

| Key areas as outlined in PE and sport premium guidance                                                                                             | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What didn't go well? Supporting evidence?                                                                                                                                                                                             |
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| <p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed</p> | <p><b>Targeted Inclusion CPD:</b> Completed Rebound training for three members of staff, leading to effective structured intervention for SEND children.</p> <p><b>Curriculum Consistency:</b> Embedded 'Real PE' lessons across Key Stage 1, ensuring progressive skills based on lesson planning and assessment.</p> <p><b>Forest Skills training</b>, broadening the curriculum offer and successfully engaging children in physical activity.</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>CPD for new members of staff. One EYFS teacher and one KS1 teacher.</p> <p>Forest skills training- internal training of another member of staff.</p>                                                                               |
| <p>Increasing engagement of all pupils in regular physical activity and sporting activities</p>                                                    | <p><b>Continuous Provision</b><br/>In EYFS and Key Stage 1, physical development is planned and developed within Continuous Provision. This ensures physical activity takes place throughout the day and is not only focused on within dedicated PE slots.</p> <p><b>Developing and maintaining active Environments</b><br/>Continually upgrading the outdoor learning environment to develop and maintain active play spaces across the school. Children access these throughout the day, not just at lunchtime and playtime.</p> <p><b>Systematic progressive curriculum :</b><br/>Teaching of a curriculum where termly units build upon skills. Two Real PE sessions per week for Key Stage 1.</p> <p><b>Forest School</b><br/>Established weekly sessions that secure high engagement from all pupils, developing physical skills</p> | <p>Continue to develop children independently practising the physical skills they have been taught. Use of skill cards within KS1 provision.</p> <p>Wheels and walk week- encouraging children to walk, scoot or cycle to school.</p> |

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|                                                                                                                                                                                                           | through hand-eye coordination (tool use), fine and gross motor skills (shelter building/climbing), and spatial awareness in an outdoor setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                     |
| Raising the profile of PE and sport across the school, to support whole school improvement                                                                                                                | <p><b>Cross-curriculum links</b><br/> Science: importance of being active/ what happens to our body when we exercise.<br/> PSHE: benefits of exercise for mental health (linked with mental health week)<br/> Geography: World cup<br/> Re: Diwali- Indian dancing<br/> Music: Whole school dance performed at school music festival.</p> <p><b>Community events</b><br/> Raising money to improve scooter and bike storage.<br/> Part of campaign to promote a healthy active lifestyle, reducing the use of cars at drop off and pick up time.<br/> Sponsored dance to raise money for Children in Need.</p> | <p>Sports Week planned- focus on children trying new sports for example archery, fencing, curling</p> <p>Build upon states of learner- termly assemblies linked to inspirational athletes.</p>                                                                                                      |
| Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls<br>Increasing participation in competitive sport | <p><b>Enrichment in addition to PE curriculum</b><br/> Stand strong academy: martial arts<br/> Street dance workshop<br/> Extra curriculum clubs Running, Tennis, Rounders, Dance, Ball skills<br/> Barton camp: Climbing Crooks peek (Year 2)<br/> Termly walks in Eastwood Forest and Nightingale valley (all year groups)</p>                                                                                                                                                                                                                                                                               | <p>Child voice- Reception boys have asked for there to be a football club in September. Year One girls have asked for a basketball club.<br/> Parents voice- Mentioned climbing wall coming to school again.</p> <p>Explore links with local teams Bristol City- Football, Bristol Bears- Rugby</p> |
| Increasing participation in competitive sport                                                                                                                                                             | <p><b>Opportunities to be competitive</b><br/> Tournaments at junior school: Rounders and bench ball (Year 2)<br/> Sports day (All year groups)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Infant agility<br/> Explore links with youth sports trust and small game organisers.</p>                                                                                                                                                                                                         |

|                                                                                                     | Intent -What is your objective?                                                                                                                                                                       | Implication-How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Impact-What do you hope to see?                                                                                                                                                                                               | Supporting evidence                                                                                            |
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| <p>Plan and Monitor</p> <p>Increase participation and engagement in physical activity and sport</p> | To increase the number of pupils participating regularly in physical activity and sport, ensuring that all pupils have equal opportunities to take part, regardless of gender, ability or confidence. | <p>Provide a broad range of sporting and physical activity opportunities through PE lessons, lunchtime activities and after-school clubs. Offer a variety of sports and activities to appeal to different interests and abilities, with a particular focus on engaging less-active pupils.</p> <p>Provide opportunities for children to have access to a range of different physical activities and sport sessions that they may not have not tried before such as climbing wall, archery, visits local sporting teams (football/rugby).</p> | Increased participation in physical activity across the school, with pupils becoming more active, confident and enthusiastic about sport. Reduced barriers to participation and more equal engagement between boys and girls. | Participation and club registers, pupil voice, observations, after-school club attendance, and staff feedback. |
|                                                                                                     | What impact have you seen?                                                                                                                                                                            | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting evidence                                                                                                                                                                                                           | Approx cost                                                                                                    |
| Evaluate<br>(In July)                                                                               |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                               |                                                                                                                |

|                                                                             | Intent -What is your objective?                                                                                                                                                            | Implication-How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                       | Impact-What do you hope to see?                                                                                                                                                                               | Supporting evidence                                                                                       |
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| <p>Plan and Monitor</p> <p>Increase opportunities for competitive sport</p> | To increase opportunities for pupils to participate in competitive sport and represent the school, developing teamwork, resilience, confidence and positive attitudes towards competition. | <p>Increase participation in inter-school competitions, tournaments, festivals and sporting events. Provide opportunities for pupils of different ages and abilities to compete and represent the school, while developing skills through PE lessons and extra-curricular activities.</p> <p>Explore infant agility by Sports Hall to see if we can access free sessions for all children to build foundational motor skills, balance, coordination, and body awareness.</p> | More pupils taking part in competitive sport and representing the school. Pupils develop greater confidence, resilience, teamwork and sportsmanship, while celebrating both individual and team achievements. | Certificates and awards, photographs, pupil voice, staff observations and records of school teams/events. |
|                                                                             | What impact have you seen?                                                                                                                                                                 | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting evidence                                                                                                                                                                                           | Approx cost                                                                                               |
| Evaluate<br>(In July)                                                       |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                               |                                                                                                           |

|                                                                                   | Intent -What is your objective?                                                                                                                                                                     | Implication-How will you achieve this?                                                                                                                                                                                                                                                                                       | Impact-What do you hope to see?                                                                                                                                                                          | Supporting evidence                                                                                               |
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| <p>Plan and Monitor</p> <p>Improve the quality and consistency of PE teaching</p> | To improve the quality, consistency and progression of PE teaching across the school so that all pupils receive a high-quality PE experience and develop their skills, knowledge and understanding. | <p>Provide staff with access to high-quality CPD and appropriate PE resources. Support teachers with planning, assessment and the delivery of a broad and progressive PE curriculum.</p> <p>Provide KS1 classes with REAL P.E. skill cards that children can use in provision to embed their learning from P.E. lessons.</p> | Increased staff confidence and subject knowledge when teaching PE. More consistent teaching across year groups, with pupils making clear progress in their physical skills, knowledge and understanding. | Staff feedback, lesson observations, planning and curriculum reviews, pupil assessment data, CPD and pupil voice. |
|                                                                                   | What impact have you seen?                                                                                                                                                                          | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                       | Supporting evidence                                                                                                                                                                                      | Approx cost                                                                                                       |
| Evaluate<br>(In July)                                                             |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                   |

|                                                                                                                           | Intent -What is your objective?                                                                                                                                                     | Implication-How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                   | Impact-What do you hope to see?                                                                                                                                                                                                                 | Supporting evidence                                                                                                                                                                                          |
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| <p>Plan and Monitor</p> <p>Raise the profile of PE, sport and physical activity across the school and wider community</p> | To raise the profile and value of PE, sport and physical activity across the school and wider community, encouraging pupils and families to recognise the benefits of being active. | <p>Organise sporting and physical activity events involving pupils, families and the wider school community. Promote sporting achievements, healthy lifestyles and opportunities to be active through assemblies, Dojos, displays, family events, sports days and fundraising activities.</p> <p>Explore links with local teams.</p> <p>Big Walk and Wheel WOW Walk to encourage children to walk, wheel, scoot, or cycle to school.</p> | PE and sport become a visible and valued part of school life. Increased engagement from pupils and families, greater awareness of the benefits of physical activity and increased participation in school and community sporting opportunities. | Attendance at family and sporting events, fundraising totals, photographs, Dojos and school communications, pupil and parent/carer feedback, participation records and celebration of sporting achievements. |
|                                                                                                                           | What impact have you seen?                                                                                                                                                          | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting evidence                                                                                                                                                                                                                             | Approx cost                                                                                                                                                                                                  |
| Evaluate<br>(In July)                                                                                                     |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                              |