



Department
for Education

Examples of how schools have used the PE and sport premium to help achieve improvements in the 5 key areas

Increasing all staff's confidence, knowledge and skills in teaching PE and sport

- Utilising the PE lead and / or sports coaches (remember that external coaches should not replace the need for primary teaching staff but should work in partnership with them) to help upskill teachers through formal CPD, modelling lessons, team teaching and lesson observation with feedback. Appropriate time is allocated in staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity – ensuring staff engagement with extra-curricular activity and any relevant school sport competitions.
- Train and engage wider school staff in the delivery of school sport and physical activity. Get staff members to access targeted professional qualifications in line with their areas of interest in order to provide the supervision of after school activities.
- Make use of online digital portals to measure PE attainment, in addition to gaining access to quality CPD courses (either online or in person).
- Confidence and understanding of staff members to be evaluated through staff questionnaires and data collected is to be acted on appropriately. Following questionnaires, targeted CPD will be offered for members of staff where increased knowledge or skills are needed.

Increasing engagement of all pupils in regular physical activity and sport

- Developed a monitoring programme to assist with PE assessment, identifying pupils' strengths and areas for development, which leads to more focused support.
- Identified how active pupils are through online pupil questionnaires, one taken at the start of the academic year, and one taken at the end of the academic year – allowing for comparison. This also allows schools to effectively monitor and demonstrate the 2 impacts of any PE and sport premium funding.
- Introduced a 30-minute active session each morning when children first come into school. These activities are led by the class teachers, and a rota of physical activities are demonstrated. The aim is for a new carousel of activities to be carried out 2

weekly, with staff supporting each activity station (activities are adapted for outdoor and indoor - weather appropriate).

- In addition to the 2 hours of timetabled Physical Education curriculum lessons, teachers are expected to take pupils on active breaks during the school day. These may be “a mile a day”, class skipping rope activities (all classes have access to a class set of ropes from our skipping workshop) or ‘active blasts’ (short periods of physical activities that give pupils a brief break from learning to increase their focus in class) sessions.
- Staff plan and deliver informative PE Learning Cafes, covering topics such as healthy bodies, healthy minds etc. These are delivered to all children and their families to promote physical activity and positive mental wellbeing both inside and outside of school.
- Developed a model for tracking and analysing children’s activity outside of school. After school club participation is not the only marker for assessing activity level beyond the school physical activity offer.
- Raising the profile of PE and sport across the school, to support whole school improvement

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- Providing children with the opportunities to learn and practice the skills that they need to participate in PE lessons and competitions. These dedicated skill workshops have successfully built children’s resilience, confidence and the ability to work with others.
- Have introduced a Friday morning fitness and wellbeing club, with the aim to promote physical health, enhance academic performance, improve punctuality and attendance. Children come to school early and take part in physical fitness exercises to music.
- Seek pupil voice about the types of activity that they enjoy and question why they think physical activity is important. Try to create a link in understanding of physical activity for our health and wellbeing, with teaching and learning across the health education curriculum taught as part of relationships, sex and health education (RSHE) and PSHE. [Relationships and sex education \(RSE\) and health education.](#)

- Appoint a member of staff as a Sports Coordinator to discuss Primary PE and sport premium with stakeholders more regularly for example: speaking at parent forums or Governing Board Committee Meetings.

Offer a broader and more equal experience of a range of sports and physical activities to all pupils

- For every year group, consider team and individual sports, and physical activities which reinforce and complement the children's development in PE. Ensure there is coverage of multiple invasion games, striking and fielding games, net/wall games, athletics, gymnastics and dance as well as outdoor adventure activity and swimming and water safety.
- Offer the children a balanced and varied extra-curricular programme, for example team sports with an aim to play on the school team in school competitions, or new sports that pupils won't access in the curriculum.
- Build and develop active links and clear pathways to sport, physical activity and leisure providers in the local community, for example sport clubs, leisure centres, youth centres and signpost these in the school (posters/assemblies). See if the provider can deliver taster sessions on site and actively encourage young people to attend.
- Have a School Sport Organising Committee in place that influences provision, for example using the School Council to evaluate and provide student voice for provision. School Council to be provided with some funding to organise pupil voice experience days linked to physical activity.

Increase participation in competitive sport

- Creating a calendar that demonstrates opportunities for all young people regardless of sex, educational need or other targeted groups. This calendar aims to showcase the various competitions that schools can take part in.
- Provide opportunities for all children to challenge themselves through both intra and inter school sport, where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the experience rather than the outcome.
- Creating an extensive sports calendar with local sports partnerships and Trust-wide sports competitions. Within these we ensure that no group is disproportionately

represented, and all children are given the chance across the year to take part in different events and represent the school.

- The curriculum is designed so pupils can experience sports in lessons and then free clubs are also run by the PE lead and other staff offering the children the opportunity to develop their skills and be selected for the school teams.

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