

PRIMARY SCHOOL P.E. AND SPORT PREMIUM STATEMENT 2025-26

Introduction

Barley Lane School is a local authority-maintained specialist provision in Devon, supporting children and young people with social, emotional, and mental health (SEMH) needs. The complex nature of our pupils' SEMH needs, combined with small group sizes, means that conventional PE provision is often not fully appropriate. Many bright and capable children at our school have previously struggled to thrive in traditional educational settings, requiring a more tailored approach to physical education and activity.

A significant proportion of our PE provision is delivered by a qualified teacher and supplemented by Forest School, Outdoor Education, and associated leisure activities, utilising a broad range of on- and off-site facilities. These programmes emphasise individual and small-group activities to develop physical competencies, skills acquisition, challenge, and healthy activity, while also fostering self-esteem, team-building, social skills, and introductory work-related skills.

Access to after-school clubs is often limited due to risk assessment requirements, accessibility, or transport constraints. Therefore, Sport Premium funding is targeted at enhancing our in-house provision, enabling primary-age pupils to access a broader and more engaging programme, while supporting staff to meet the diverse, personalised needs of each child.

Main Objective: To facilitate and enhance the delivery of high-quality PE, Forest School, Outdoor Education, and Leisure Activity programmes for primary-age pupils through the purchase of additional age-appropriate and motivational equipment and resources, supporting engagement, skill development, and wellbeing.

Key outcomes	Areas for improvement
Key Outcomes for the Year Increased Participation and Engagement in PE and Physical Activity - All pupils are participating fully in PE lessons, extracurricular activities, and playground physical activity. - Pupils are actively engaged and motivated, with reduced inactivity during lessons and play. - Reward systems (postcards, stickers) are fostering consistent effort, positive behaviour, and enjoyment in physical activity. Enhanced Physical Competence, Confidence, and Skill Development - Pupils are developing fundamental movement skills, physical literacy, and confidence across a wide range of activities, including swimming, football, gymnastics, and multi-sports. - Increased competence in key skills such as balance, coordination, teamwork, resilience, and problem-solving through cross-curricular initiatives like orienteering. - Pupils demonstrate improved confidence and ability in both curricular and extra-curricular sport. Broadened Experience of Sports and Activities - Pupils are exposed to a wide variety of sports and physical activities, ensuring inclusivity and opportunities for all abilities. - Curriculum enhancements, equipment purchases, and community links are increasing variety and engagement.	Areas for Improvement Going Forward Further Increase Participation Across All Groups - Target pupils who are less active or less confident to ensure full engagement in PE, physical activity, and competitive opportunities. - Explore additional inclusive activities or adapted sports to meet the needs of SEND pupils or those with physical limitations. Broaden and Enrich the Range of Activities Offered - Introduce new sports and physical challenges beyond the current provision to maintain engagement and motivation. - Further develop cross-curricular links, such as outdoor learning, orienteering, and health-focused projects, to integrate physical activity across the school day. Embed Competitive Opportunities and Leadership Development - Increase opportunities for inter-school competitions, intra-school tournaments, and pupil-led initiatives to foster leadership, teamwork, and resilience. - Develop a structured pupil leadership and sports ambassador program to encourage responsibility and motivation across the school. Enhance Staff Training and Consistency of Delivery

- Pupils are trying new activities, including gymnastics, orienteering, and structured playground games.

Increased Participation in Competitive Sport

- Pupils are taking part in local, inter-school, and community competitions, building teamwork, resilience, and confidence.
- Improved access to competitions through funding for entry fees, venue hire, and transport.
- Participation is inclusive, providing opportunities for SEND and less active pupils.

Improved Quality and Profile of PE, School Sport, and Physical Activity (PESSPA)

- Implementation of the AfPE Quality Mark has supported high-quality PE teaching, curriculum development, and whole-school awareness of physical activity.
- Swimming top-up provision ensures all pupils meet statutory requirements and develop water confidence and safety.
- Physical activity is increasingly embedded in the school culture, raising awareness of lifelong health, fitness, and wellbeing.

Sustainable Impact and Ongoing Development

- Equipment, reward systems, and curriculum improvements are maintained and embedded to ensure long-term engagement.
- Staff training and development support high-quality delivery of PE and physical activity.
- Regular monitoring, assessment, and evaluation inform future Sport Premium spending and whole-school PE improvement.

- Continue professional development to ensure all staff are confident and skilled in delivering high-quality, inclusive PE lessons.

- Monitor and support effective use of equipment and resources, ensuring lessons consistently maximise activity levels and skill development.

Strengthen Monitoring, Assessment, and Long-Term Sustainability

- Implement robust tracking of participation, progress, and outcomes to inform future curriculum planning and Sport Premium spending.
- Plan for long-term maintenance and replacement of equipment, ensuring high-quality provision is sustainable over time.
- Regularly review PE provision to align with AfPE Quality Mark standards, whole-school priorities, and pupil needs.

PRIMARY SCHOOL P.E. AND SPORT FUNDING STATEMENT: 2025-26 (June 26)				
	Primary Allocation	Primary transition	PE curriculum	External provision
Pupils on roll (Primary and Primary transition) 23	15	8		
Total Grant	£16,000		£0	£0
Funds allocated	£14,879.82		£12456.38	£2423.45 (inc swimming top up)

Objective 1: The engagement of all pupils in regular physical activity (Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity per day in school)

Objective 1	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Various PE Equipment - Increased active participation and sustained physical engagement within PE lessons, as improved equipment enables more pupils to be moving at the same time and reduces inactivity and waiting. - Improved physical competence and confidence, supporting pupils to access and succeed in high-quality PE learning across a range of activities. - Greater inclusion and engagement for all pupils, with adaptable equipment allowing lessons to be appropriately challenging, safe and accessible for all abilities.	- Invest in a range of high-quality PE equipment to increase active participation and reduce inactivity within curriculum lessons. - Use the equipment to deliver inclusive, progressive PE lessons that enable all pupils to be physically engaged at an appropriate level of challenge. - Ensure staff use the equipment consistently and safely within lessons to maximise active learning time and pupil engagement.	- Increased active participation and engagement in PE lessons, with more pupils moving simultaneously and reduced inactive time. - Improved physical competence, confidence, and skill development across a range of PE activities, demonstrated through teacher observations and assessment of pupil progress. - Greater inclusion and accessibility, with all pupils, including SEND and less confident movers, participating safely and successfully in lessons.	- Maintain and replace equipment to ensure safe, high-quality PE lessons. - Embed equipment use across the curriculum to provide consistent, progressive access for all pupils. - Provide ongoing staff support and training to maximise engagement and effective use. - Monitor participation and progress to inform future improvements.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been a noticeable increase in active participation within PE lessons, with more pupils engaged simultaneously due to improved access to equipment. Waiting time has reduced significantly, leading to higher levels of sustained physical activity across lessons. - Pupils have demonstrated improved confidence and competence across a range of physical skills, particularly when using differentiated and adaptable equipment that supports varying ability levels. - Engagement levels have improved across all groups, including SEND pupils and less confident movers, who are now more willing to participate and take part in lessons. - Lessons are more inclusive and better structured, allowing all pupils to experience success and remain physically active for longer periods of time.	- The improvements are sustainable through the ongoing maintenance and planned replacement of equipment to ensure it remains safe and fit for purpose. - Embedding the consistent use of equipment across the PE curriculum ensures that high levels of activity and engagement are maintained year-on-year. - Staff are now more confident in using a wider range of equipment to support inclusive practice, and this can be sustained through continued CPD and sharing of good practice. - Regular monitoring of participation, engagement, and pupil progress will help inform future spending and ensure resources continue to meet pupil needs effectively.	- Lesson observations showing increased pupil activity levels and reduced inactive time. - Teacher assessments indicating improved physical competence and skill development across different activities. - Pupil voice highlighting increased enjoyment, confidence, and willingness to participate in PE lessons. Inclusive participation records demonstrating improved engagement from SEND pupils and previously less active learners. - Photographic evidence and planning documents showing effective use of equipment to support active and inclusive lessons.	£1588- Gymnastics tables £1118- Matt trolley and various sports equipment. £166- New samba goals and nets to replace broken ones £190- Waterproof and tearproof orienteering maps to support curriculum £80.15- Shin pads/goalie gloves £118.50- New indoor footballs £300- Kurling Stones set £200- additional size 3 basketballs and cricket bat grips £136- New playground equipment- Foam dice, whistles, Bean bags and markers £40.80- Sports Day Race sacks £272.15- 30x Footballs

				£150.60- Pedometers £207.96- Heart rate Monitors £58.80- Sports Day megaphone Total- £4546.81
Objective 1	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Reward PE Postcards and stickers - Increased motivation and engagement in PE lessons, encouraging pupils to participate fully and try new activities. - Enhanced confidence and self-esteem, as recognition rewards effort, skill development, and positive attitudes in PE. - Promotion of positive behaviour and attitudes towards physical activity, fostering a culture of achievement and enjoyment in all PE lessons.	- Introduce PE reward postcards and stickers to celebrate achievements, effort, and improvement in lessons. - Ensure rewards are given consistently and fairly, linked to observed pupil progress, participation, and positive behaviour. - Display or share rewards to reinforce success and encourage peer recognition, promoting wider engagement in physical activity.	- Increased pupil participation and effort in PE lessons, as measured by teacher observation and engagement tracking. - Positive pupil feedback and enjoyment, indicating that rewards motivate continued effort and skill development. - Demonstrable improvements in behaviour and attitudes during PE lessons, fostering a more inclusive and supportive learning environment.	- Continue the consistent use of reward systems to maintain pupil motivation and engagement across all year groups. - Regularly review and refresh reward strategies to ensure they remain meaningful and inclusive. - Encourage peer recognition and celebration of achievement to build a lasting culture of positive engagement in PE.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate (Complete in July)	- There has been a clear increase in pupil motivation and engagement within PE lessons, with more pupils willing to participate fully and challenge themselves in new activities. - Pupils are demonstrating improved confidence and self-esteem, particularly those who previously lacked confidence, as recognition celebrates both effort and achievement rather than just ability. - Behaviour and attitudes in PE have improved, with pupils showing greater respect, effort, and willingness to contribute positively during lessons. - A positive and supportive culture has developed, where pupils value recognition and are increasingly proud of their achievements in physical activity.	- The improvements are sustainable through the consistent and fair application of the reward system across all classes and year groups. - Embedding rewards as part of everyday teaching practice ensures that motivation and engagement remain a key focus in PE lessons. - Regularly reviewing and adapting the reward system will help ensure it remains meaningful, inclusive, and motivating for all pupils. - Encouraging peer recognition and celebrating success publicly will continue to build a positive culture around physical activity that can be maintained long-term.	- Teacher observations showing increased effort, participation, and positive behaviour in PE lessons. - Pupil voice indicating that rewards such as postcards and stickers increase enjoyment and motivation. - Records or examples of reward distribution demonstrating consistency and inclusivity across different groups of pupils. - Improved behaviour logs or reduced incidents during PE lessons. - Displays, postcards, or shared achievements that highlight and celebrate pupil success in physical activity.	£52.79- Reward PE Postcards and stickers Total £52.79
Objective 1	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Purchase and printing of display posters around PE			

	- Increase pupil engagement, motivation, and enthusiasm for PE and physical activity through a positive and inspiring sports hall environment. - Develop pupils' understanding of key PE values and skills such as resilience, teamwork, respect, leadership, and healthy lifestyles. - Reinforce physical, social, emotional, and cognitive learning linked to PE, supporting wider personal development and wellbeing. - Promote a whole-school culture that values physical activity, achievement, and lifelong participation in sport and exercise.	- Purchase and display high-quality PE and sports-related posters throughout the sports hall and PE areas. - Ensure displays include key vocabulary, motivational messages, skill development prompts, and links to healthy lifestyles and wellbeing. - Regularly update displays to reflect current topics, sports, school values, and pupil achievements. - Encourage staff to reference displays within PE lessons to reinforce learning and discussion points.	- Increased pupil engagement and positive attitudes towards PE and physical activity. - Improved understanding and use of key PE terminology, values, and learning concepts by pupils. - Greater pupil confidence and motivation within PE lessons and extracurricular activities. - A more purposeful and inspiring PE environment that promotes inclusion, achievement, and healthy lifestyles.	- Maintain and refresh displays regularly to ensure they remain engaging, relevant, and linked to curriculum learning. - Continue embedding PE values and key vocabulary within the sports hall environment to reinforce learning consistently. - Involve pupils in designing or contributing to future displays to increase ownership and engagement. - Expand displays to celebrate wider sporting achievements, extracurricular participation, and whole-school physical activity initiatives.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The PE and sports hall environment has become more engaging, informative, and inspiring for pupils,	The improvements are sustainable through the continued use and regular updating of displays to ensure content remains relevant,	Pupil voice demonstrating increased awareness and understanding of PE values, key terminology, and healthy lifestyles.	£192.37

	helping to promote positive attitudes towards physical activity and sport. Display posters have reinforced key PE vocabulary, values, and learning themes, supporting pupils' understanding of topics such as teamwork, resilience, respect, and healthy lifestyles. Pupils are increasingly able to recognise and discuss important physical, social, emotional, and cognitive skills linked to PE and physical activity. The displays have contributed to a stronger whole-school culture around PE and wellbeing, creating a more positive and purposeful learning environment.	engaging, and linked to current curriculum themes. Embedding key PE values, vocabulary, and learning prompts within the sports hall environment ensures pupils receive consistent reinforcement throughout the year. Staff can continue to reference displays during lessons to support teaching, reflection, and pupil understanding. Future pupil involvement in creating or contributing to displays will help maintain engagement and ownership of the PE environment.	Teacher observations showing pupils referencing displays during lessons and discussions. Photographic evidence of the PE and sports hall displays. Improved learning environment within the sports hall, supporting a positive culture around PE and physical activity. Curriculum links within displays that reinforce learning across PE, wellbeing, and personal development.	
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Objective 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Objective 2	Intent – what is your intended impact on pupils	Implementation – How will you achieve this?	Impact – What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	New Outdoor Playground Lines - Increased participation and engagement in football and other playground games during break, lunch, and PE lessons. - Improved skills, teamwork, and physical activity levels, as clearly marked areas encourage structured play and inclusive games. - Enhanced enjoyment and confidence in outdoor physical activity, contributing to overall wellbeing and lifelong healthy habits.	- Renew and maintain playground football line markings to provide clear, durable, and safe play areas. - Use the new markings to support structured PE lessons, playground games, and extracurricular football activities. - Promote inclusive use of playground spaces through adult-led games, pupil-led initiatives, and encouragement of all pupils to participate.	- Increased active play and engagement observed during break, lunch, and PE lessons. - Improved skills, teamwork, and confidence in football and other structured playground games. - Positive feedback from pupils and staff, demonstrating increased enjoyment and participation in outdoor physical activity.	- Regularly monitor and maintain line markings to ensure they remain safe and visible. - Embed use of markings into PE curriculum planning and playground activities to maximise ongoing engagement. - Encourage pupil-led games and leadership to maintain enthusiasm and participation in structured outdoor activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been a clear increase in participation and engagement in physical activity during break and lunchtime, with more pupils actively involved in football and other playground games.	- The improvements are sustainable through regular monitoring and maintenance of the playground markings to ensure they remain clear, safe, and fit for purpose. - Embedding the use of these markings within PE lessons and structured	- Observations during break and lunchtime showing increased levels of active participation and structured play. - Teacher and staff feedback noting improved organisation, teamwork, and behaviour in outdoor activities.	£3288- Dartboard, snakes and ladders, ball throw, map of the world, 4 square, noughts and crosses, repainted both quad areas Total- £3288

	- The structured markings have supported the development of skills such as passing, movement, and teamwork, as pupils are more able to organise and sustain games independently. - Pupils show greater confidence and enjoyment when taking part in outdoor activities, contributing positively to their physical wellbeing and social interaction. - Playground behaviour has improved, with clearer spaces reducing disputes and promoting fair, organised play.	playtimes ensures consistent and purposeful use of the space. - Encouraging pupil leadership, such as organising games or acting as play leaders, helps to maintain engagement and ownership of activities. - Continued staff presence and support during break and lunchtime will reinforce positive use of the space and inclusive participation.	- Pupil voice reflecting increased enjoyment and confidence when using the playground for physical activity. - Fewer behaviour incidents linked to unstructured play or disputes over space. - Photographic evidence of playground use and integration into PE lessons and extracurricular activities.	
Objective 2	Intent – what is your intended impact on pupils	Implementation – How will you achieve this?	Impact – What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Cross Curricular Orienteering Membership and experience day - Increased engagement in physical activity through cross-curricular orienteering, combining learning with movement and problem-solving. - Improved map-reading, spatial awareness, teamwork, and decision-making skills,	- Outside provider come into school to launch the day to pupils and then deliver CPD to all staff - Subscribe to a cross-curricular orienteering membership to provide access to high-quality maps, resources, and activity frameworks. - Integrate orienteering into PE lessons, outdoor learning, and subject-based	- Increased confidence of staff to deliver active lessons using the resources. - Increased participation and engagement in orienteering activities during PE, outdoor lessons, and cross-curricular projects. - Improved skills in map-reading, navigation, teamwork, and problem-	- Maintain annual subscription and access to orienteering resources to support ongoing delivery. - Embed orienteering into curriculum planning across subjects, ensuring regular opportunities for pupils to participate.

	supporting both PE and classroom learning. - Enhanced confidence, resilience, and enjoyment in outdoor activities, promoting lifelong healthy habits and physical literacy.	projects, linking physical activity to wider curriculum learning. - Train staff to deliver orienteering activities effectively, ensuring lessons are inclusive, engaging, and safe for all pupils.	solving, tracked through teacher observation and pupil reflection. - Positive pupil feedback and enjoyment, demonstrating enthusiasm for combining physical activity with learning.	- Continue to train staff and develop pupil leadership, encouraging pupils to plan and lead activities for peers to sustain engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been a clear increase in pupil engagement in physical activity through orienteering, with pupils motivated by the combination of movement, challenge, and problem-solving. - Pupils have developed key skills such as map-reading, spatial awareness, teamwork, and decision-making, which are evident across both PE and wider curriculum lessons. - Staff confidence has improved following CPD, with more teachers incorporating active learning strategies into their lessons beyond PE. - Pupils demonstrate increased confidence, resilience, and enjoyment when working	- The improvements are sustainable through continued subscription to the orienteering membership, ensuring ongoing access to high-quality resources and structured activities. - Embedding orienteering within curriculum planning across multiple subjects will ensure regular and meaningful opportunities for pupils to engage in active learning. - Ongoing staff development and sharing of good practice will maintain confidence and consistency in delivery. - Developing pupil leadership opportunities, such as leading or planning orienteering activities, will help sustain engagement and ownership over time.	- Lesson observations showing increased pupil engagement and active participation in orienteering activities. - Staff feedback demonstrating increased confidence in delivering cross-curricular, active lessons. - Pupil voice highlighting enjoyment and enthusiasm for orienteering and outdoor learning. - Evidence of curriculum planning showing integration of orienteering across subjects. - Examples of completed activities, maps, and pupil work demonstrating development of navigation and problem-solving skills.	£500 (Subscription for online portal and resources) £1471.20- Cross curricular orienteering experience day and staff training Total- £1971.20

	outdoors, contributing positively to both wellbeing and physical literacy.			
Objective 2	Intent – what is your intended impact on pupils	Implementation – How will you achieve this?	Impact – What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	AfPE Quality Mark - Improved quality of PE, school sport, and physical activity provision, ensuring all pupils access a high-quality, well-structured curriculum. - Increased engagement, participation, and enjoyment in PE and school sport, supported by validated best-practice guidance. - Enhanced physical literacy, confidence, and lifelong physical activity habits through consistently high-quality teaching and provision.	- Purchase the AfPE Quality Mark application and complete the self-assessment process. - Review and audit PE curriculum, policies, and provision against AfPE standards to identify areas for improvement. - Implement improvements and best-practice strategies highlighted through the Quality Mark process across all PE lessons and extracurricular provision.	- Demonstrable enhancement of PE provision across the school, evidenced through lesson observations, curriculum mapping, and pupil engagement. - Increased staff confidence and expertise in delivering high-quality PE, resulting in improved teaching and learning outcomes. - Recognition through the AfPE Quality Mark accreditation, confirming that PE, school sport, and physical activity meet national standards.	- Maintain continuous review of PE provision using AfPE Quality Mark guidance to sustain high-quality teaching and learning. - Embed best-practice strategies and improvements into ongoing curriculum planning and staff development. - Use AfPE feedback to inform future Sport Premium spending and long-term development of PE and school sport across the school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been a clear improvement in the overall quality of PE provision across the school, with lessons now more consistently structured,	- The improvements are sustainable through ongoing use of the AfPE Quality Mark framework as a tool for continuous self-review and development.	- Successful achievement of the AfPE Quality Mark accreditation, recognising the quality of provision against national standards.	£420- Quality Mark £154- AfPE Membership subscription (annual)

	inclusive, and aligned with best practice. - Pupil engagement and enjoyment in PE and school sport have increased, with more pupils participating positively and demonstrating sustained interest in physical activity. - Staff confidence and expertise have developed, resulting in higher-quality teaching and more effective delivery of the PE curriculum. - The process has strengthened the school's approach to physical literacy, supporting pupils to develop confidence, competence, and positive attitudes towards lifelong physical activity.	- Embedding identified best-practice strategies into curriculum planning and teaching ensures consistency and long-term impact. - Continued staff development and CPD will maintain and further enhance the quality of PE provision. - Using feedback from the Quality Mark process to inform future planning and Sport Premium spending will ensure provision continues to evolve and meet pupil needs.	- Lesson observations and monitoring demonstrating improved teaching quality and pupil engagement. - Curriculum documentation and audits showing alignment with AfPE guidance and best practice. - Staff feedback indicating increased confidence and clarity in delivering PE. - Pupil voice reflecting increased enjoyment, participation, and positive attitudes towards PE and physical activity.	Total- £574
Objective 2	Intent – what is your intended impact on pupils	Implementation – How will you achieve this?	Impact – What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Well School accreditation - Improve pupils' physical, emotional, and mental wellbeing through a whole-school approach to health and wellbeing. - Increase pupil engagement, confidence, and readiness to learn by embedding wellbeing	- Work towards the Well Schools accreditation by auditing current provision and identifying areas for development across wellbeing, physical activity, and mental health. - Embed wellbeing priorities into PE, PSHE, pastoral support, and wider curriculum planning.	- Improved pupil wellbeing, confidence, engagement, and participation across school life. - Increased awareness and understanding of healthy lifestyles, emotional wellbeing, and positive coping strategies.	- Continue to embed wellbeing strategies and practices across the curriculum and wider school environment. - Use feedback from the accreditation process to inform ongoing school improvement and future planning.

	throughout school life, including PE and physical activity. - Develop positive attitudes towards healthy lifestyles, resilience, self-regulation, and personal development. - Create a supportive school culture where pupils feel safe, valued, and empowered to make positive choices about their wellbeing.	- Provide staff training and opportunities for collaboration to ensure a consistent whole-school approach to wellbeing. - Promote pupil voice, leadership opportunities, and wellbeing-focused activities to support engagement and inclusion across the school community.	- Improved behaviour, relationships, and emotional regulation within lessons and social times. - Recognition through the Well Schools accreditation, demonstrating commitment to a high-quality whole-school wellbeing approach.	- Maintain staff training and wellbeing support to ensure a consistent and sustainable whole-school approach. - Develop pupil leadership and wellbeing ambassador roles to strengthen pupil voice and long-term engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Ongoing	Ongoing	Ongoing	£594- Accreditation fee Total- £594
Objective 2	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	DSSP Conference and Active Devon Conference - Improve the quality of PE, school sport, and physical activity provision through updated knowledge, current best practice, and innovative approaches. - Increase pupil engagement, participation, and enjoyment in PE through the introduction of	- Attend the DSSP Conference and Active Devon Conference to access current research, training, and best-practice guidance linked to PE, school sport, and wellbeing. - Network with other schools, providers, and organisations to develop partnerships and identify opportunities for pupils.	- Improved quality and consistency of PE teaching and provision across the school. - Increased pupil engagement, participation, and enjoyment within PE lessons and physical activity opportunities. - Greater staff confidence and awareness of current PE, wellbeing, and inclusion strategies.	- Continue attending relevant PE and wellbeing conferences to ensure provision remains current, inclusive, and informed by best practice. - Share training, resources, and strategies with staff through CPD and collaborative planning opportunities.

	new ideas, activities, and inclusive strategies. - Enhance opportunities for all pupils, including SEND and less active pupils, by strengthening links with local organisations and wider sporting networks. - Support the development of a high-quality, progressive PE curriculum that promotes lifelong participation in physical activity and wellbeing.	- Share key learning and resources with staff to improve whole-school PE provision and teaching practice. - Implement relevant strategies, initiatives, and activities gained from the conferences into PE lessons, extracurricular sport, and wider school practice.	- Enhanced opportunities and experiences for pupils through new initiatives, partnerships, and curriculum developments.	- Embed successful initiatives and ideas into long-term curriculum planning and extracurricular provision. - Develop ongoing partnerships with local organisations and networks to provide sustainable opportunities for pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- PE provision has benefitted from updated knowledge, resources, and strategies introduced following both conferences. - Staff have gained access to new ideas and approaches that have helped improve lesson engagement, inclusion, and activity levels. - Pupils have experienced a broader range of activities and opportunities, increasing enjoyment and participation in PE and school sport. - Links with external organisations and local networks have been	- The improvements are sustainable through ongoing implementation of strategies and ideas gained from the conferences within curriculum planning and PE delivery. - Sharing knowledge and resources with colleagues ensures the impact extends beyond the PE lead and supports whole-school development. - Continued networking with local providers and organisations will help maintain access to new opportunities and support. - Regular engagement with professional development opportunities will ensure PE provision continues to evolve in line with current best practice.	- Staff meeting notes or CPD records showing dissemination of conference learning. - Updated curriculum planning and lesson content reflecting ideas gained from the conferences. - Increased pupil participation and engagement observed within PE lessons and extracurricular activities. - Evidence of partnerships, initiatives, or opportunities developed following conference attendance. - Feedback from staff and pupils demonstrating positive impact on PE provision and experiences.	£115- Entry fee £60- Entry fee MH £60- Entry fee TB Total- £235

	strengthened, supporting wider opportunities for pupils and staff development.			
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Objective 3: Broaden the experience of a range of sports and activities offered to all pupils

Objective 3	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Multi Sports Equipment - Increased participation and engagement in a wider range of sports and physical activities. - Improved skills, confidence, and physical literacy across multiple sports and activities. - Enhanced enjoyment and motivation, encouraging pupils to try new sports and maintain lifelong physical activity habits.	- Purchase a multi-sports kit bag with equipment suitable for a variety of PE lessons and extracurricular activities. - Use the equipment to deliver a broad, inclusive PE curriculum, ensuring all pupils experience different sports and challenges. - Train staff to plan and deliver engaging lessons using the new equipment to maximise participation and skill development.	- Increased pupil engagement and participation in PE and extracurricular sports, as recorded by teacher observation and activity registers. - Improved skill development and confidence across a variety of sports, demonstrated through assessments and pupil progress tracking. - Positive pupil feedback and enjoyment, showing enthusiasm for trying new activities and sports.	- Maintain and replace equipment as needed to ensure continued access to a broad range of sports. - Embed the kit into regular curriculum planning and extracurricular activities, ensuring ongoing exposure to multiple sports. - Continue staff development and training to support effective use of equipment and maximise pupil engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been a clear increase in pupil participation and engagement across a wider range of sports and physical activities, with pupils more willing to take part and try new experiences. - Pupils have developed improved skills, confidence, and overall physical literacy,	- The improvements are sustainable through the ongoing maintenance and replacement of equipment to ensure it remains safe, accessible, and fit for purpose. - Embedding the use of multi-sports equipment within curriculum planning and extracurricular provision ensures continued exposure to a wide range of activities.	- Teacher observations and activity registers showing increased participation and engagement in both lessons and extracurricular activities. - Assessment data and pupil progress tracking demonstrating improved skill development across multiple sports. - Pupil voice reflecting increased enjoyment and willingness to try new activities.	£509.98- Multi sports equipment bag Total- £509.98

	particularly when exposed to a broader variety of activities beyond traditional sports. - Engagement levels have risen among all groups, including those who may not typically engage in sport, as the variety of equipment allows for more inclusive and accessible lessons. - Pupils show greater enjoyment and motivation in PE, with many demonstrating enthusiasm for exploring new sports and activities.	- Staff confidence in delivering diverse and engaging lessons will continue to grow through ongoing CPD and shared good practice. - Providing varied opportunities for pupils to experience different sports will help maintain long-term engagement and promote lifelong physical activity habits.	- Planning documents showing a broader range of sports being delivered within the curriculum. - Photographic evidence of pupils engaging in a variety of activities using the multi-sports equipment.	
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Objective 4: Increased participation in competitive sport

Objective 4	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	Entry, hire and transport to community events - Increased participation in competitive sport through access to local and inter-school events. - Improved teamwork, resilience, and confidence, as pupils experience structured competition and collaborative challenges. - Enhanced motivation and enjoyment in sport, encouraging pupils to continue participation both in and out of school.	- Cover entry fees, venue hire, and transport for pupils to attend local and inter-school sporting events. - Provide opportunities for all pupils, including less active and SEND pupils, to participate in competitions. - Ensure events are linked to the curriculum and extracurricular PE programme, maximising engagement and preparation.	- Increased numbers of pupils participating in competitive sport events, tracked via registers and attendance records. - Improved skills, confidence, and teamwork, observed during competitions and reflected in teacher assessments. - Positive pupil feedback and enthusiasm, demonstrating enjoyment and a willingness to participate in further competitive opportunities.	- Maintain regular participation in local competitions, building a culture of engagement in competitive sport. - Continue to plan and fund transport and access to ensure all pupils can attend future events. - Embed participation in competitive sport into whole-school PE planning, supporting progression, inclusion, and long-term engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been a clear increase in pupil participation in competitive sport, with more pupils attending and engaging in local and inter-school events.	- The improvements are sustainable through continued allocation of funding for entry fees, transport, and venue hire, ensuring access to competitive opportunities for all pupils. - Embedding competitive sport within the PE curriculum and extracurricular	- Registers and attendance records showing increased participation in competitive events. - Teacher observations and assessments highlighting improvements in teamwork, confidence, and performance during competitions.	£200- approx various events? £360- Inflatable Day (Sports Week) Total- £560

	- Pupils have developed stronger teamwork, resilience, and confidence, particularly when representing the school in structured competitive environments. - Participation in competitions has had a positive impact on pupil motivation, with many showing increased enthusiasm and commitment within PE lessons and extracurricular activities. - A wider range of pupils, including SEND and less active pupils, have accessed competitive opportunities, supporting inclusion and broadening experiences.	programme will ensure regular and meaningful participation. - Developing strong links with local schools and community organisations will help maintain and expand opportunities for competition. - Ensuring inclusive selection and encouragement of all pupils will support long-term engagement and a culture of participation in competitive sport.	- Pupil voice reflecting enjoyment, pride, and motivation when representing the school. - Records of events attended, including a range of inclusive opportunities for different groups of pupils. - Photographs, results, and reports from competitions demonstrating pupil involvement and success.	
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Objective 5: Strive to ensure all pupils meet the minimum requirement in swimming.

Objective 5	Intent - what is your intended impact on pupils	Implementation - How will you achieve this?	Impact - What do you hope to see?	Sustainability and suggested next steps:
Plan and monitor	KS2 Swimming Top up and swimming equipment - All pupils will meet or exceed statutory swimming requirements, improving water confidence, competence, and safety. - Increased engagement and enjoyment in swimming, contributing to overall participation in PE and physical activity. - Enhanced physical literacy and wellbeing, supporting lifelong confidence and healthy habits in and out of school.	- Provide top-up swimming lessons for KS2 pupils who have not yet met statutory requirements. - Arrange access to local indoor pools and provide transport where necessary to ensure consistent attendance. - Integrate swimming into the wider PE and PESSPA curriculum, highlighting its importance as a key physical skill and whole-school priority.	- Increased number of pupils achieving statutory swimming requirements by the end of the academic year. - Improved pupil confidence and competence in water-based activities, observed through assessments and teacher feedback. - Greater engagement and participation in PE, particularly for pupils who previously lacked swimming opportunities.	- Continue to offer top-up swimming lessons annually, ensuring all pupils can meet statutory standards. - Maintain partnerships with local swimming facilities to provide safe, high-quality learning environments. - Monitor pupil progress and use assessment data to identify ongoing needs, linking swimming outcomes to wider PE and wellbeing initiatives.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- There has been an increase in the number of pupils meeting the statutory swimming requirements, with targeted support enabling more pupils to achieve expected standards. - Pupils have demonstrated improved water confidence,	- The improvements are sustainable through the continued provision of targeted top-up swimming lessons for pupils who do not meet statutory requirements. - Maintaining strong partnerships with local swimming facilities ensures access	- Assessment data showing an increased number of pupils achieving statutory swimming expectations. - Teacher observations and swimming instructor feedback demonstrating improved confidence, technique, and safety awareness.	£2423.45- Swimming Top Up sessions £132- Swimming goggles £6.99- Nose clips Total- £2562.44

	competence, and safety awareness, particularly those who previously had limited access to swimming. - Engagement and enjoyment in swimming have increased, with pupils showing more positive attitudes towards participation in aquatic activities. - The programme has supported wider physical literacy and wellbeing, helping pupils develop an important life skill that contributes to long-term health and safety.	to safe, high-quality learning environments. - Embedding swimming within the wider PE curriculum reinforces its importance and ensures it remains a whole-school priority. - Ongoing assessment and tracking of pupil progress will allow for early identification of need and ensure support is consistently targeted.	- Attendance records for swimming sessions indicating consistent participation. - Pupil voice reflecting increased enjoyment and confidence in water-based activities. Records of progress tracking highlighting targeted support and successful outcomes for identified pupils.	
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