

Berkswich CE Primary School			
Reference Number C10	Shared with Staff November 2024	Ratified by Governing Board November 2024	Review Date November 2026
Policy Title	PE Guidance Document (including Sports Premium)		

This policy operates within the Christian ethos of the school and has been written to reflect an understanding that each of us are equally cherished and valued as God's children, all deserve, and ought to be given the opportunity to achieve their full potential.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – key stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2024) 'Early years foundation stage statutory framework: for group and school-based providers'
- DfE (2024) 'Enhancing physical education provision and improving access to sport and physical activity in school'
- DfE (2024) School sport and activity plan

This policy operates in conjunction with the following school policies:

- Curriculum Policy
- Health and Safety Policy
- Adverse Weather Policy
- First Aid Policy
- School Uniform Policy
- LGBTQ+ Policy
- Pupil Code of Conduct
- Intimate Care Policy
- Staff Code of Conduct
- Suspension and Exclusion Policy
- Behaviour Policy
- Changing Rooms Risk Assessment
- Athletics Risk Assessment
- PE and Sports Equipment Risk Assessment
- PE lesson Risk Assessment
- Swimming Risk Assessment

The intent of the physical education curriculum

Our physical education curriculum is shaped by our whole school vision and curriculum intent. Our school values are seen throughout our physical education curriculum. At Berkswich CE children work **inclusively** within their physical education lessons, enabling all children, regardless of background, ability, additional needs, to flourish and excel - to become the very best version of themselves they can possibly be. All children will develop a life-long delight and involvement in physical activity and develop healthy lifestyles. Children demonstrate **perseverance** when learning a wide variety of sports and physical skills. When learning a new sport or skill they are **responsible**, resourceful and seek strategies to overcome barriers and challenges, relishing these on the way to success as part of the learning process. Children learn how to cooperate and collaborate with others, as part of a **team**; understand fairness and equality of play. Children take part in both intra-school and inter-school competitions throughout the year, demonstrating high levels of **respect** and **compassion** for themselves and their competitors.

At Berkswich CE Primary, we value physical education because we know the importance of giving the children the tools and understanding required to make a positive impact on their own physical health and well-being. Physical education develops the children's practical skills in order to participate, compete and lead a healthy lifestyle. Our aim is to ensure that the children experience a wide breadth of learning and have, by the end of each key stage, long-term memory of an ambitious body of fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary.

Our curriculum has wide breadth and clear progression of interconnected knowledge and skills. It is ambitious for all groups, including SEND. Greater depth opportunities are available for every learner to reflect our high expectations, provide them with competition and encourage them to participate in sport at a higher level. It is designed to increase each child's self-confidence and aspirations, recognising the way in which physical activity can play an important role in the personal development of each child. Learning at Berkswich CE aims to inspire and motivate children to continue with a life-long delight and involvement in physical activity and develop healthy lifestyles.

As children progress, our intent is that the curriculum provides all children with opportunities to become physically confident and resilient in ways which supports their health and fitness. We provide an engaging, strenuous, challenging and diverse physical education for all children. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. We strive to deliver a high quality physical curriculum that inspires all children to succeed and excel in competitive sport and other physically demanding activities.

We aim to develop pupil's physical literacy whilst enhancing their enjoyment and knowledge of the subject, alongside teaching children how to cooperate and collaborate with others, as part of a team, understand fairness and equality of play to embed life-long values.

This policy outlines what pupils will be taught during PE lessons and how they are expected to behave, as well as the measures taken in order to ensure the health and safety of pupils, including role-specific responsibilities.

The implementation of the physical education curriculum

➤ **Meeting the aims of the National Curriculum**

Berkswich CE delivers a rich, broad and balanced physical education curriculum, in line with national requirements, which aims to enable pupils to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

➤ **Key concepts**

Planning in school is structured systematically and this ensures that units are in line with our school approach of a concept-driven curriculum. Our curriculum design is based on evidence from cognitive science; two main principles underpin it:

- Fundamental movement knowledge must be automatic and therefore practised at all ages.
- Team games are introduced from Key Stage One but not too early to avoid unnecessary cognitive load.
- Gymnastics, dance, athletics and outdoor adventures are taught throughout the children's time at Berkswich.
- Swimming is taught to all KS2 classes to give the children the life skill.

In addition to the four principles, we also understand that learning is invisible in the short term and that sustained mastery takes time. Our content is subject specific but draws on other subjects such as art and reading for inspirations in dance.

The games units are driven by the concept of resilience. This PE unit is also a vehicle for the children to learn to win and lose with dignity and show resilience and control when losing in an activity in order to improve practice further.

➤ **Physical Education in the Early Years (EYFS)**

The school recognises the importance of pupils' physical development as one of the prime areas of learning and development. Staff will ensure that educational programmes in the early years develop pupils' all-round development, and enables them to pursue happy, healthy and active lives.

In line with the Early Learning Goals (ELGs) for physical development set out in the DfE's 'Statutory framework for the early years foundation stage', teaching staff will organise a range of activities and experiences to promote and develop pupils' gross and fine motor skills, including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment. All EYFS children will have one PE lesson a week additional to continuous provision.

An EYFS profile will be completed for each pupil in the final term of the year in which they reach age five.

➤ **During KS1, pupils will be taught to:**

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

➤ **During KS2, pupils will be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

➤ **In relation to swimming, pupils within KS2 will be taught to:**

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

➤ **Teaching and learning**

All lessons will be planned and taught in line with the scheme of work, as developed by the PE coordinator, ensuring that potential for pupils' progression is planned into the scheme of work.

Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

The school creates long-term, medium-term and short-term plans for delivery of the PE curriculum – these are as follows:

- Long-term: Includes the PE topics studied in each term during the key stage
- Medium-term: Includes the details of work studied each half term
- Short-term: Includes the details of work studied during each lesson

The PE coordinator is responsible for reviewing and updating long-term and medium-term plans and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Where appropriate, a sports coach will lead the lesson or teach alongside the teacher. For example, a coach from Walton Tennis Club.

Pupils will be taught through a mixture of whole-class, group and individual activities, ensuring that tasks are suitable for pupils' abilities. The children will be encouraged to evaluate their own

performance, as well as the performance of others. The children will be given the opportunity to both collaborate and compete with each other during lessons.

The PE coordinator will act as the first point of contact for staff members planning PE lessons or sporting events.

A variety of resources, including indoor and outdoor sporting equipment, will be used to provide a range of challenge for pupils. Staff members involved in the teaching of PE will have access to PE resources, including sporting equipment and specialist literature, at all times. Where a pupil is unable to participate in a lesson, the teacher will set them another related task, such as being score counter or equipment manager.

➤ **Timetabling at least two hours of curriculum PE**

Schools are expected to deliver a minimum of two hours PE in the curriculum during the school week. PE staff will be aspirational for the subject's necessary inclusion in the overall school curriculum. PE staff will devise and deliver positive messaging about the benefits and impact of PE throughout the school. Senior leaders will ensure that the expected two hours per school week are securely installed within the wider school curriculum. Leaders may achieve this by reorganising lesson lengths across the whole school to accommodate for the necessary two hours of PE. Senior leaders and other PE staff will conduct regular audits of school facilities and determine what physical activities are deliverable in the spaces available. Senior leaders will also strengthen relationships with such organisations as sports clubs and LAs to improve access to sports facilities. The school will use its PE expertise to raise whole-school standards in delivering high quality PE.

➤ **The language of Physical Education**

Teachers have high expectations of children to use discussion to further learning. Children are increasingly expected to give precise explanations, using technical and specialist terminology (that comes from the vocabulary section of the curriculum companion) appropriately. Teachers model this practice, using the correct language within all learning. The teaching staff use and encourage the children to understand age-appropriate vocabulary for PE from the beginning of Nursery.

➤ **Diversity**

Berkswich has a strong commitment to diversity and inclusivity, ensuring that there is no barrier and that every child is able to participate in all areas of PE. Children learn about diverse sporting heroes and historical figures within their PE lessons.

➤ **Cultural capital, character-building and community links**

At Berkswich CE, we believe that PE promotes confidence, cooperation, leadership skills, healthy lifestyles, competitiveness, problem solving, wellbeing and growth. We aim to give our Children the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. All children, families and staff have 'free' membership for Walton Tennis club (paid for by the school). The children also experience playing cricket at Milford Cricket Club. The children are involved in both intra-school and inter-school competitions throughout the year. This encourages the children to work as a team and show respect to other children. In Year Six children can apply to be Sport Captains for each house team at Berkswich CE, these children support the PE Leader with fixtures, clubs, support the younger children at playtimes and help organise Sports Day. These children will be role models for the rest of the school and will gain skills such as having responsibility and being organised. Sport is also celebrated each year

during National School Sports Week, each class takes part in a variety of activities such as wheelchair basketball and lessons with Olympians.

➤ **SEND**

Berkswich CE is ambitious for every SEND child. Planning explicitly offers support where needed without over-scaffolding. Appropriate resources for SEND children are used where necessary. Further support is sought from the SENDCo if necessary to ensure that every child has equal access to all learning.

➤ **Greater Depth**

Berkswich CE is ambitious for all pupils; challenge is a part of every child's learning. Through thoughtful and rigorous planning, we provide Greater Depth pupils with the opportunity to extend their PE thinking through planned opportunities to broaden and apply their learning within contexts of increasing complexity. Greater Depth pupils also benefit from providing peer support and having to adapt their problem-solving approach.

➤ **The headteacher is responsible for:**

- Appointing an appropriate PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

➤ **The PE coordinator is responsible for:**

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.

- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
 - Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
 - Providing the headteacher with an annual summary report regarding the teaching of PE at the school.
- **Teachers are responsible for:**
- Acting in accordance with the school's Health and Safety Policy.
 - Reporting accidents and other incidents in writing.
 - Participating in any necessary training or CPD.
 - Keeping up-to-date with changes within the subject area.
 - Acting in accordance with the Staff Code of Conduct.
 - Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
 - Ensuring that privacy is given to pupils whilst they change for PE lessons.
 - Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.
- **Parents are responsible for:**
- Providing their child with the necessary PE kit.
 - Providing their child with appropriate footwear for PE classes.
 - Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.
- **Pupils are responsible for:**
- Acting in accordance with the Pupil Code of Conduct at all times.
 - Bringing their PE kit to school on the appropriate days.
 - Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
 - Adhering to the Behaviour Policy at all times.
- **Responsibilities of The Special Educational Needs and Disabilities Coordinator (SENDCo)**
- advising staff how best to support pupils' needs.
 - organising and providing any necessary training for staff regarding the PE curriculum for pupils with special educational needs and disabilities (SEND).
 - advising staff on the inclusion of PE objectives in pupils' individual education plans as necessary.
 - advising staff on the use of teaching assistants in order to meet pupils' needs.
 - advising staff of specific tools necessary for pupils with special educational needs and disabilities (SEND).

The impact of our physical education curriculum:

➤ Assessment

Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Teachers constantly assess the children's understanding, correcting misunderstandings. Teachers are responsive and alter planning accordingly to help children embed and use knowledge fluently and develop interconnected understanding rather than memorise isolated facts within a unit. Formative assessment, which is carried out throughout the year, enables teachers to identify pupils' understanding of subjects and

inform their immediate lesson planning. Teachers will make a judgement about the learning of each pupil in relation to each of the principles taught – the outcomes of which will be recorded using Sonar (used by school to analyse and act on attainment and progress) and used to inform future planning.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. For further information about assessment in EYFS, please visit our Early Years area found via the Learning tab on our school website (www.berkswichceprimary.co.uk).

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Pupils' self-evaluation of their work
- End of unit assessments

Parents will be informed about their child's attainment in PE during the Summer term every year. This will include information on pupils' attitudes towards the subject. Verbal reports can be provided during informal meetings with parents throughout the year. The progress of pupils with SEND will be monitored by the SENDCo.

➤ **Cross-curricular links**

Wherever possible, the PE curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils are encouraged to describe what they have done and to discuss how they might improve.

Mathematics

- Pupils further develop their counting skills by keeping score during team games.
- Pupils are encouraged to measure and record what they do accurately, for instance, how far they can throw a ball.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.

Spiritual, moral, social and cultural development

- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.
- Pupils are encouraged to respect other pupils' levels of ability.

➤ **Equal Opportunities**

Teaching staff will work closely with the PE coordinator to ensure that planned activities for lessons are accessible to all pupils, including pupils with SEND. All lessons will meet the specific needs of

individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language.

Staff, including TAs and unqualified teaching staff, will be trained and supported to implement specific teaching and learning strategies for pupils with SEND and additional needs.

staff will liaise with the SENCO, where necessary, in order to meet the needs of pupils.

The school will continue to ensure that equal sporting opportunities are offered to pupils of all genders. While sex separation may be employed in certain circumstances, e.g. for competitive sports teams, the school will make a concerted effort to offer every sport to all pupils regardless of gender wherever possible. Where this is not feasible, e.g. due to differences in demand for certain sports along gendered lines, the school will endeavour to offer comparable sports which use similar tactics and objectives.

Pupils will not be grouped together based on gender, race or disability.

The school will utilise pupil voice to understand the needs of inactive pupils. The school will also identify how girls and boys perceive PE within school. Schools will provide inactive/underrepresented pupils with more informal physical activities to remove those barriers of inclusion and ensure equality of access for all pupils.

➤ **Extra-curricular activities**

The school provides pupils with the opportunity to participate in a range of extra-curricular activities in order to further develop their skills. Extra-curricular opportunities are provided to pupils with the aim of allowing them to put into practice the skills they have developed in lessons, as well as foster a sense of cooperation among pupils, whilst introducing a competitive element to team games. External sports coaches will lead activities and clubs, where appropriate. At the beginning of each term, parents will be made aware of the extra-curricular activities on offer at the school via the SchoolComms.

The school participates in regular sporting events against other schools –pupils and parents will be made aware of these fixtures with due notice.

Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during worships, on our PE display and on our school website.

All teaching staff will actively encourage pupils to be physically active outside of school. This is also celebrated during worships, on our school website and on the school newsletter.

➤ **PE kit**

During PE lessons, pupils are expected to wear our school PE kit (**Uniform Information | Berkswich CE Primary School**). Staff members will lead by example by wearing appropriate clothing when teaching PE. All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Jewellery which cannot be removed will be taped over. In relation to swimming lessons, if a child's jewellery cannot be removed, they will not be able to participate in the lesson. All long hair is tied back for PE lessons. Activities such as gymnastics and dance will be undertaken in bare feet. The school will stock spare hair bands and PE kits for pupils who forget theirs. In the event that a pupil repeatedly forgets their PE kit, a letter will be sent home.

Where possible, the school will use designated single-gender changing rooms. The school will make adequate and sensitive arrangements for changing which take into account the needs of pupils with

disabilities and pupils from different religions, beliefs, cultural backgrounds or gender identity. Where staff members need to change, this will be done privately and never in the same space as pupils. If there is a need for a staff member to enter the changing rooms while pupils are changing, the staff member will alert pupils to this and give pupils the opportunity to cover up if they want to. Where possible, only staff members of the same sex as the pupils will be allowed in the changing rooms. Pupils who identify as transgender will be allowed to get changed in the facilities that correspond with their preferred gender identity. Alternative provision, such as disabled toilet facilities, are also made available where necessary. Where a pupil who requires additional support needs assistance changing, the school will adhere to the Intimate Care Policy. All staff will be aware of any intimate care issues for individual pupils.

➤ **Behaviour**

Pupils will act in accordance with the school's Pupil Code of Conduct. Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behavioural Policy. In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the head teacher. In the event of misbehaviour causing harm or serious disruption, the pupil's parents will be notified of the incident at the end of the school day.

➤ **Health and safety**

Staff and pupils will adhere to the Health and Safety Policy at all times. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. First aid boxes will always be accessible during PE lessons. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The PE leader is responsible for reporting any concerns to the school's health and safety officer and for having the main risk assessments.

Where pupils will be attending an off-site sporting or PE-related event, the PE leader is responsible for completing a risk assessment for the event.

Swimming lessons will always be taught by a specialist swimming teacher.

The PE leader will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE leader as soon as possible. Damage to PE equipment will be reported to the PE leader as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment. PE equipment is inspected yearly by an agency to make sure it is all in good condition.

In relation to swimming lessons or a lesson where bare feet are required, if a pupil has a verruca or wart, they must notify the staff member leading the lesson of this prior to the start of the lesson.

➤ **Reporting accidents**

Accidents will be reported in the Pupil Accident Log. All accidents and near-misses will be recorded, in writing, in the Pupil Accident Log. Staff members are responsible for identifying the cause of the

accident and taking any necessary action in order to minimise the risk of an accident reoccurring. Treatment to injuries will only be administered by staff members who are first aid trained. Where required, further medical attention will be sought from the local doctors or hospital. In the event that a pupil has an accident causing minor injury, such as a bruise or scrape, the school will notify the pupil's parents of the incident at the end of the school day. In the event that a pupil has an accident causing potentially serious or major injury, such as a broken bone or concussion, the school will notify the pupil's parents immediately. The head teacher reports relevant accidents on to the Staffordshire County Council Health and Safety Accident Recording portal, completing a report on the accident, investigation of the cause and subsequent actions.

➤ **How can schools use the PE and sport premium grant?**

The main aim of the PE and sport premium is to ensure that all children have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Schools must therefore spend the premium grant for the benefit of all primary-aged pupils on projects that will make additional and sustainable improvements to the quality of PE and sport activities and encourage the development of healthy, active lifestyles.

Overall, it is for schools to decide how they spend the PE and sport premium grant as long as it is allocated in accordance with the terms outlined in the conditions of grant document.

This means that schools must use the PE and sport premium to:

- Develop or add to the PE, physical activity, and sports activities that the school already offers.
- Build capacity and capability within the school to ensure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future years.

Schools should prioritise PE and sport premium funding to make improvements in the following five key areas:

- Increasing all staff members' confidence, knowledge and skills in teaching PE and sport
- Increasing the engagement of all pupils in regular physical activity and sport
- Raising the profile of PE and sport across the school, to support whole-school improvement
- Offering a broader and more equal experience of a range of sports and physical activities to all pupils
- Increasing participation in competitive sport

It is not necessary for spending to satisfy all these key areas, instead, schools should identify the improvements they aim to make, and align it to one or more of the key areas.

Achieving sustainable outcomes is key to any spending of the PE and sport premium. Before making any decision on what the funding should be used for, schools should consider how the spending will benefit future pupils and what the lasting legacy of this spending will be. The DfE guidance document 'PE and sport premium for primary schools' provides schools with further information on effective ways of using the premium.

Schools can use the grant to:

- Embed physical activity into the school day by encouraging active travel to and from school and having active break times.
- Provide targeted activities or support to involve and encourage the least active children.
- Help to provide equal access for all pupils to the range of sports and physical activities that the school offers.
- Provide extra-curricular opportunities for children to enable them to access other sporting activities or specialist sport instruction

- Raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.
- Provide specialist support to help pupils with additional needs to access and participate fully in PE lessons
- Enter local school competitions and hold inter-house competitions in the school to encourage participation.
- Focus on upskilling the whole staff workforce so that they feel confident and able to lead a PE lesson independently.

Schools should see the CPD of teachers as a key priority to make sure that the future teaching quality of PE, sport and physical activity is sustainable. This includes providing staff with:

- Professional development
- Mentoring and support
- Appropriate training
- Access to external resources

Schools should monitor and assess the effectiveness of the CPD being provided to make sure that it is up to standard.

The DfE expects schools to focus on upskilling teaching staff, but schools may still wish to engage the expertise of external coaches and organisations to offer their pupils a wider variety of sports.

External coaches can also be engaged to help provide teaching staff with the confidence and necessary skills to deliver high quality PE and sport. Where external coaches or providers are used, governing boards should seek assurance that they have appropriate safeguarding and child protection policies and procedures in place, inspecting these where necessary.

Information taken from: [PE and sport premium for primary schools - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304212/PE_and_sport_premium_for_primary_schools.pdf)

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From July 2025, all schools must complete the digital reporting form. The digital form outlines how the school has used its PE and sport premium and the impact it has had on achieving the aims and objectives of the funding.

➤ **Policy Review**

The physical education policy is reviewed bi-annually or sooner if required. A named member of the governing body is briefed to oversee the teaching of music, and meets with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff. The curriculum plan will be monitored and evaluated by the PE leader, including the planning, assessment and reporting arrangements in place. The spending and impact of the PE and sport premium is monitored by the governing board.