



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>We are a Yorkshire Sport Centre For Excellence due to the success of our after school clubs. We look forward to continue to share our good practice with other schools in the area while we continue to develop and strengthen our existing provision.</p> <p>We have also pledged to be a Move and Learn school where active lessons are at the forefront of our provision. 'Logic would suggest that introducing physical activity into the learning experience may disrupt children and negatively impact their learning. Yet, combining movement and learning improves behaviour and focus in the classroom.</p> <p>Performing as little as four minutes of exercise in the classroom setting can improve a child's behaviour and increase their focus for the following lesson. International research found that after three years of physically active learning, pupils were still more attentive following the activity'.</p>	<p>The 1K is supported by staff members but we need to help the children develop their physical stamina as once a week is not enough to sustain the benefits gained. We need to introduce and embed good habits early on therefore this year our reception children will begin the 1K as part of their warm up for outdoor PE. All staff are expected to join in the 1K by walking or running alongside the children</p> <p>With regards to children's habits outside school, how children spend their time in school is becoming increasingly more important. Although many of our classrooms are increasingly active there is still a need to develop and plan lessons that allow all teachers to "teach through movement". By doing this we will not only increase the amount of physical activity that the children do on a daily basis but there is growing evidence that points to a link between increased physical activity in the classroom and educational benefits. This includes improved <a href="#">attention to tasks</a>, as well as an increase in pupil's <a href="#">enjoyment of lessons</a> and <a href="#">motivation to learn</a>. Through this we will also look at classroom layout to ensure movement space is optimized and used effectively. An active break for each class will be introduced to ensure all classes have the opportunity to meet their 30 active minutes every day.</p> <p>As mental health continues to be a growing concern for adults and children of all ages, we feel that as active as we need the children to be we also need to give them time to do activities that will enable them to help deal with anxieties, worries or troubles they may face. Throughout the year we aim to develop the use of mindfulness activities through exercise in a way that allows the children to be calm, ready and in charge of their own being. Staff will also have training in mindfulness activities and opportunities for staff to also partake in activities that support well being will also be offered to all staff.</p>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £18,860		Date Updated: 27.9.20		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:	
					%	
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>		
				<b>Pre Covid lockdown</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>To maintain the quality of our extra-curricular provision, by offering an after school club for all KS1 pupils twice a week. This will increase participation in physical activity for an extra 1 ½ hours per week for every KS1 child.</p> <p>Active class of the week trophy to be given out in Best Work assembly each week. Active class to also have 10 minutes with DG every Friday taking part in an active break.</p> <p>Each class to be provided with a Physical activity plan for their class. Each class will have a breakdown of</p>		<p>All KS1 children to have the opportunity to participate in scooters/bikes, multigames, playground games, and a range of sporting activities throughout the year.</p> <p>Clubs to be run 4 nights per week throughout the school year.</p> <p>Staff to be allocated classes and a lead adult on each activity.</p> <p>Activities to focus on the fundamental skills.</p> <p>Clubs will now rotate on a daily basis to ensure engagement levels remain high.</p> <p>Daily feedback form staff to be acted upon to ensure the highest quality clubs are on offer for all children.</p> <p>Throughout the year to introduce mindful exercise as part of our afterschool provision.</p>		<p>£12,500</p> <p>Total spent £8800</p>	<p>Our After School Clubs successfully continued throughout the autumn and spring term with around 80% of all KS1 children accessing all their allocated clubs. Non-attending children were identified and ways to overcome barriers to attending were addressed and where possible overcome so these children could attend at least one club per week. Staff and children’s feedback were gathered each term to develop and improve the clubs on a termly basis. The addition of active class provided another incentive for children to attend.</p>	<p>After School clubs to be reinstated when deemed safe to do so.</p> <p>Active breaks to be reinstated when deemed safe to do so.</p> <p>Tailor PE &amp; physical activity to fit preferences of pupils – led by pupil voice – to promote self-directed long term engagement in physical activity.</p> <p>Purchase equipment so that each class has their</p>

<p>the activity they do with the addition of an active break to ensure every class is meeting the 30 active minutes every day.</p>	<p>Active class trophy to be handed out every Friday based on attendance at club. The winning class to receive an active break session with DG.</p> <p>Physical activity plans to be given to every class. These can be added to be classes to gain a greater insight into the physical activity levels of each class. The addition of an active break activity to be added to meet the 30 minutes of activity every day. The active breaks will consist of games that will provide an additional 10 minutes of moderate to vigorous activity. A bank of ideas will be provided to each class and children will be allowed to choose the active break for their class.</p>		<p>All KS1 children had an active break session once a week. Here we saw our Play Leaders thrive as they took great pleasure in organising, running and delivering sessions to the other KS1 children. Staff feedback highlighted that the children really enjoyed their active breaks run by the playleaders. The playleaders discovered ways to get all involved and put their play leader training to good use. The play leaders became increasingly efficient at leading games, being confident in un familiar situations, taking charge of peers and speaking so they could be heard. A pleasure to watch them lead the sessions.</p>	<p>own set of equipment for active breaks and PE lessons.</p>
<p>To hold a weekly 1K event. All KS1 children will be expected alongside all staff to run 1K once a week. We will use the playground and aim to run 5 laps every week. Reception children will use the 1K as their outdoor warm up.</p>	<p>Children will run alongside staff during the 1K so they see adults doing the same as is being asked of them. All staff will be expected to run/walk around the 1K track. Staff will be the role models to help show children that exercise is fun and good for you. Children will be encouraged to keep on going and will be rewarded for having the determination to succeed. Children will be encouraged to challenge themselves rather than each other. A special t-shirt will be worn by one child during each 1K. This t-shirt will be given to the child that shows determination and resilience while running</p>	<p>£0</p>	<p>The 1K continues to provide moderate vigorous exercise for children throughout their school day. Our focus encourages children to develop determination and resilience not to be the first one back. Children's feedback from the 1K demonstrates that the children enjoy doing the laps. They understand how to challenge themselves to keep on going and enjoy running alongside their teachers</p>	<p>To maintain the 1K as a tool to show the children that exercise is good for all, to help the children build resilience outside of the classroom that can be transferred back into their learning. To encourage all staff walking or running the 1K on a weekly basis to show children that exercise is good for all. Any staff not able to run should be walking round the course to support and encourage</p>



				the children as they make their way round.
<p>Every morning for 10 minutes EYFS and KS1 children will all take part in a 10-minute Wake Up, Shake Up routine to engage them ready for the day.</p> <p>KS1 Wake Up- Shake Up assembly every Wednesday 8.55-9.05 Paula Manser and all KS1 staff</p> <p>To incorporate time for relaxation in a busy day! To be mindful of how we and others feel and develop ways to deal with different feelings. Staff training to be provided by the partnership.</p> <p>Termly well being staff meetings to be provided for all staff.</p>	<p>Daily Wake Up and Shake opportunities provided throughout every school day. All children will be engaged and ready for their learning. Their minds will be active and their bodies will be engaged. Wake Up, shake up will allow us to increase children's participation in physical activity by 50 minutes each week.</p> <p>Routines will be changed on a termly basis and routines chosen by the children will be added each term.</p> <p>Alongside Wake Up shake Up we will also introduce mindfulness activities that will allow the children time to concentrate, allow their thoughts to settle and be still.</p> <p>To use the partnership to provide, staff training and activities to support children and staff in their own well-being.</p>	£0	<p>Wake Up Shake up provides a fantastic way for the children to engage in small burst of exercise in a fun and engaging way. The children respond well to the chosen routines and enjoy choosing their own as part of the KS1 session on a Wednesday. Wake Up shake Up t-shirts allow chosen children to support others in their following of the routines. Children's feedback is positive and they enjoy taking part in a range of routines. They especially enjoy the whole KS1 Wednesday morning where they get to choose their favourite routine. Staff feedback that the wake up shake up sessions are a great way to engage with the children in a fun manner.</p> <p>Mindfulness activities were introduced before After School Clubs. Staff feedback that these activities enable the children to leave the classroom in a more calm and controlled manner.</p> <p>Yoga sessions have been run after</p>	<p>Due to Covid restrictions – virtual Wake Up Shake up to be held on Wednesday morning. One class each week will continue to choose the tracks and then the whole school will access these in their classrooms.</p> <p>Use Joe Wicks 5 and 8 minutes routines as alternative routines that the children can follow in class. To ensure routines get progressively challenging as the terms progress.</p> <p>Staff training to be provided to create a bank of mindfulness resources that can be used with the children by all members of staff.</p>

			school to enable the children to support the children in having time to be calm and still while helping them concentrate on their breathing. Feedback from children shows they feel calm, relaxed and love being able to lie and be still.	
<p>To enhance our active classrooms, ensuring that they engage, motivate and teach the children through movement and action.</p> <p>To become a Move and Learn school.</p>	<p>Planning to reflect opportunities to make learning across the curriculum active. Adults will use actions and movements to help teach and embed learning.</p> <p>Classrooms to support the increased activity levels displayed throughout learning through their layout, organisation and structure.</p>	<p>£1000 Total spent £0 Due to working with the Move and Learn Team.</p>	<p>Physically active learning best practice shared among staff – highlighting what works – and how to support through this.</p> <p>Staff meeting used to emphasise small scale up-levelling to further physical activity even more and create increased habitual movement in school.</p> <p>Staff are gaining confidence in knowing how to re-engage children in their learning. How to begin to apply physical active principles within lessons and how to retain control while ensuring a focus on movement.</p> <p>Children have become more responsive within lessons, they are actively engaged within their learning and are increasingly active throughout their school day. This is beginning to have an impact on their enjoyment of lessons alongside the physical benefits.</p>	<p>Use TeachActive as a means of engaging pupils when returning to school in September and revisiting previous year's concepts in English &amp; maths</p> <p>Continue staff training to enhance environments &amp; adapt approaches in line with distancing measures to create physically active learning opportunities throughout the school day.</p> <p>Use physically active learning resources to recap and retrieve prior learning/catch-up to increase engagement, confidence &amp; knowledge in core subjects as well as creating new &amp; frequent physical activity opportunities.</p>



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
DH to deliver a range of staff meetings and whole school assemblies that continue to deliver the need for a healthy and active lifestyle.	All children to attend assemblies delivered in school. Children will understand how they can be healthy through the use of exercise and how our diet also keeps us healthy if we eat the right things.  A sugar assembly to be delivered to reinforce good habits when eating and drinking. Staff meetings to develop team work amongst staff engaging them in physical activity to deliver key messages while being active.  Staff meetings to provide well being ideas to be used within classes.	£2250 Total spent: £1903	All KS1 children attended assembly with D.Hermann as he delivered the sugar smart app assembly.  Children were able to discuss the message from the meeting and were able to identify the dangers of too much sugar. Children are becoming increasingly aware and knowledgeable about what sugar can do. These messages were reinforced throughout PSHCE. Children were shocked by the amount of sugar in popular drinks and were clear about the message of not eating/drinking too much sugar.	To ensure assemblies delivered by D. Hermann support the learning focuses in school, virtually in the first instance
Hall and corridor displays to celebrate all the sporting things we do in school. Displays will support lessons, highlight clubs, celebrate success and be personal to the children.	A visual presence around school will show how many sporting things we do from Wake Up to Shake up, to 1K, to our after school clubs. The children will be able to see themselves as part of these successes through the use of images and quotes gathered from the children.	£0	Displays around the school and within the hall highlight and promote the positive message of physical exercise. Children are aware of why we do physical activity in school and are able to add their quotes.	To maintain the presence of physical activity and the importance of it within our school. To keep boards up to date to reflect current practice.

<p>To apply for the Healthy Schools Rating Scheme; The Department for Education has launched a scheme to help schools rate their health and wellbeing provision.</p>	<p>This scheme will celebrate the positive actions that our school is delivering in terms of healthy living, healthy eating and physical activity, and will support our school in identifying further actions we can take in this area.</p>	<p>£0</p>	<p>Healthy schools rating scheme application started prior to lockdown but not complete as yet.</p>	<p>Continue with the progress made so far with the application</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure all staff are up to date with current initiatives, ideas and activities.</p> <p>All support staff to attend training on supporting and delivering activities, supporting PE and delivering clubs</p>	<p>Staff to have training to ensue current practice remains of a high/ outstanding standard. All support staff to take part in CPD training to ensure they are aware of how to support effectively in line with current practice. All staff to be confident in their knowledge and delivery of the curriculum, ensuring they develop physical literacy for all children.</p> <p>Staff questionnaires to be used to identify areas for development and to provide support where required.</p>	<p><b>£500</b></p> <p>Total spent £0</p> <p>Due to training being delivered by D.Hermaan as part of the Sports Partnership</p>	<p>Teaching staff have received training in active learning, physical literacy and move and learn.</p> <p>Through this training they are beginning to apply the principles of these within their lessons.</p> <p>Staff feedback and lesson observations show that children are generally more active within lessons and that greater opportunities are being utilised throughout teaching.</p> <p>Children appear increasingly engaged and participating actively within lessons, this is having a positive impact on their concentration and attention as periods of the lesson are now broken down and activity is used to re-engage, challenge and motivate the children.</p>	<p>If possible staff training needs to continue being a focus: staff have become increasingly confident with their delivery of PE but by providing training every year we will be able to ensure all staff are up to date with current practice.</p> <p>Active learning updates/resources will also be provided to ensure staff have a bank of resources they can adapt and improve.</p> <p>Planning across the board to be reviewed to ensure fundamental skills remain at the forefront of lessons.</p>

			Staff feedback indicates that further training and support is needed to continue develop this further.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	6%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
National school Sports week To ensure all children have the opportunity to participate in a number of different activities. Each day throughout Sports week we will have a different activity on offer to all children. Children will work alongside staff trying out a range of new activities.	Children will spend a week trying out a wide range of sports that are new and unfamiliar to them. This will give the children the opportunity to try out something new and challenging. The week will see a wide range of activities on offer with all children taking part. Children will be challenged to try something new and will be encouraged to be resilient and have a go.	<b>£1000</b> Total spent: £0	Unfortunately due to lockdown this was unable to go ahead.	In 2021 use National School Sports week as an opportunity to increase the level of intra school competitions. Provide opportunities to take part in a range of activities that the children can access outside of school.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	7%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Inter school competitions including transport</p> <p>To ensure attendance at events held by the sports partnership enabling a growing number of children have the opportunity to represent the school.</p> <p>Attendance at Pennine Fun Run Strictly Pennine dance festival Pennine Sports activities</p>	<p>Children will be given the opportunity to represent the school by participating in events run by The Pennine Sports Partnership. Children will be able to participate against and with others. They will reinforce and understand the need for fair play and Sportsmanship.</p> <p>Our school facilities will also be used to host some of the partnership events.</p>	<p><b>£1000</b></p> <p>Total spent: £500</p>	<p>A number of children have attended a range of Pennine events this year. They represented the school in dance, basketball, multiskills, athletics, boccia and football.</p> <p>Children's feedback shows these events are good for their self esteem. They love going to different schools and thoroughly enjoy the opportunity to challenge themselves to compete against others. These events give children the opportunity to come out of their comfort zone, developing their social skills, confidence and resilience as they work with, alongside and against others.</p>	<p>When possible use coaches to support the development of routines and sequences to ensure children are ready to perform.</p> <p>To remain part of the partnership.</p> <p>To take part in partnership events in a virtual capacity in the first instance.</p>

<p>To develop Intra competitions within school on a termly basis including Boccia and The World cup. Each competition will begin with heats, followed by a semi-final and a final. Each year group will attend each final.</p>	<p>Children will have the opportunity to play with, alongside and against the different classes. Through the use of competition we will teach them how to win and lose graciously and how to celebrate the achievements of others. Each winning team will have their achievements celebrated in assembly and displayed in the hall.</p>	<p><b>£250</b> Total spent: £250</p>	<p>Intra competitions were held for year 1 and year 2 in the winter and spring term. Classes took it in turns to complete a range of activities, creating scores to enable them to progress through to the final.</p> <p>Children were able to compete against themselves and against others. They have the opportunity to achieve 'My personal best'. They are able to compete in a familiar environment while rising to the challenge to do their best. Children are able to experience how to win and lose fairly, building their sportsmanship and determination capabilities.</p>	<p>To hold intra competitions each team that result in a winning team.</p> <p>All competitions will need to be run on a class by class basis to ensure no cross over of bubbles.</p>
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Signed off by	
Head Teacher:	D. Wilson
Date:	27.9.19
Subject Leader:	P. Manser
Date:	27.9.19
Governor:	Dr. Williams
Date:	

**Birkby Infant and Nursery School Premium Funding Plan PE 2019/20**  
Allocation £16,000 + £10 per pupil = 286 x 10 = 2860 = £18,860 Total proposed spend; 18.500

**What is the Primary PE & Sport Premium?**

The government continues to provide an additional funding of 320 million to improve provision of physical education and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in school. <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>. Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that we use the premium to:

- develop or add to the PE and sport activities that school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Spending the funding: We will use our funding to:

- provide all KS1 children with 2 after school clubs each week
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- maintain pupils' participation in Pennine Sports events
- participate in sports activities with other schools
- develop the use of Wake Up Shake up throughout school
- provide opportunities within the curriculum to make lessons active
- to use active breaks and the 1K to ensure children are achieving 30 active minutes every day

Purpose of funding- PE and Sport Premium Key Outcome 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

When looking at our spending of the funding, we look at the following factors:

1. How inclusive our physical education curriculum is.
2. The knowledge of staff, lesson delivery and teaching needs to be effective and engaging
3. The growth in the range of traditional and alternative sporting activities
4. The improvement in partnership work on physical education with other schools and other local partners
5. Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
6. The greater awareness amongst pupils about the dangers of obesity, and other such activities that undermine pupils' health

## Active miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

In 2019 the government has also released the School sport and activity plan – we will use this plan to ensure our curriculum and school is inclusive, active and supportive of the children's ever changing physical and emotional needs.

The government has three overarching ambitions for this plan:

1. All children and young people take part in at least 60 minutes of physical activity every day. To meet the Chief Medical Officers' guidance on physical activity, schools, parents and the sport sector must work together to ensure that children and young people have access to at least 60 minutes of physical activity every day. As set out in the Childhood Obesity Plan, at least 30 minutes should take place in schools, and the remaining 30 outside the school day.
2. Children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits. Sport and physical activity can enrich young people's lives, and should be considered alongside other important activities like arts, culture, work and volunteering, to ensure young people have access to a variety of experiences. Sport is one of the Department for Education's five foundations for building character, and can help young people to develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play. In an increasingly digital world, giving children and young people opportunities for face-to-face engagement with their peers in their own and other communities is vital in developing socially as well as tackling loneliness and social isolation. And volunteering through sport can help young people to give back and play a role in their communities.
3. All sport and physical activity provision for children and young people is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active. Physical literacy is a core element of early learning and should be at the heart of all sport and physical activity for children and young people. All sport and physical activity provision for children and young people should be designed around the principles of physical literacy, focused on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity.

However schools should not look to PE lessons alone to provide physical activity for pupils, but should explore options like lunchtime sports clubs, innovative activities such as active miles, and building in activity to classroom lessons. The journey to school also provides an opportunity to increase physical activity through cycling and walking. By making sport and exercise an integral part of pupils' daily routines, schools can increase the amount of time children spend being active, boosting their physical health, mental 14 <https://www.gov.uk/government/news/free-meals-and-activities-for-50000-children-over-2019-summer-holidays> 14 wellbeing, character and resilience. Schools are encouraged to try out a range of options to see what works for their pupils. Sporting bodies work closely with schools