

# PE and Sport Premium



## Review of 2023/2024

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Designed and delivered a games-based PE curriculum focused on skills, technique, vocabulary, and challenge.</p> <p>Curriculum promotes joy of sport and understanding of the importance of physical and mental health.</p> <p>Attendance at sports clubs and participation in tournaments has increased.</p> <p>Active playgrounds have successfully encouraged children to be physically active.</p> <p>Positive pupil voice about PE lessons and activities.</p> <p>Improved development and understanding of PE concepts observed across the school.</p> <p>Termly after school sports club focussing on fundamental skills for games.</p> <p>AUT – 5/6 SPR – 1/2</p>	<p><b>Assessment data:</b> Tracking attainment and progress in PE lessons.</p> <p><b>Participation records:</b> Registers for after-school clubs, Sports Day, and leadership roles.</p> <p><b>Event logs:</b> Documentation of Athletes in Schools visits and enrichment activities.</p> <p><b>Financial records:</b> Sponsorship totals from fundraising linked to athlete events (£508.40 in November and £1,736.10 in July 2024).</p> <p><b>Pupil voice and feedback:</b> Surveys and discussions showing increased motivation and inclusivity.</p> <p><b>Observation notes:</b> Evidence of SEND support and scaffolding in lessons.</p>	<p>Limited intra-school competitions/tournaments</p> <p>Number of children reaching EXS in swimming.</p> <p>A range of different sports being offered as an after-school club that could then support the children in competitions</p>	<p>Few or no records of pupils participating in external competitions.</p> <p>Feedback from swimming instructors or parents noting limited progress.</p> <p>Clubs offered do not align with sports featured in local competitions. School struggled with location, distance and time to enable children to participate in competitions.</p> <p>Parental engagement and support with out of school travel impacted on our engagement in sports.</p>

<p>SUM -3/4 Athletes in school events – Paralympian Nov - £508.40 raised in sponsorship July 2024 - £1,736.10 raised in sponsorship Visit inspired pupils and motivated them to take part in sports. Promoted inclusivity for all children.</p> <p>PGL for Year 6 children</p> <p>P.E. Lead – supported ECT to deliver P.E. lessons due to illness. ECT had prior knowledge of P.E. and skills to support games. CPD and observations were carried out to ensure a high standard of P.E. lessons were delivered.</p>			
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## Intended Actions 2024/2025

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Provide a fluid curriculum that enables children to build on prior knowledge and develop new skills through lessons that encourage practice, adaptation, and application.</p> <p>Develop continuous professional development (CPD) to ensure the PE curriculum remains high-quality and inclusive for all learners.</p> <p>Increase opportunities for intra-school tournaments within the trust to promote engagement and competition.</p> <p>Ensure all children have access to active playtimes that support physical activity and well-being.</p>	<p><b>Provide a fluid curriculum that builds prior knowledge and develops new skills</b></p> <p>Curriculum mapping: Create progression grids for PE that show how skills develop from EYFS through KS2 (e.g., fundamental movement → team games → tactics). Spiral approach: Revisit key skills each term in different contexts (e.g., throwing in athletics, invasion games, and striking games). Assessment for learning: Use quick skill checks and observation to adapt lessons so children practice and apply what they've learned.</p> <p><b>Increase intra-school tournaments within the trust</b></p> <p>Create a calendar: Schedule termly events for different year groups and sports. Inclusive formats: Include skill-based challenges alongside competitive games so all abilities can participate. Celebrate participation: Certificates, assemblies, and newsletters to promote engagement.</p> <p><b>Ensure active playtimes for all children</b></p> <p>Zoned playgrounds: Designate areas for different activities (e.g., ball games, skipping, quiet play). Play leaders: Train older pupils to lead games and encourage participation. Equipment rotation: Provide varied resources (e.g., hoops, beanbags, balance equipment). Link to well-being: Incorporate mindfulness corners or yoga mats for calm activity.</p>

## Expected impact

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>Impact</b> Improved skill progression: Children demonstrate stronger physical literacy and can apply skills across different sports and contexts. Higher engagement: Increased participation in PE lessons, active playtimes, and intra-school tournaments. Positive attitudes: Pupil voice reflects enjoyment and understanding of the importance of physical activity for health and well-being.</p> <p><b>Intended Impact</b> Whole-school culture of physical activity: PE and active play become embedded in daily routines. Active playgrounds/Daily Mile Equity and inclusion: All pupils, including SEND, access and succeed in PE. Competitive opportunities: More pupils experience tournaments, fostering teamwork and resilience.</p> <p><b>Sustainability</b> Curriculum embedded: Progression grids and planning documents ensure continuity year-on-year. Playtime structures: Zoned playgrounds and trained play leaders maintain active play without extra cost. Trust collaboration: Shared tournament calendar and resources strengthen long-term partnerships.</p>	<p><b>Improved skill progression</b> Use PE assessment data and progression grids to track skill development across year groups. Observe lessons for evidence of children applying prior knowledge and adapting skills. Collect work samples (e.g., skill check sheets, videos of performance).</p> <p><b>Higher engagement</b> Monitor attendance at PE lessons, clubs, and tournaments. Track participation rates in active playtimes (e.g., play leader logs). Gather pupil voice through surveys or interviews.</p> <p><b>Positive attitudes</b> Pupil questionnaires on enjoyment and understanding of health benefits. Teacher feedback on pupil motivation and confidence.</p> <p><b>Whole-school culture of physical activity</b> Evidence of Daily Mile and active playgrounds in timetables and observations. Increased spontaneous physical activity during breaks.</p> <p><b>Equity and inclusion</b> SEND pupils actively participating in PE and tournaments (tracked via registers). Lesson observations showing adaptations for all abilities.</p> <p><b>Competitive opportunities</b> Records of intra-school tournaments and number of pupils involved. Photos, newsletters, and certificates as evidence of events.</p>

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**Curriculum embedded**

Progression grids and planning documents in place and used consistently.

**Playtime structures maintained**

Zones clearly marked and used regularly.

Play leaders active and recorded in duty logs.

**Trust collaboration**

Shared tournament calendar implemented and reviewed annually.

Continued communication and joint events across schools.

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## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Greater engagement in physical activity and sport</b>            Increased participation in PE lessons, clubs, and tournaments, sustained through consistent specialist teaching.            Children demonstrate resilience, confidence, and willingness to challenge themselves.            Improved ability to apply skills across different sports.</p> <p><b>Enhanced understanding and attitudes</b>            Pupils articulate the importance of physical activity for mental and physical well-being.            Vocabulary and conceptual understanding in PE have strengthened.            Year 6 pupils reported enjoyment and improved confidence after attending PGL.            Some pupils expressed pride in joining the newly formed Netball team.</p> <p><b>Active play embedded in school culture</b>            Daily Mile and structured play zones are now routine.            Sports/Playtime leaders actively promote games and activities during breaks.            Growing number of pupils volunteering as play leaders, showing a positive cycle of role modeling.</p> <p><b>Enjoyment and well-being</b>            Pupil voice consistently reflects increased enjoyment of being active.</p>	<p>PE data shows year-on-year increase in participation and skill progression.</p> <p>Pupil voice highlights enjoyment and positive attitudes toward PE.</p> <p>High attendance at the newly formed Netball club.</p> <p>Greater interest in representing the school at tournaments and events.</p> <p>Pupil voice reflects enjoyment of active playtimes and structured activities.</p> <p>Teacher and supervisor feedback confirms active play and equipment have improved pupils' mental and physical well-being.</p> <p>Observed readiness to learn after active sessions, indicating positive impact on focus and engagement.</p> <p>Letters, Photographs, Videos and Certificates.</p>

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