coached led extracurricular sport in 2016/17, rising to 88% in 2017/18; and 55% of specialist

⁶ Q13. Thinking overall, has the PE and Sport Premium been used in any of the following ways since September 2017? (Select all that apply)

PE teachers/PE leads led in 2016/17, rising to 66% in 2017/18. There was an 11 percentage point increase in each case (Figure 8).

Figure 8: Who delivered extracurricular sport in 2016/17 and 2017/18?



18. Those who responded ‘other’ to questions 10 or 11 often mentioned specific types of external sports coaches e.g. dance teachers or specialist staff in local networks or other schools . Some also mentioned that Higher Level Teaching Assistants often were trained to teach PE and sport. A third group mentioned that they used a combination of specialist sports coaches alongside classroom teachers and that sometimes the former help to upskill or provide CPD for the latter. In a few case, primaries indicated that the headteacher helped deliver PE and sport. Where this was the case is was more commonly during curriculum time.

Key differences by sub-group

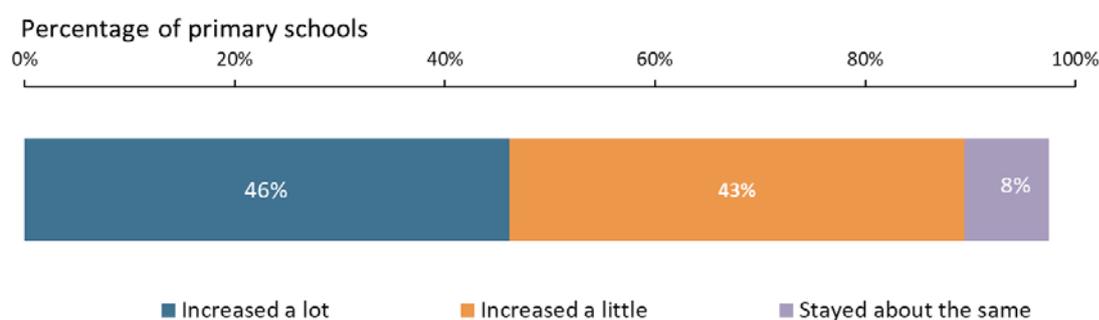
19. Special schools were more likely to have employed specialist PE teachers to lead PE (87%) compared to LA maintained schools in 2017/18 (68%). This was a rise of 9 percentage points for special schools, and 11 per cent for all schools since 2016/17.

20. LA maintained schools were much more likely to use class teachers amongst those to lead PE (91% in 2017/18) and extracurricular sport (73%) than were special schools (67% and 44% respectively).

Quality of teaching

21. Respondents were asked for their view of whether there has been any changes in the quality of teaching of PE since the Premium was doubled. Almost 9 in 10 respondents considered that the quality of teaching of PE lessons had increased. Respondents were fairly equally split over whether they thought the quality had 'increased a lot' (46%) or 'a little' (43%). Just 8% of respondents thought the quality of the teaching had stayed the same. (Figure 9).

Figure 9: Views on changes to quality of teaching of PE lessons since September 2017



Unweighted base n = 956, weighted base n = 15,499

Q12. In your view, since the doubling of the PE and Sport Premium in September 2017, have there been any changes in the quality of teaching of PE lessons? (Select one only)

Key differences by sub-group

22. There was little difference by sub-category in terms of views of changes in the quality of teaching of PE. Special schools were however less likely to be of the view that the quality of teaching of PE had 'increased a lot' since the Premium has doubled (28% of special schools, compared to 46% of academies and 47% of maintained schools) but this was not statistically significant because of the large confidence interval around special schools. This might reflect the fact that special schools also reported greater use of specialist teachers to lead PE since the premium has doubled (see paragraph 19).

Chapter 3: Perceived value and impact of the doubled Primary PE and Sport Premium

23. To help assess the value of the doubling of the Premium to schools, respondents were asked a set of questions about how the Premium has been used in their school overall, and were then asked to think what they would not have invested in without this additional funding.

24. They were also asked for their views on whether they feel there have been any changes related to the priority aims of the Premium⁷ and to pupil participation.

Use of the Premium

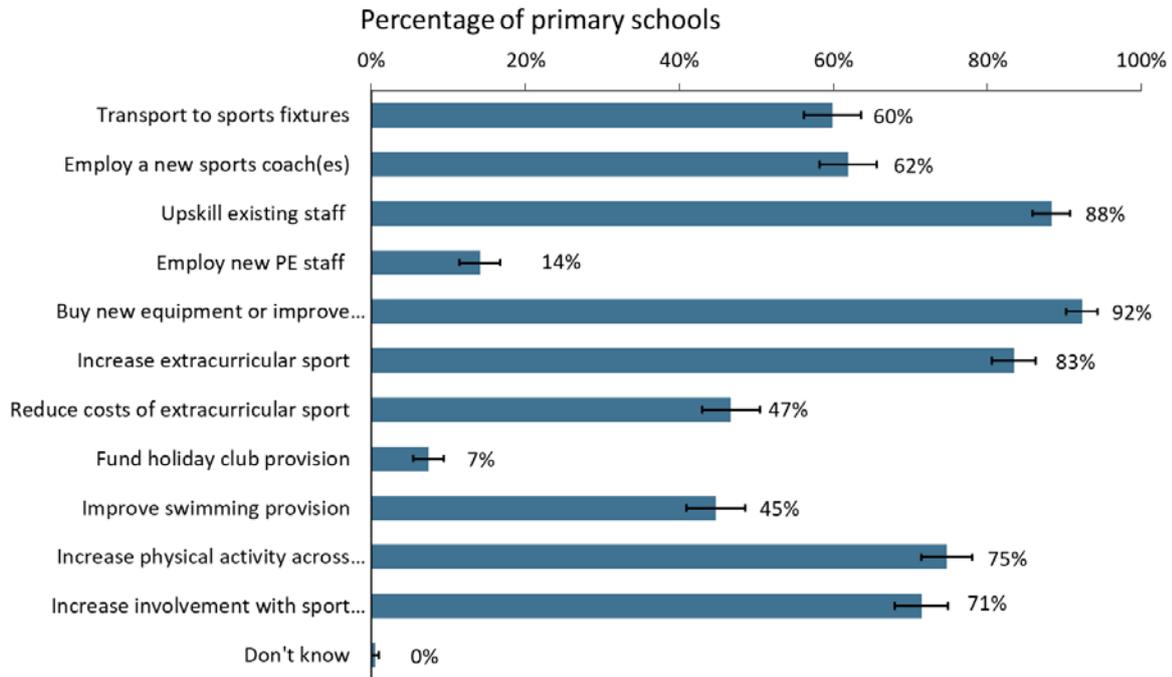
25. Figure 10 shows that most commonly, the Premium was used by schools to buy new equipment or improve facilities (92%), upskill existing staff (88%) or increase extracurricular sport (83%) since September 2017. A large proportion of schools also said they used the funding to increase physical activity across the curriculum (75%) and increase involvement with sport networks/competitions (71%). From the options provided, respondents were least likely to indicate that funding was used to employ new PE staff (14%) or to fund holiday club provision (7%). There were no significant differences by sub-group.

⁷ DfE guidance indicated that schools can use the PE & Sport Premium to secure improvements in the following indicators:

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- the profile of PE and sport is 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.

Schools were also instructed that the premium should not be used for capital spend in the [guidance on the PE and sport premium for primary schools: https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

Figure 10: Has the Primary PE and Sport Premium been used in any of the following ways since September 2017?

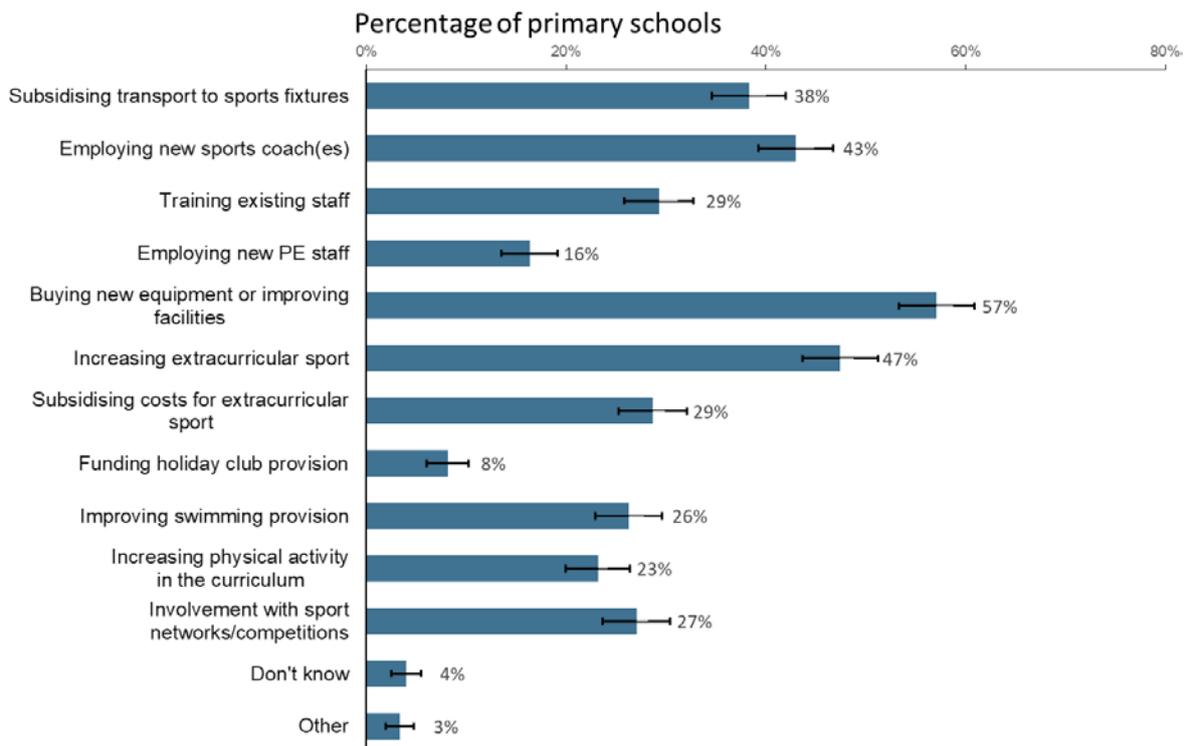


Unweighted base n = 956, weighted base n = 15,499

Q13. Thinking overall, has the PE and Sport Premium been used in any of the following ways since September 2017? (Select all that apply)

26. When respondents were asked what they think the school would not have invested in had the premium not been doubled, areas most commonly cited were buying new equipment or improving facilities (57%), increasing extracurricular sport (47%) and employing new sports coach(es) (43%) (Figure 11). There were no significant differences by sub-group.

Figure 11: If the level of PE and Sport Premium funding had not doubled in 2017/18 what would you NOT have invested in?



Unweighted base n = 956, weighted base n = 15,499

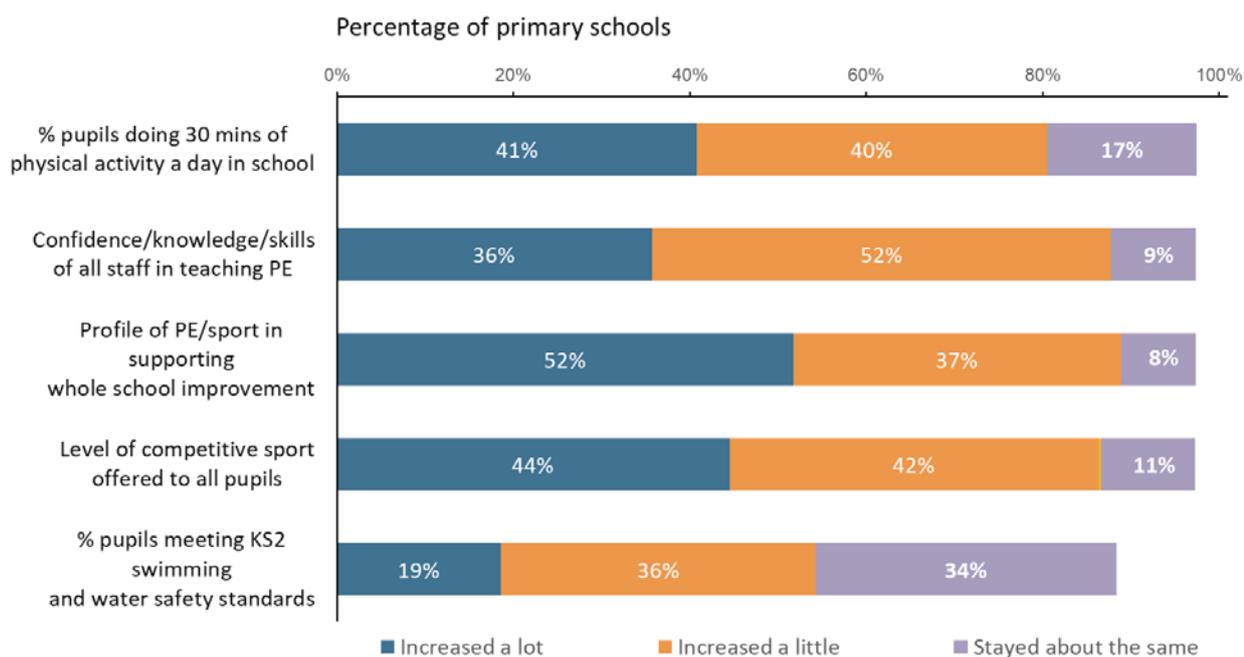
Q14. If the level of PE and Sport Premium funding had not been doubled in 2017/18 what, if anything, do you think your school would not have invested in? (Select all that apply)

Perceived impact of the Premium on priority areas

27. Respondents felt there had been a good deal of progress in the areas which the Primary PE and Sport Premium aimed to improve (Figure 12). Findings indicate that within these areas, most progress was felt to have been made in terms of raising the profile of Primary PE and Sport to support whole school improvement; over half of respondents (52%) felt this had 'improved a lot' since September 2017 and further 37% thought it had improved 'a little'.

28. Overall, over 80% of respondents thought 'a little' or 'a lot' of progress had been made on most of the measures, including: increased confidence/knowledge/skills of all staff in teaching PE; the level of competitive sport being offered to pupils; and in the proportion of pupils doing at least 30 minutes a day of physical activity in school. A lower proportion of schools reported change since September 2017 on the percentage of pupils meeting KS2 swimming and water safety standards (55% reported this has increased 'a little' or 'a lot'). No respondent indicated that any of these areas had 'decreased' since September 2017 (not shown).

Figure 12: Views on changes related to the core aims of the Primary PE and Sport Premium, since September 2017



Unweighted base n = 956, weighted base n = 15,499

Q15. Compared to 2016/17, have any of the following changed since the doubling of the PE and Sport Premium in September 2017? (Select one option per row)

Where percentages do not total 100, the difference consists of survey respondents not answering this question.

Key differences by sub-group

Proportion of pupils doing at least 30 minutes of physical activity a day in school

29. Rural schools were more slightly likely to report that the proportion of their pupils doing the minimum of 30 minutes of physical activity a day in school had ‘increased a lot’; 46% of rural schools, compared to 39% of urban schools (but this was not statistically significant).

30. Analysis by region indicates some variation in progress of levels of physical activity across England - with the North East showing most progress and London least progress - but the differences were not quite statistically significant.

Confidence, knowledge and skills of all staff in teaching PE

31. There were very few statistically significant differences by sub-group in terms of views of whether staff confidence, knowledge and skills had increased. However, in line with findings that special schools appeared to have increased their reliance on specialist staff to deliver PE, they were also more likely than

other schools to think that the confidence, knowledge and skills of all their staff had 'increased a little' (59%) rather than 'a lot' (30%). This compares to 52% and 36% respectively for all schools.

Profile of PE and sport for supporting whole school improvement

32. Smaller schools, LA maintained schools, those in rural areas and those with the fewest FSM pupils tended to have used the premium to raise the profile of PE and sports slightly more so than others, but the differences are not statistically significant.

Level of competitive sport offered to all pupils

33. There was little variation by subgroup. Special schools were least likely to report that the level of competitive sport had increased 'a lot' for all pupils in their school (25%) compared to LA maintained schools and Academies (45% and 45%)⁸.

Proportion of pupils meeting the KS2 national curriculum swimming and water safety standards

34. There were few differences by subgroup here. Special schools were less likely to report increases in the proportion of pupils meeting water safety standards compared to other types of school. Forty per cent of special schools thought this had 'increased a little' or 'a lot' since the premium doubled, compared to 55% of maintained schools and 56% of academies, though the difference was not quite statistically significant.

35. Schools with the lowest proportion of FSM pupils were least likely report increases in the proportions of pupils meeting these standards (48%, compared to 54% of all primaries), but again the difference was not statistically significant.

⁸ Only LA maintained is statistically significant compared to special special schools. Difference with academies is not statistically significant.

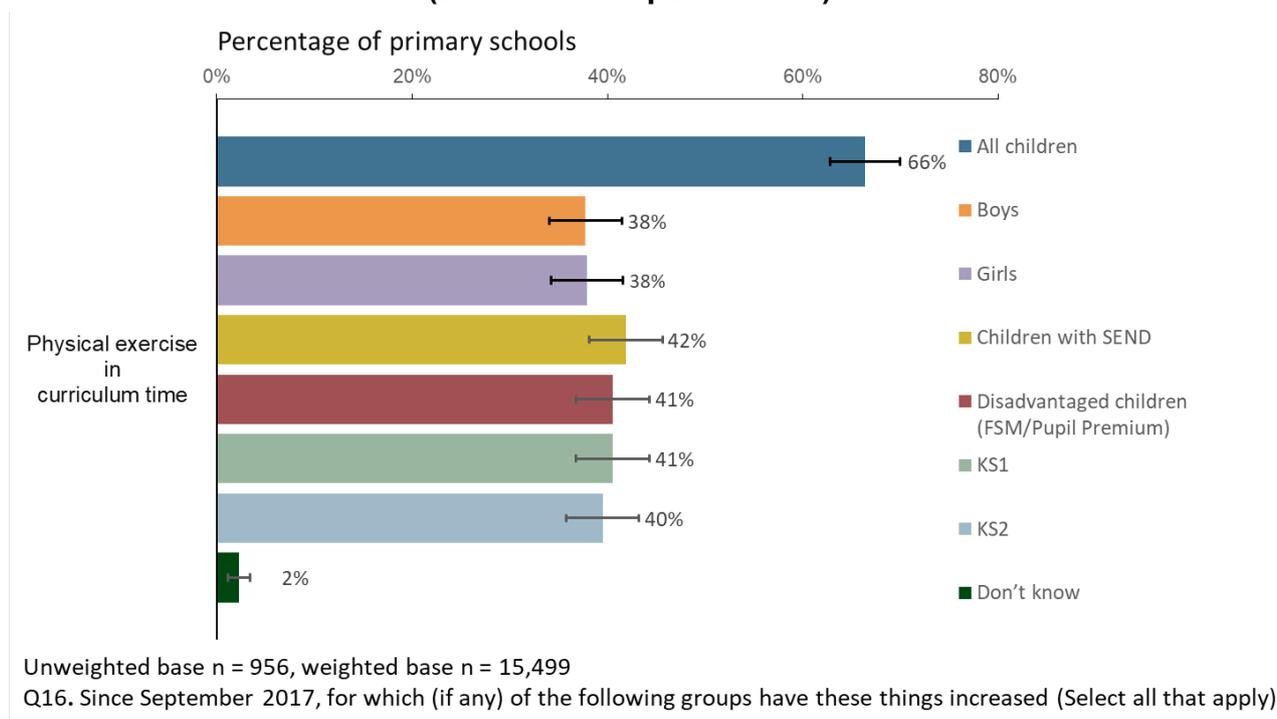
Perceived impact of the Premium on participation in PE and sport activity and competitions

36. Respondents were asked to select from a list of pupil groups, which groups they thought participation in PE, extracurricular sport and/or sport competitions has increased in their school since September 2017⁹. (Figures 13, 14 and 15).

37. The majority of respondents thought that since September 2017, *all* children benefitted from increased physical exercise in curriculum time (66%), extracurricular sport (73%) and sport competitions (63%) compared to any one group.

38. **Looking specifically at pupil groups**, respondents were most likely to select that participation in *PE* had increased the most for children with SEND (42% of respondents) but there was very little variation between the groups (Figure 13).

Figure 13: Increased participation in PE since September 2017, by pupil group (school self-reported data)¹⁰

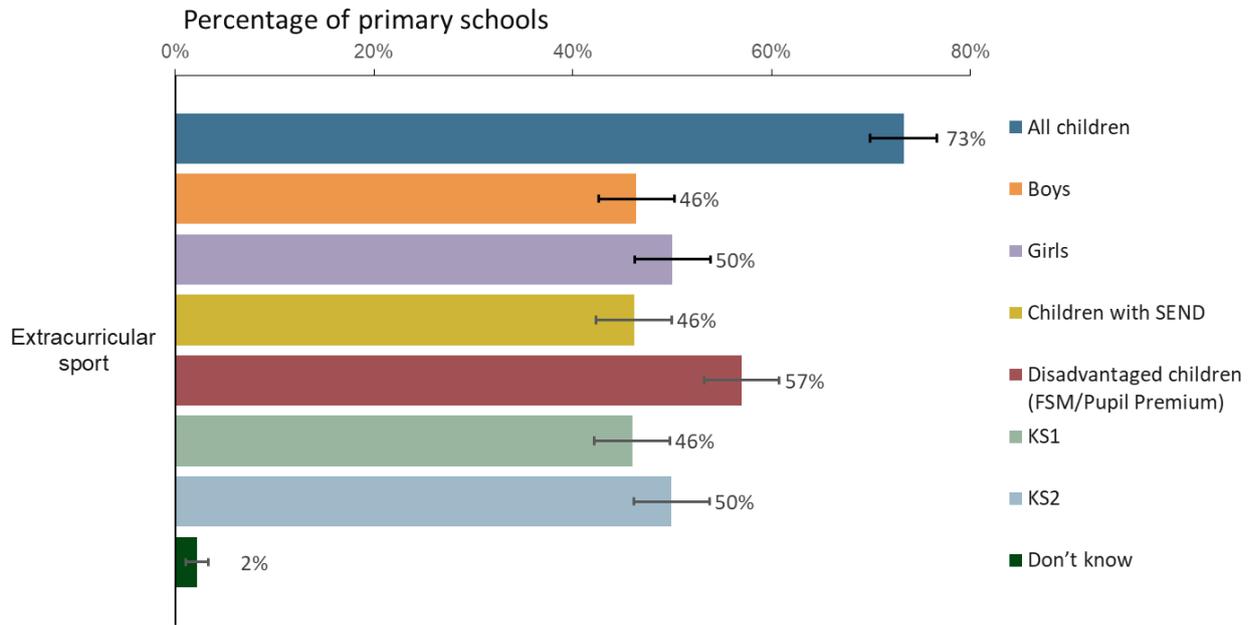


⁹ Data presented here is self-reported and unverified.

¹⁰ 'Least active pupils' (in option 3) in this context are those which respondents think may not be achieving the Chief Medical Officer's recommended 30 minutes a day of physical activity a day within school. It was suggested to them that this may include SEND, females and disadvantaged pupils who may be less likely to achieve the CMO's recommendation.

39. Respondents were more likely to select that participation in *extracurricular sport* had increased for disadvantaged children (57% of respondents) compared to any other single pupil group listed, and least for boys, SEND and KS1 pupils (46% of respondents in each case). (Figure 14)

Figure 14: Increased participation in extracurricular sport since September 2017, by pupil group (school self-reported data) ¹¹



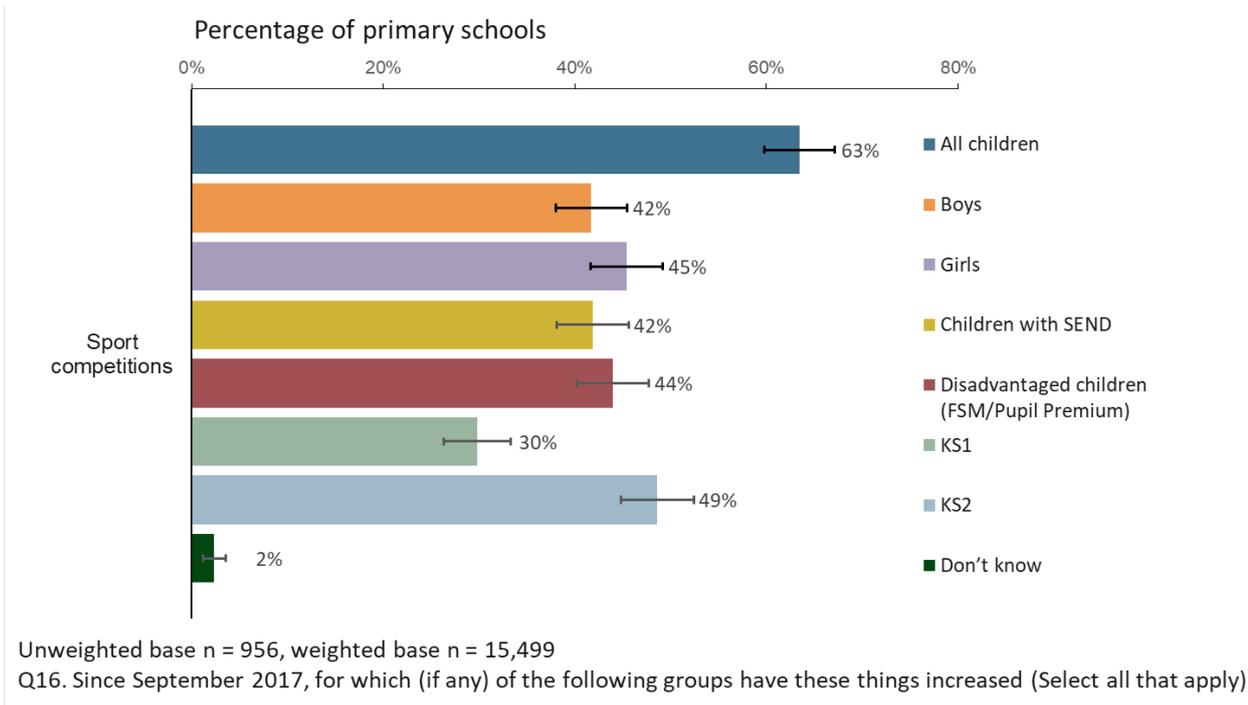
Unweighted base n = 956, weighted base n = 15,499

Q16. Since September 2017, for which (if any) of the following groups have these things increased (Select all that apply)

40. In terms of participation in *sport competitions*, respondents were more likely to indicate that participation had increased for KS2 pupils (49% of respondents) than for any other single pupil group, and least for KS1 pupils (30% of respondents). (Figure 15)

¹¹ 'Least active pupils' (in option 3) in this context are those which respondents think may not be achieving the Chief Medical Officer's recommended 30 minutes a day of physical activity a day within school. It was suggested to them that this may include SEND, females and disadvantaged pupils who may be less likely to achieve the CMO's recommendation.

Figure 15: Increased participation in sport competitions since September 2017, by pupil group (school self-reported data) ¹²



Key differences by sub-group

41. Respondents from special primary schools were more likely to report that there had been an increase in the proportion of children with SEN taking part in PE (reported by 71% of special schools) compared to other primary schools (42%)¹³. There was no or very little difference in terms of reported increases in participation in extracurricular sport or sport competitions for pupils in special schools.
42. Special primary schools were also less likely to report that their pupils overall had increased their participation in extracurricular sport (46% of special schools compared to 72% of academies and 75% of LA maintained schools). They were also less likely to report that their pupils had increased participation in sport competitions, but differences from other types of school were not

¹² 'Least active pupils' (in option 3) in this context are those which respondents think may not be achieving the Chief Medical Officer's recommended 30 minutes a day of physical activity a day within school. It was suggested to them that this may include SEND, females and disadvantaged pupils who may be less likely to achieve the CMO's recommendation.

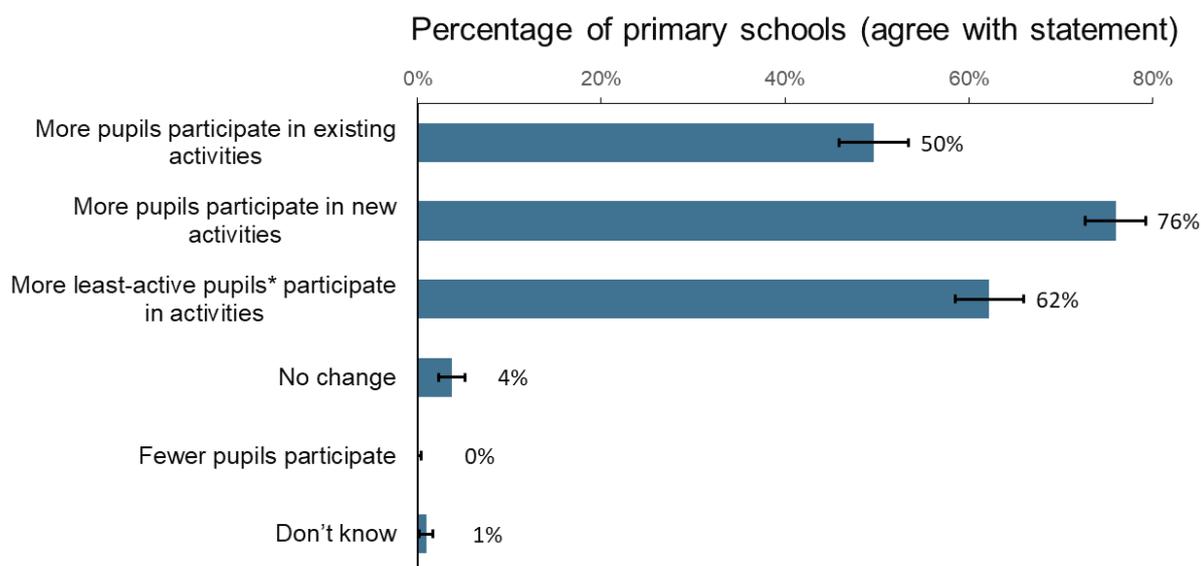
¹³ Note that the overwhelming majority (99.5%) of pupils in special school are SEN pupils.

statistically significant. There were no other statistically significant differences by sub-group on question 16.

Further views on pupil participation and engaging disadvantaged pupils

43. Respondents were then asked to what extent they agreed with statements about pupil participation since the doubling of the premium in September 2017 (Figure 16). Three-quarters of respondents (76%) agreed that since the additional Primary PE and Sport premium funding was made available this has meant that 'more pupils participate in new activities'. Nearly two-thirds (62%) agreed that since the doubling of the premium 'more of the least-active pupils participate in activities' and exactly half thought that 'more pupils participate in existing activities'. Four percent thought there had been 'no change' in levels of participation since the Premium doubled.

Figure 16: Levels of agreement with statements about pupil participation since September 2017¹⁴



Unweighted base n = 956, weighted base n = 15,499

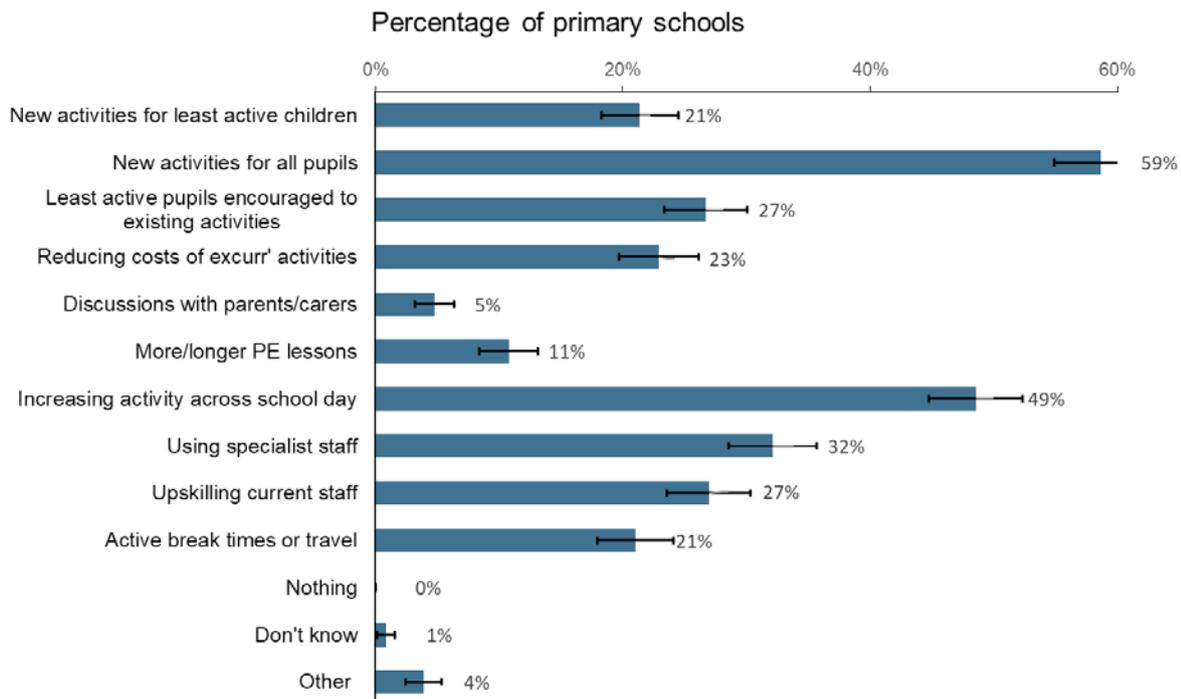
Q17. Overall since September 2017, the additional PE and Sport premium funding in my school has meant that... (Select all that apply)

44. Schools were asked to choose from a list which options they saw as the most effective way of engaging the least active pupils. Respondents were most likely

¹⁴ Least active pupils defined as above.

to have found that providing ‘new activities for all pupils’ (59%), ‘increasing activity across the school day’ (49%) and ‘using specialist staff’ (32%) to be most effective in engaging the least active pupils in their school. ‘Discussions with parents/carers’ (5%) and ‘more or longer PE lessons’ (11%) were less likely to be considered as effective ways of engaging the least active pupils. (Figure 17).

Figure 17: Schools’ views on the most effective ways to engage the least active pupils in physical activity



Unweighted base n = 956, weighted base n = 15,499

Q18. What have you found most effective when trying to engage the least active children in your school in physical activity? (Choose your top three)

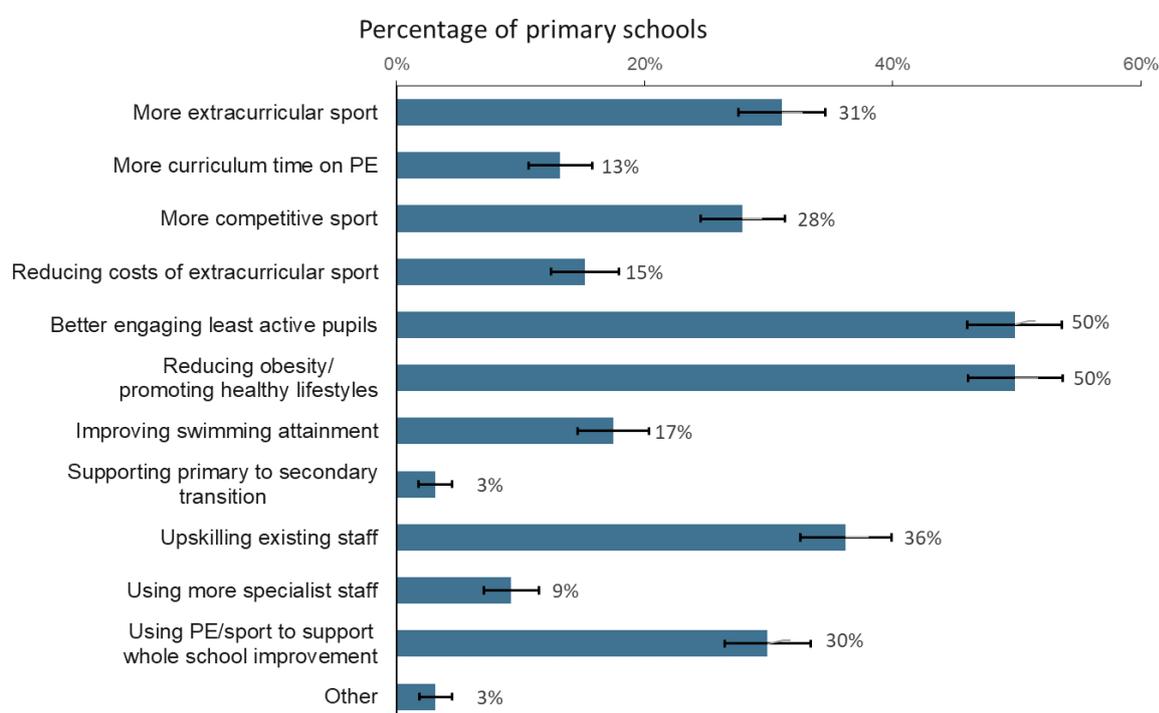
Key differences by sub-group

45. One in four (25%) of the largest primary schools (over 300 pupils) found offering ‘new activities for the least active pupils’ to be the most effective way to engage them. This compares to one in six (16%) of the smallest schools (less than 200 pupils). This difference between the two groups was almost, but not quite, statistically significant.

Chapter 4: Priorities, constraints and overall benefits

46. Respondents felt that ‘better engaging the least active pupils’ (50% of respondents), ‘reducing obesity/promoting healthy lifestyles’ (50%) and ‘upskilling existing staff’ (36%) were the top priorities for future spending of the Primary PE and Sport Premium in their school (Figure 18). ‘Supporting primary to secondary transition’, ‘using more specialist staff’ and ‘spending more curriculum time on PE’ were *least* likely to be selected as school priorities for future spending (3%, 9% and 13% respectively). There were no significant differences by sub-group.

Figure 18: School priorities for future spending of the Primary PE and Sport Premium (from their top three)



Unweighted base n = 956, weighted base n = 15,499

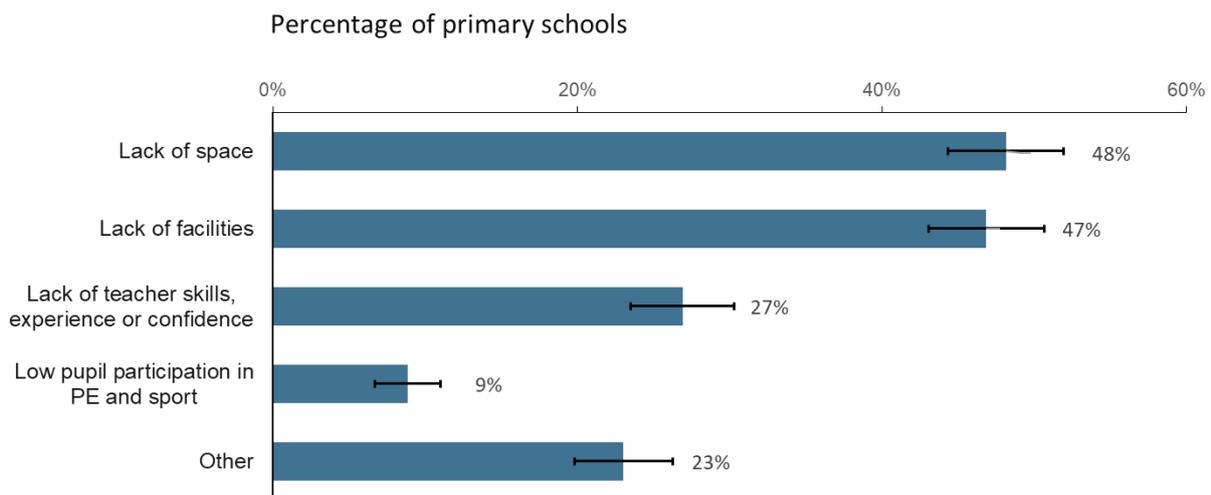
Q20. Looking forward, what would you say are the top three future priorities for spending the PE and Sport Premium (Select up to three)

47. The main constraints in delivering physical activity in school was felt to be a ‘lack of space’ (48% of respondents), a ‘lack of facilities’ (47%), and a ‘lack of teacher skills’ experience or confidence (27%) (Figure 19). Larger schools (over 300 pupils) were more slightly likely to select ‘lack of teacher skills’ (34%) and smaller schools were slightly more likely to select ‘lack of facilities’ (50%) but the difference were not always statistically significant.

48. Almost a quarter (23%) of respondents specified ‘other’ constraints. Of these, a lack of curriculum time and demands for other subject was often mentioned by

respondents. A lack of staff, facilities, space and equipment were also frequently specified by those selecting 'other'. Other constraints mentioned included making arrangements for pupils with SEND when it comes to delivering physical activity. Some small and/or rural schools mentioned that their location and size acts as a constraint to participation in sport competitions and extracurricular activities, due to factors such as transport costs, distance and the small number of pupils to draw teams.

Figure 19: Constraints felt by schools in delivering PE, sport and other physical activity



Unweighted base n = 956, weighted base n = 15,499

Q21. What constraints does your school face in delivering PE and sport and other physical activity?
(Select all that apply)

Feedback from open responses

49. Respondents were given the opportunity to state, through open questions at the end of the survey, what they thought was the greatest benefit of the increased Primary PE and Sport Premium and to let us know if there is anything else they would like to tell us. The majority of respondents provided open responses and they were overwhelmingly positive. Illustrative examples are provided below with some suggestions for improvements provided at the end.

50. For the question “**Overall, what do you see as the greatest benefit of the increased PE and Sport Premium overall**”, text analysis was undertaken to identify the most common words or groups of words mentioned. Responses were then read manually to explore the context in which they were mentioned.

51. Text analysis indicated that word 'sport' appeared the most frequently (564 mentions) as well as 'PE' (336) and 'activity' (305). These were often mentioned in the context of the Premium enabling **increasing physical activity and/or sport opportunities** (100+).

"The additional funding has meant that we can send more of our pupils to the enrichment activities which are of great benefit to them. We are also able to provide 1:1 swimming sessions for a greater number of pupils. We are able to offer pupils opportunities of trying different sports/physical activities eg sailing, horse riding."

Small special primary school, North West England

52. In terms of the type of opportunities mentioned, **extracurricular** came up the most frequently (108 mentions). This was nearly always mentioned in the context of being able to increase extracurricular opportunities. Some went into more detail about being able to offer extracurricular activities for free or at a lower cost ensuring access for all pupils. Others mentioned being able to deliver high quality extracurricular opportunities through funding external sports coaches to lead the sessions.

"Allowing a full time PE specialist to be employed by school fulltime allowing ALL PE lessons to be delivered to a high standard. Plus ALL extra curriculum sporting clubs are free after school. Top up Swim for Yr6 has also occurred as in the past school didn't have the funding for this to occur."

Large LA maintained primary school, West Midlands

53. **Curricular activity** was mentioned quite frequently (83 mentions) with respondents explaining that the funding had enabled them to redevelop or enhance their curriculum, spend more time on PE and sport and broaden the range of activities.

"The greatest benefit of the sports premium for our school is the profile it has given PE and school sport. It is starting to encourage children and teachers to be more active throughout the day and not just in PE and has up skilled our staff. Children can even see the difference in their PE lessons."

Small LA maintained primary, Yorkshire and the Humber

54. **Participation** was frequently mentioned (95 mentions) and more specifically **increase participation** (33). Some mentioned that physical activity and participation had increased for all, whilst others said that is has led to an increase in physical activity for those with SEND and those who were reluctant to participate previously.

“Ensuring that the school is well resourced for all the sports we offer. ... Already we have extended the morning 'Health Start' activity and this is getting the least active moving.”

Large primary academy, East Midlands

“It has been amazing to have had the flexibility to provide a wide and varied curriculum that has and continues to inspire children learning. Only today they could experience wheelchair basketball and realise their own potential through seeing others achieving with disabilities. These experiences are invaluable to the children's self-confidence, motivation and overall well-being.”

Small LA maintained primary, North West

55. Respondents frequently mentioned being **healthy** (69 mentions) and more specifically **a healthy lifestyle** (33). Some went into more detail about physical and/or mental health benefits. One respondent said the main benefit of the increased funding was:

“Promotion of a healthy lifestyle with an increased amount of time devoted to exercise. This has had a positive impact on the children's emotional, social and mental wellbeing.”

Large local authority maintained primary, London

56. Respondents frequently mentioned **staff** (241 mentions) as the main benefit of the increased funding, with **sport coach** (34) and **specialist coach** (30) being mentioned more specifically. Some respondents explained that they had been able to employ specialist staff with greater skills and knowledge to teach both lessons and/or extracurricular activities. Similarly some mentioned being able to upskill existing staff, and others went on to explain that this meant teachers were now more confident to deliver these sessions.

*“The greatest benefit has come from the Investment in a specialist PE teacher (Primary QTS) who can plan an engaging and comprehensive curriculum whilst supporting and leading high quality CPD for class teachers. This specialist teacher was then best placed to provide a high participation focused, high quality extracurricular programme to benefit all pupils, not just those who are most or least able. Large local authority maintained primary, London
The opportunity to upskill more staff in a wider range of sports. Our teachers are much happier teaching PE. We now also have enough equipment to run extracurricular clubs for large amounts of children.”*

Local authority maintained primary, Yorkshire and the Humber

57. Respondents were also given the opportunity to make **any other comments** about the PE and Sport premium. Aside from the term 'physical activity', which by itself has little meaning, the most common terms mentioned by respondents included: **Healthy lifestyle (19 mentions)**: Respondents mostly mentioned the positive impact that the extra money is having on promoting healthy lifestyles.

"As a school in an area of high obesity, the money has enabled us to engage with all children and offer many more opportunities for all to engage in healthy lifestyles."

Large local authority maintained primary, North West England

Mental health (11): Respondents often mentioned that they thought the extra funding and increased sport provision would have a positive impact on mental health.

"It has also helped to support children's mental health and positive mindset through increased opportunities eg yoga but also through sporting behaviours eg perseverance, resilience, being a good sport etc."

Medium-sized primary academy, London

Ring fenced funding (10). Some mentioned that they thought it was good that the money was ring fenced in a climate of constant budget cuts and asked for the department to continue doing so. A smaller group said they thought it was too ring fenced and that they should be allowed to spend it on other things (e.g. swimming). A third group said they thought it should be ring fenced more so it can't be used to pay for things unrelated to sport.

"It is really good to have a ring-fenced amount of money that we can spend on improving our children's health and their enjoyment of physical activity, rather than having to justify spending the money on PE rather than the core academic subjects"

Medium-sized LA maintained primary, South East England

Huge impact (10). Throughout the responses, the increased PE and Sport premium was described as having a 'huge impact' on: enjoyment and participation in sport, pupils success levels, the quality and quantity of PE, the level of competitiveness in schools, schools general offer of PE and the profile of sport and health lives in schools.

"It has allowed us to offer a curriculum rich in diversity of sports and provide experiences beyond what we could do previously. The level of skill from both pupils and staff has increased and pupils are taking real pride in their achievements. This in turn increases children's self-belief and confidence and,

I believe, has impacted significantly on academic outcomes for pupils over the last year. Sport plays an integral role in the development of character in children that is crucial for life-long learning. In a time when budgets are increasingly stretched, to have a significant amount of money ring-fenced for sports development is crucial.”

Small LA maintained primary, North East England.

Looking specifically at suggestions for **future improvements**, the following quotes illustrate the feedback received:

Extend the scope to help fund improved facilities

“I think that future funding could perhaps focus on the provision of 'shared' all weather facilities at 'centrally' located schools to allow increased opportunities for activities. The weather is too often a defining factor on what can be done!”

Small local authority maintained primary, West Midlands

... or other aspects of activity, especially swimming

“It would be good to have more freedom to spend the funding on areas specific to our school and its improvement needs: eg swimming lessons for all children.”

Large primary academy, London

“The rules around use of the premium and swimming provision are not helpful. Swimming in our area is extremely expensive - so much so we have had to reduce our swimming time from every KS2 class, every year for a half-term and then half a term for developers and a swimming gala down to 1 class swimming for 6 weeks. I find this worrying as the school can't continue to fund swimming as we would like and being a coastal school it is vital that our children are strong swimmers.”

Medium-sized local authority maintained primary, East of England

“Focus needs to be on promoting Healthy Lifestyles including food and nutrition and the 3 healths not just PE and Sport.”

Small local authority maintained primary, North West England

Improve guidance

“I would like further clarification on the use of PE and Sport Premium for swimming provision as this is an area I would like to promote but guidelines/advice is unclear on how it can be used-especially as some of my low income families who are not in receipt of PPG funding are unable to afford swimming lessons for their children.

Medium local authority maintained primary, South West England

Review the level of funding

“It is either too much or too little and the lack of any forward indication means we cannot assuredly plan - will it exist in 1, 2, 3 or more years? Can I start something and be absolutely sure of it continuing? ... Too little to build a sports hall, too much to just support activities we already do. Not enough to employ an extra member of staff, too much to fritter on unhelpful conferences.”

Large local authority maintained primary, Yorkshire and the Humber

Annex A: Sampling and weighting for PE and Sport Premium Survey

- i. The aim was to have around 600 primary schools complete the survey. Assuming a response rate of 20% for the survey, around 3000 primary schools were selected to receive the survey.
- ii. The schools selected were required to have been eligible for the PE and Sport Premium in both 2016/17 and 2017/18 academic years. The schools had to satisfy both of the following criteria (15,514 schools satisfied these requirements):
 - a state-funded mainstream primary school or a state-funded special school with primary aged children;
 - opened in September 2016 or before, and remained open until August 2018 or later, and not proposed to close.
- iii. To ensure the survey was representative, a random selection of primary schools was drawn over several school characteristics (known as a stratified random sample). Special schools were oversampled to ensure a minimum number of special school respondents was reached, to enable some level of comparability with other school types.
- iv. The schools were sorted (stratified) by school type, school size (i.e. number of pupils), and percentage of pupils on Free School Meals. Categories used are shown below.

School type

Local authority maintained primary school

Academy primary schools (including primary Free Schools)

State-funded special schools (with primary aged pupils)

School size (i.e. number of pupils)

Small: 1 to 200 pupils

Medium: 201 to 300 pupils

School size (i.e. number of pupils)

Large 301 or more pupils

Percentage of pupils on Free School Meals

Quarter 1: Less than or equal to 5 %

Quarter 2: Greater than 5 % and less than or equal to 11 %

Quarter 3: Greater than 11 % and less than or equal to 20 %

Quarter 4: Greater than 20 %

- v. Post-sampling checks were performed for urban/rural classification, Ofsted rating and geographical region, to ensure a good spread of schools.
- vi. Survey weights were generated for schools that responded to the survey. The weights reduced any bias due to non-response of certain school types. This was achieved by making the respondent profile match the population of schools that satisfied the requirements for selection. The profile match was based on the same key variables as the sampling: school type, school size (number of pupils) and percentage of pupils on free school meals.
- vii. The total weighted basis is similar to the total number of schools that satisfied the requirements for selection. The two totals are not exactly the same due to rounding and in some cases having no respondents in categories with few schools (e.g. sub-categories of special schools).
- viii. The schools were selected and weighted using data held in [Get Information About Schools](#) database (GIAS data¹⁵) on 13th August 2018.
- ix. The sampling procedure was similar to that carried out for the [PE and Sport Premium research published in 2015](#)¹⁶ (although findings are not directly comparable due to differences in survey approach and question wording).

¹⁵ [Get Information About Schools Website: https://get-information-schools.service.gov.uk/](https://get-information-schools.service.gov.uk/)

¹⁶ [PE and sport premium: An investigation in primary schools, 2015: https://www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools](https://www.gov.uk/government/publications/pe-and-sport-premium-an-investigation-in-primary-schools)

- x. Confidence intervals provide the range around a percentage from survey data, where the true response for the entire population (not just those surveyed) is likely to fall. The likelihood of population response falling within the range of the confidence intervals is provided by the confidence level. In this survey as confidence level of 95% is used, which indicates that 95 out of 100 times the response of the entire population would fall within the confidence intervals around the percentage from the survey responses.
- xi. For example, if the survey data is 50% (of the 969 survey respondents) the confidence intervals are + or – 3.0% for a confidence level of 95%. Therefore 95% of the time, the response for the entire population (15,514 schools) would fall between 47% and 53% in this scenario. Confidence intervals will vary depending on the number of respondents (i.e. increase when the fewer schools respond) and will be smaller when percentage is closer to 0% and 100% (further away from 50%).
- xii. Confidence intervals are shown in the bar charts throughout the report by a dark narrow line at the end of each bar.

Annex B: Questionnaire

PE and Sport Premium Survey

1. This survey is designed to gather information on the PE and Sport Premium for the purpose of policy development. The Department for Education (DfE) is interested to know how your school has used the Premium and your views on the outcomes it has had. The survey should be answered by the person with overall responsibility for physical education (PE) and sport provision in your school. This might be the head teacher, the subject lead for PE and sport, or someone else. They should consult with other members of staff as needed. It should take no more than 15 minutes to complete. The survey closes on Friday 12th October 2018. All findings will be anonymised. Results may be quoted publically but all identifying information will be removed. Please refer to the privacy notice in the email we sent you for more detail. Please enter your school URN below. (This is the 6-digit code which can be found in the email we sent to you.) This will only be used to identify different school characteristics when analysing the survey as a whole, NOT to examine schools or identify individual responses. *

2. Please enter your Local Authority area *

3. Do you currently have overall responsibility in your school for deciding how to spend the PE and Sport Premium? *

Yes

No

4. Did you have overall responsibility for deciding how to spend the PE and Sport Premium in the 2016/17 academic year? *

Yes

No

5. Who (else) is involved in deciding how to spend the PE and Sport Premium? (Select all that apply) *

- The Head Teacher
- Senior Management or Leadership Team
- School Bursar/Business Manager
- Academy Chain/Trust Leadership Team
- Other Teachers
- Parents/Carers
- Pupils/School council
- Local Authority
- School Governors
- Don't know
- Other (please specify):

PE and sport activities and staffing - before and after the doubling of the premium

We would like to know about PE and sport provision in your school in 2016/17 and 2017/18; before and after the Premium was doubled. You may need to consult with other staff in school if you were not in your role this whole period.

6. In the 2016/17 academic year, how long did KS1 pupils, and KS2 pupils, spend in PE* in a typical week? (please answer in minutes) * PE is defined here as: the planned teaching and learning programme in curriculum time that meets the requirements of the national curriculum for physical education *

Key stage 1
*

Key stage 2
*

7. In the 2017/18 academic year, after the premium was doubled, how long did KS1 pupils, and KS2 pupils, spend in PE* in a typical week? (please answer in minutes) * PE is defined here as: the planned teaching and learning programme in curriculum time that meets the requirements of the national curriculum for physical education *

Key stage 1
*

Key stage 2
*

8. Which of the following best describes how your school has used the PE and Sport Premium on PE lessons, since September 2017? (Select one only) We have used it to fund... *

- More of the same PE activities already in place in 2016/17, but at an enhanced quality (e.g. deeper skills level, more teachers, longer sessions)
- New and different types PE activities than in 2016/17
- Some of the same and some new activities than in 2016/17
- No change since 2016/17
- Don't know

9. Which of the following best describes how your school has used the PE and Sport Premium on extracurricular sport, since September 2017? (Select one only) We have used it to fund... *

- More of the same extracurricular sport activities in place in 2016/17 but at an enhanced quality (e.g, deeper skills level, longer sessions)
- New and different types of extracurricular sport activity than in 2016/17
- Some of the same and some new extracurricular sport activities than in 2016/17
- No change since 2016/17

Don't know

10. Who delivered PE lessons in each of the past two academic years? (Select all that apply) *

| | Taught PE in 2016/17 | Taught PE in 2017/18 | Did not teach PE in these years/ not applicable | Don't know |
|---|--------------------------|--------------------------|---|--------------------------|
| Class teacher(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialist PE teacher(s) or PE lead(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching Assistant(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External Sport Coach(es) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports specialist trainee(s) or apprentice(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other staff used (if applicable)

11. Who delivered extracurricular sport activities in each of the past two academic years? (Select all that apply)

| | Delivered extracurricular sport in 2016/17 | Delivered extracurricular sport in 2017/18 | Did not lead extracurricular sport in these years/ not applicable | Don't know |
|------------------|--|--|---|--------------------------|
| Class teacher(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Delivered extracurricular sport in 2016/17 | Delivered extracurricular sport in 2017/18 | Did not lead extracurricular sport in these years/ not applicable | Don't know |
|---|--|--|---|--------------------------|
| Specialist PE teacher(s) or PE lead(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching Assistant(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| External Sport Coach(es) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sports specialist trainee(s) or apprentice(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other staff used (if applicable)

12. In your view, since the doubling of the PE and Sport Premium in September 2017, have there been any changes in the quality of teaching of PE lessons? (Select one only)*

- Increased a lot
- Increased a little
- Stayed about the same
- Decreased a little
- Decreased a lot
- Don't know

Perceived value and impact of the doubled PE and Sport Premium

To help assess the value of the DOUBLING of the PE and Sport Premium, the next set of questions ask how the Premium has been used overall in your school, and what would not have been invested in without this additional funding.

13. Thinking overall, has the PE and Sport Premium been used in any of the following ways since September 2017? (Select all that apply) *

- For transport to sporting fixtures that the school could not afford
- To employ a new sports coach or coaches
- To train/upskill existing staff
- To employ new PE staff
- To buy new equipment or improve sports facilities
- To provide more extracurricular sport activities
- To reduce the costs to pupils for extracurricular sport activities
- To fund holiday club provision
- To improve swimming provision
- To increase the amount of physical activity across the curriculum
- To increase involvement with national or local networks or competitions
- Don't know
- Other (please specify):

14. If the level of PE and Sport Premium funding had not been doubled in 2017/18 what, if anything, do you think your school would not have invested in? (Select all that apply) *

- Subsidising transport to sporting fixtures

- Employing new sports coach(es)
- Training existing staff
- Employing new PE staff
- Buying new equipment / Improving sports facilities
- Increasing extracurricular sport activities
- Subsidising the costs to pupils for extracurricular sport activities
- Funding holiday club provision
- Improving swimming provision
- Increasing the amount of physical activity in the curriculum
- Involvement with national or local sport networks or competitions
- Don't know
- Other (please specify):

15. Compared to 2016/17, have any of the following changed since the doubling of the PE and Sport Premium in September 2017? (Select one option per row) *

| | Increased a lot | Increased a little | Stayed about the same | Decreased a little | Decreased a lot | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Proportion of pupils doing at least 30 mins of physical activity a day in school | <input type="checkbox"/> |
| Confidence/knowledge/skills of <u>all</u> staff in teaching PE | <input type="checkbox"/> |
| Profile of PE and sport for supporting whole school improvement | <input type="checkbox"/> |

| | Increased a lot | Increased a little | Stayed about the same | Decreased a little | Decreased a lot | Don't know |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Level of competitive sport offered to all pupils | <input type="checkbox"/> |
| Proportion of pupils meeting the KS2 national curriculum swimming and water safety standards | <input type="checkbox"/> |

16. Since September 2017, for which (if any) of the following groups have these things increased (Select all that apply)

| | Physical exercise in curriculum time | Extracurricular sport activities | Sport competitions |
|--|--------------------------------------|----------------------------------|--------------------------|
| All children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Boys | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Girls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children with SEN | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disadvantaged children (FSM/Pupil Premium) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| KS1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| KS2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Don't know | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. Overall since September 2017, the additional PE and Sport premium funding in my school has meant that... (Select all that apply) * 'Least active pupils' (in option 3) in this context are those who you think may not be achieving 30 minutes of physical activity a day within school. This may include SEND, females and disadvantaged pupils who may be less likely to achieve the Chief Medical Officer's recommended 30 minutes a day in school. *

- More pupils participate in previously existing PE and sport activities
- More pupils participate because of the introduction of new PE and sport activities
- More of the least active pupils* participate in PE and sport activities
- No change
- Fewer pupils participate in PE and sport activities
- Don't know

18. What have you found most effective when trying to engage the least active children in your school in physical activity? (Pick your top three) *

- Offering new activities only to the least active children
- Offering new activities to all pupils
- Encouraging the least active children to participate in existing activities
- Reducing the costs of extracurricular activities
- Discussing activity levels with parents/carers
- Providing more or longer PE lessons
- Increasing physical activity across the school day (e.g. active lessons or active classrooms)
- Using specialist staff
- Upskilling current staff
- Use of active break times or travel

NONE – have attempted but not been able to find any successful approaches

Don't know

Other (please specify):

Decision making in spending the PE and Sport Premium

19. Which of the following sources of information, advice or guidance (IAG) have you used since September 2017, when deciding on how to spend the PE and Sport Premium?

| | Source of IAG since Sep 2017 | Most useful source of IAG (<u>Select up to three</u>) |
|--|------------------------------|--|
| Other primary schools | <input type="checkbox"/> | <input type="checkbox"/> |
| Local secondary schools | <input type="checkbox"/> | <input type="checkbox"/> |
| Local Authority <small>o</small> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local PE and Sport networks <small>o</small> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sport England | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth Sport Trust | <input type="checkbox"/> | <input type="checkbox"/> |
| Association for PE | <input type="checkbox"/> | <input type="checkbox"/> |
| County Sport Partnership | <input type="checkbox"/> | <input type="checkbox"/> |
| Department for Education Guidance <small>o</small> | <input type="checkbox"/> | <input type="checkbox"/> |
| Governors <small>o</small> | <input type="checkbox"/> | <input type="checkbox"/> |
| Coaches / sports companies <small>o</small> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Source of IAG since Sep 2017 | Most useful source of IAG (<u>Select up to three</u>) |
|-----------------------|------------------------------|--|
| None o | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify below) | <input type="checkbox"/> | <input type="checkbox"/> |

Other (if applicable):

20. Looking forward, what would you say are the top three future priorities for spending the PE and Sport Premium for your school? (Select up to three) *

- More extracurricular sport
- More curriculum time spent on PE
- More competitive sport
- Reducing cost to pupils of extracurricular sport
- Better engaging the least active pupils in PE and sport
- Reducing childhood obesity/promoting healthy lifestyles
- Improving swimming attainment
- Supporting primary to secondary transition
- Upskilling existing staff
- Using more specialist staff
- Using PE and sport to support whole school improvement
- Other (please specify):

21. What constraints does your school face in delivering PE and sport and other physical activity? (Select all that apply) *

- Lack of space
- Lack of facilities
- Lack of teacher skills, experience or confidence
- Low pupil participation in PE and sport
- Other (please specify):

Thank you. You have almost completed this survey and we have a couple of final questions.

22. Overall, what do you see as the greatest benefit of the increased PE and Sport Premium?

23. Is there anything else you would like to tell us about the PE and Sport Premium?



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