



## Review of last year's spend and achievements for 2023-2024

Activity/Action	Impact	Comment
<p>Introduction of new sports for children to try during enrichment days and/or extra-curricular activities.</p> <p>Offer of a range of sports for children to take part in during extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>Children have experienced some sports for the first time, which were run by professional coaches or teachers following on from professional coaching sessions last academic year. Year 6 took part in Ultimate Frisbee sessions for the first time for that cohort and 8 children represented the school at a New Age Kurling festival, trying the sport for the first time.</li> <li>All children in Y6 attended the 5-day residential to PGL in Term 6.</li> <li>A range of clubs were offered/attended by children, including tag rugby, dance, football, cricket, athletics, cross country, rounders, dance, hockey, basketball and multi-sports, kurling and samba</li> </ul>	<ul style="list-style-type: none"> <li>There is a gap in activity levels between groups of children in school: a lot of children take part in a variety of physical activity and sports clubs in/out of school while a large number of children do not take part in any extra-curricular clubs outside of school and their physical activity is limited to that of PE lessons and playtimes at school. Further opportunities need to be created to engage all children in physical activity outside of PE lessons and to target specific children who are less-active and/or don't have the opportunity to be active outside of school.</li> <li>Ensure that children have access to a range of sports and physical activities before/after school/playtimes and provide CPD for staff to deliver such activities.</li> </ul>
<p>Sports Days</p>	<ul style="list-style-type: none"> <li>Sports Days took place for all children in Term 6, with children in YR-Y2 taking part in a range of activities confidently while Y3-Y6 competed against themselves and one-another in a range of activities and competitive races. Parents were able to watch and celebrate with the children.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the engagement of parents in their children's activities and encourage all parents to be active role models for their children.</li> </ul>
<p>Participation in leagues and competitions against pupils within the school and against other schools.</p>	<ul style="list-style-type: none"> <li>Children represented the school and competed against other schools in leagues, festivals and competitions in football, netball, swimming (School Gala and District Gala), New Age Kurling, athletics and Cross Country.</li> <li>The events/leagues saw the opportunity for 146 places to represent the school</li> <li>44 children represented the school at the annual Prince of Wales Athletics tournament at Prince of Wales Stadium.</li> <li>14 children represented the school in the District Swimming Gala.</li> <li>34 children represented the school in Cross Country races.</li> <li>All children that attended Netball Club represented the school in competitive matches against other schools.</li> <li>All children that attended football club represented the school in a competitive match.</li> <li>All children in Years 4, 5 and 6 were able to use their swimming skills in the summer term to participate in the school's KS2 Swimming Gala at Cheltenham College. Parents were invited to attend the event as a celebration of the children's swimming achievements and progress.</li> <li>The school hosted its own football tournament, involving children from across the county. The school entered 5 teams into the tournament.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all children have the opportunity to represent the school if they wish to.</li> <li>Provide more opportunities for competitive sports during the school day and after school for children who do not represent a club outside of school.</li> <li>Monitor the participation in competitive sports of all children so that the least-active children are actively encouraged and given the opportunity to represent the school.</li> </ul>



<p>Inclusive opportunities to engage all children in competitive sports, especially those who have not represented the school before or those with special educational needs and/or disabilities.</p>	<ul style="list-style-type: none"> <li>• 8 children with social and communication needs represented the school in a new-age kurling festival.</li> <li>• 4 children went to an inclusive ten-pin bowling event.</li> <li>• All children have competed for their House, alongside their peers, in events such as Sports Day.</li> <li>• House Captains support pupils and adults in the organization of house events, including sports days and house sports competitions. House Captains are positive role models for other children.</li> <li>• A non-stop cricket event was added to the SEND event calendar that 10 children went to.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for the School Games Award to raise awareness of and celebrate PE and sport at Naunton Park.</li> <li>• Provide further opportunities for all children to compete against others or be part of a team, irrelevant of experience and background, to build in confidence, develop a sense of pride and represent their House and/or school in a range of sports.</li> <li>• Use Forest School to engage children with additional needs or those who do not take part in clubs outside of school in physical activity.</li> </ul>
<p>CPD for teachers</p>	<ul style="list-style-type: none"> <li>• Children in Year 4 received professional sports coaching from Move More while teachers received addition CPD during these sessions to develop their knowledge and confidence to deliver the curriculum.</li> <li>• Sports Leaders and their teachers worked with NP teachers and pupils every Wednesday afternoon, delivering high quality sessions in addition to their curriculum activities.</li> <li>• The school's PE Subject Leader received CPD delivered by Move More through their annual conference, specific sports training and Sports Premium so that the school is lead with up to date information, confidence and adheres to regulations and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children have access to a range of sports and physical activities before/after school/playtimes and provide CPD for staff to deliver such activities.</li> <li>• Several staff members organise and deliver activities for children outside of curriculum time however it's important that the children, and parents, see school staff as active role models for the children and therefore plans to encourage all teachers and more TPs to deliver extra-curricular activities, active learning sessions and/or be involved during playtimes.</li> <li>• Continue to provide carefully planned and targeted CPD for staff so that sports can be well-taught and activities carefully planned to enable all children to succeed in the future.</li> </ul>
<p>Resources and equipment to engage all children in sports and games.</p>	<ul style="list-style-type: none"> <li>• Real PE and Real Gym have been used effectively by teachers as a resource to ensure all children are engaged, challenged and feel a sense of success with PE and sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure that all equipment and resources are fit for purpose and enable all children to have the opportunity to be physically active throughout the school day, particularly during playtimes, and take part in extra-curricular sports activities.</li> <li>• Look to the change the PE curriculum/scheme to something that makes staff at NP feel more comfortable teaching PE.</li> </ul>
<p>Coaching for children in a range of sports, utilizing the skills of other professionals and sports-people.</p>	<ul style="list-style-type: none"> <li>• Children in Years 3 and 4 worked with Sports Leaders from Cheltenham College during Terms 1-5.</li> <li>• Year 4 and 5 children have received swimming lessons, by professional coaches, at CC.</li> <li>• Just camps came in to teach children different Olympic events.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop links with other organisations and schools to provide children of Naunton Park Primary School with experiences to learn and apply their skills and compete with/against others at a range of facilities.</li> </ul>
<p>Purchase of football kit for children.</p>	<ul style="list-style-type: none"> <li>• A new football kit has been purchased for the Girls' Football team, who feel an additional sense of pride and belonging when playing the sport and representing the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure these children have the opportunity to regularly represent the school and that other children are able to watch and see them as positive role models (e.g. tournaments during school-hours).</li> </ul>



<p>Forest School</p>	<ul style="list-style-type: none"> <li>All children enjoyed at least 2x terms of Forest School through the academic year. Additionally, 14+ children with SEMH needs benefitted from additional Forest School interventions to support them and meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to take part in Forest School outside of curriculum time, targeting the most vulnerable or less-active children.</li> <li>Use the Forest School area to engage children in physical activity in a safe, secure space during playtimes.</li> </ul>
<p>Bikeability</p>	<ul style="list-style-type: none"> <li>All Year 6 children completed Level 2 Bikeability training.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer the opportunity for all children in Year 6 to understand how to safely cycle on the roads. Ensure all children take part in this programme, including disadvantaged children and those with additional needs.</li> </ul>
<p>Development of lunchtimes through OPAL</p>	<ul style="list-style-type: none"> <li>OPAL has continued to grow. All children questioned during a Pupil Voice activity said that lunchtimes have improved this year. A new OPAL Lead was appointed, who plans a variety of activities to cater for different interests each day. The OPAL team have worked with the OPAL mentor, staff, parents and children to further develop OPAL provision and play resources. Teaching Partners have been introduced to the lunch team to further improve support for children during lunchtimes. All children have the option to eat their lunch outside.</li> <li>Behaviour at lunchtimes has continued to be positive, with decreases in suspensions (inc. internal suspensions) resulting from incidents in lunchtimes.</li> <li>Bikes and scooters have been introduced as a play option during lunchtimes to engage more children and encourage active playtimes.</li> <li>Resources for unstructured playtimes have been purchased and enjoyed by all children, including a sandpit, balls, hoops and an obstacle course.</li> <li>Children spend more time being active during playtimes - the amount of time in first aid and lining up has reduced during playtimes.</li> <li>Safeguarding assemblies have been delivered each term to help children understand how to keep themselves safe during playtimes. In these assemblies, they've also been taught about healthy bodies and minds and how to keep our bodies safe.</li> <li>Lunchtime Monitors (15 Y6 pupils) have been introduced to support children during their lunchtimes and provide additional help to the Lunch Team.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to introduce and embed OPAL (Outdoor Play and Learning) to enable children to develop the skills to play, engage children in physical activities during playtimes and develop other key skills, such as communication, interaction, resilience and problem solving.</li> <li>Continue to encourage less-active children to be more active by creating more opportunities for children to be active.</li> <li>Develop the role of lunch monitors, play buddies and sports captains to encourage their peers to be physically active and engaged in games during playtimes.</li> <li>Ensure equipment and resources are fit for use and are motivating for children to use and enjoy during their playtimes.</li> <li>Ensure children not only are safe during playtimes, but feel confident and safe to take risks and experiment with new games through their interaction with trained Playworkers.</li> </ul>
<p>Introduction of other spaces for playtimes.</p>	<ul style="list-style-type: none"> <li>The Outdoor Classroom has been used by class teachers this year to deliver Outdoor Learning in addition to their Forest School lessons.</li> <li>YR children have playtime when appropriate as part of their continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>Forest School should to be utilised during playtimes to engage vulnerable pupils and others who find playtimes hard to manage, enabling them to be physically active in a safe and secure environment supervised closely by trained staff.</li> <li>Now that the school's PAN is 60, and to encourage more physical activity and cater for the needs of our Reception-aged children, the outdoor space that they have available is too small. Two classes share a concrete space that has limited opportunities to develop their personal, social and physical development. Develop the physical environment and space available to children in EYFS so that they can be active in</li> </ul>



		their learning and have more opportunities to develop learning from all areas of the EYFS Profile through active play. Children need to learn how to safely explore and take risks while learning through play. This will also enable the least-active children more opportunity to be active, improving their physical development as well as their social and emotional development.
Use of facilities at other settings and venues.	<ul style="list-style-type: none"><li>• Children benefited from the use of facilities at a range of venues and schools. The children were able to apply their skills and further develop them through the use of these purpose- built facilities.</li></ul>	<ul style="list-style-type: none"><li>• Continue to develop links with other settings.</li><li>• Prioritise the opportunity for children who do not take part in clubs or additional activities outside of school to take part in sports at other settings and venues.</li></ul>
Adult v pupil sports activities	<ul style="list-style-type: none"><li>• Pupils see the adults in the school as positive role models.</li><li>• Adults are active during the school day, being ambassadors for the school’s ethos around sports and activities.</li></ul>	<ul style="list-style-type: none"><li>• Encourage staff to be active role models for the children.</li></ul>



Key Priorities and Planning for 2024-2025

Action(s)	Who does this action impact	Key Indicator(s) to meet	Impact and how sustainability will be achieved	Cost linked to the action
<p><b>Extra-curricular clubs</b></p> <p>Provide a varied and engaging extra-curricular club offer to children, specifically targeting:</p> <ul style="list-style-type: none"> <li>• Least active children;</li> <li>• Children who don't take part in clubs outside of school;</li> <li>• Children who did not participate in any extra-curricular clubs in 2023-24;</li> <li>• Children of families with low income or those in receipt of Pupil Premium funding;</li> <li>• Children with SEND.</li> </ul> <p>Increase the variety of clubs on offer to cater for different interests and needs and to encourage children to try new or different sports.</p> <p>Provide financial support for children to attend clubs if they are otherwise unable to participate.</p> <p>Develop links with other professionals to offer a variety of clubs to children of all ages, including Just Camps, CTFC, Move More, SUPAFit, Drama Bugs.</p>	Pupils	<p>2. Engagement of all pupils in regular physical activity.</p> <p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <p>5. Increased participation in competitive sport.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• In 2023-24, 237 children participated in extra-curricular sports clubs (65% of Y1-6). 256 children participated in more than 1 sports club. This is an increase of 31 from previous year.</li> <li>• 11 different sports clubs were offered.</li> <li>• Coaching from Just Camps, CTFC, Move More, CC Sports Leaders and Harwood Dance was offered to children in Y1-6 through extra-curricular activities.</li> <li>• To enable such large numbers, additional staff needed to be utilised. Parent volunteers also aided in the larger clubs like football and athletics. Professional coaches delivered clubs that school staff did not feel confident enough to deliver.</li> </ul> <p>January 2025</p> <ul style="list-style-type: none"> <li>• 6 different sports clubs were offered to children in Years 1-6 during Terms 1-2 2024-25. 322 places were taken up in these 6 clubs. 190 different children attended at least 1 sports club, with 98 children attending 2 or more sports clubs, in Terms 1-2.</li> <li>• In the first two terms, 14 children in receipt of Pupil Premium participated in at least 1 extra-curricular sports clubs.</li> <li>• 4 clubs in Terms 1-2 were delivered by professional coaches from Just Camps, CTFC and Fit4Sport.</li> </ul> <p>April 2025</p> <ul style="list-style-type: none"> <li>• In 2024-25, 16 different sports clubs have been offered to all children.</li> <li>• 604 places in sports clubs have been taken up this academic year to date.</li> <li>• 236 different children have attended 1+ sports clubs this academic year (an increase of 11 children from 23-24). This is 66% of children from Years 1-6.</li> </ul>	<ul style="list-style-type: none"> <li>• £873.79</li> <li>• £576.19</li> </ul>
<p><b>OPAL</b></p> <p>Continue to develop OPAL as a means of getting children to be physically active during playtimes.</p> <p>Purchase a variety of resources and equipment that encourage and motivate children to be active in their play.</p>	Pupils Staff	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>2. Engagement of all pupils in regular physical activity.</p> <p>3. The profile of PE and sport is raised across the</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• Children took part in a survey at the beginning of the year and said that break and lunchtimes are enjoyable with the influx of new equipment . 94% of children said they enjoy playtimes (this is an increase from 92% in 2023). Children are more engaged in their play and have been seen to work together more due to the building resources and things available at lunchtimes.</li> <li>• OPAL Bingo took place where parents brought in a large amount of new things for children to have in the shed, increasing enjoyment of breaktimes</li> </ul>	<ul style="list-style-type: none"> <li>• £1033.92</li> <li>• £765.91</li> <li>• £14.16</li> <li>• £83.35</li> <li>• £12.29</li> <li>• £764.95</li> <li>• £227.19</li> <li>• £10.82</li> <li>• £73.50</li> <li>• £339.60</li> <li>• £72.92</li> </ul>



<p>Train staff so that they are confident to lead children in their play and facilitate games during playtimes and/or before and after school.</p> <p>Introduce and allow children to try a range of physical activities during playtimes, in addition to extra-curricular clubs and PE lessons.</p> <p>Use OPAL as an opportunity to introduce and allow children to try a range of physical activities during playtimes, in addition to extra-curricular clubs and PE lessons.</p>		<p>school as a tool for whole school improvement.</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> <li>OPAL Lead planned specific activities which changed each day to keep children engaged.</li> <li>OPAL gold award achieved.</li> <li>99% of parents say their child has seen an improvement from the parent survey in July 2024</li> </ul> <p>January 2025</p> <ul style="list-style-type: none"> <li>Positive behaviors demonstrated at lunchtimes and breaktimes with range of equipment satisfying children when playing.</li> <li>Less breaktime incidents reported by midday supervisors</li> </ul> <p>April 2025</p> <ul style="list-style-type: none"> <li>100% of parents said that their child enjoys lunchtimes (103 parents responded to the questionnaire in March 2025).</li> <li>99% of parents said that there has been an improvement in lunchtime provision in the last few years/since their child has joined the school.</li> <li>99% of parents say that their child enjoys the choice of games/resources/activities available at lunchtimes.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>OPAL play sessions for parents have not been held in Term 6 – previously achieved gold award, and the school would like to work towards platinum level – parent activity and stay and play days will be utilised for this.</li> <li>OPAL Lead has purchased equipment and been to other schools to see how this work in their school who are more established</li> </ul> <p>Action for 25-26: - Try for OPAL platinum award</p>	<ul style="list-style-type: none"> <li>£1317.97</li> <li>£250.00</li> <li>2504.87</li> </ul> <p>2025-26 financial year:</p> <ul style="list-style-type: none"> <li>£462.40</li> <li>£122.07</li> <li>£38.08</li> <li>£802.02</li> <li>£768.06</li> </ul>
<p><b>Outdoor area for EYFS</b></p> <p>Create an environment in which the youngest children in the school can be active and engaged in play, learning to take safe risks and experiment, while feeling safe, nurtured and secure, by:</p> <ul style="list-style-type: none"> <li>Having a separate area for them to play throughout the day, including during lunchtimes;</li> <li>Creating a varied and engaging space that aids their physical development at all points in the school day;</li> <li>Creating engaging and challenging spaces, which aid in physical development.</li> </ul>	<p>Pupils</p>	<p>2. Engagement of all pupils in regular physical activity.</p> <p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>The outdoor space for two classes to use during Continuous Provision and unstructured times in the size of one classroom for 30 children rather than two for 60 children. The space is all concrete with one shelter for rain/sun.</li> <li>More changes were made at the start 23-24 making it larger and adding tyres, sandpits, and extra PE equipment following donations from parents</li> <li>EYFS classroom underwent extreme change and outside area had a big overhaul to make it better for upcoming cohort</li> </ul> <p>January 2025</p> <ul style="list-style-type: none"> <li>The outdoor area for EYFS was extended in October 2023. The area is now much larger and provides different surfaces for the children to play on. Additional resources, equipment and zones enable the children to access their play more effectively, be active and engaged in their learning through play.</li> <li>The EYFS outdoor area is available during lunchtimes every day for 15 children who require closer supervision or who find playtimes difficult to manage. The smaller area, with two</li> </ul>	<ul style="list-style-type: none"> <li>£201.94</li> </ul> <p>2025-26 financial year:</p> <ul style="list-style-type: none"> <li>£805.48</li> <li>£10.10</li> </ul>



			<p>members of staff supervising, provides interactive resources and equipment for children to play with during lunchtimes. They are able to be active outside in an environment that is more tailored to their needs.</p> <p>April 2025</p> <ul style="list-style-type: none"> <li>Additional resources have been purchased for the EYFS outdoor areas to further improve provision for YR-Y2 children. The equipment, resources and space enable children to be active and engage in play during unstructured times.</li> <li>23 children use (or are able to use) the YR area every lunchtime. This is linked to their MyPlan/Pastoral Plan or through recommendation by their teacher.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>EYFS outdoor space is being worked on over the summer again to try and improve outdoor play and learning enrichment for children</li> </ul>	
<p><b><u>Play environment</u></b></p> <p>Develop outdoor areas and create zones so that children can play in smaller, more contained areas during unstructured playtimes while feeling more secure, nurtured and safe.</p> <p>Introduce new equipment for children to enjoy playing with/on during unstructured playtimes, encouraging them to be physically active.</p> <p>Increase the size of the Forest School area for use at playtimes to encourage more active children and reduce behaviour incidents through more structured activities.</p> <p>Create an area inside and designated time for children to be active in their play, play safely and learn turn taking/fair play facilitated by staff away from large numbers of other children. This time/space is particularly required for children who have behaviour needs, need support developing social and communication skills and children who need additional nurture or growth in confidence to play with others.</p>	<p>Pupils Staff</p>	<p>2. Engagement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>A group of 4-6 YR-Y2 children spend lunchtimes in the EYFS outdoor classroom as they feel safer in this area and are also kept safe – previously, they had refused to come in at the end of playtime, missing essential learning time and putting themselves and adults in a vulnerable position. The children using the secure, smaller area are supervised in their play by two adults.</li> <li>Forest school areas has been used to support those SEND children who want to play outside by are overwhelmed by the main playground. Two members of staff supervise the forest school area at lunchtime.</li> <li>There is a member of staff with more structured play indoors for those who need this, which allowed those with more challenging behavior to enjoy social times more. Up to 39 children can utilize this. 0 suspensions have occurred during playtimes because of these changes.</li> </ul> <p>January 2025</p> <ul style="list-style-type: none"> <li>During lunchtimes, the FS area is now available to use for 28 children as needed. The area provides these children with a smaller, more engaging space to play during unstructured times when they find the larger playground and social situation difficult to manage.</li> <li>The Woodland Room is now used during lunchtimes to provide an additional play environment for up to 39 children to utilize. The room offers resources and equipment for children to play with and learn how to effectively play with others with adult support.</li> <li>0 suspensions (internal or external) have occurred due to playtime incidents.</li> <li>Tires have been brought in by a range of parents to create an obstacle area</li> </ul>	<p>£551.65 £1202.06 £1219.90 £2646.43 £7.12</p> <p>2025-26 financial year:</p> <ul style="list-style-type: none"> <li>£540.73</li> <li>622.57</li> </ul>



			<p>April 2025:</p> <ul style="list-style-type: none"> <li>Trim tack is still the most popular thing on the school playground. A Rota has been set up between classes as the demand was high – this ensures children who aren't confident get a go and it isn't too busy.</li> <li>23 children use (or have the choice of using) the FS area every lunchtime. This is linked to their MyPlan/Pastoral Plan or through recommendation by their teacher.</li> <li>Audit of the playground equipment to be able to target areas to improve the OPAL provision</li> <li>Equipment has been fixed in order to encourage some children to be active who would not normally be taking part in active play.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>OPAL play leaders introduced to help keep equipment tidy and in good condition – VG meets regularly to improve children perception of outdoor area</li> <li>Opal pay leaders use equipment to create games for EYFS and KS1</li> <li>Lunchtime play leader has led children in learning new games and had a positive impact on play across the whole school.</li> <li>PE and other member of staff have gained cheap equipment from Cheltenham college when they were getting rid of it, making use for clubs and breaktime.</li> </ul>	
<p><b>Forest School</b></p> <p>Develop the FS outdoor space and opportunities it offers as a play environment, including:</p> <ul style="list-style-type: none"> <li>Deliver Forest School sessions to the most disadvantaged, those who are the least active, children at risk of suspension and/or children who need additional SEMH support in addition to the curriculum sessions.</li> <li>Purchase resources to enable all children, particularly those least active and/or disadvantaged to be physically active outside of curriculum time.</li> <li>Offer the Forest School space as an area to be active during playtimes (see above).</li> <li>Provide extra-curricular activities using Forest School.</li> </ul> <p>CPD for new Forest School Lead to effectively and safely deliver Forest School sessions to all children and provide</p>	<p>Pupils Staff</p>	<ol style="list-style-type: none"> <li>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>Engagement of all pupils in regular physical activity.</li> <li>The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>Broader experience of a range of sports and activities offered to all pupils.</li> </ol>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>12 children have attended FS interventions each Friday afternoon.</li> <li>100% of children have received FS lessons this year.</li> <li>With the extended forest school area, it has been used effectively at breaktimes to be able to provide more space for activities.</li> <li>Forests school lead has used specialist teaching to deliver the different sessions.</li> <li>25 children have a choice to use the forest school area during lunchtime</li> <li>18 children have had forest school intervention in the previous year</li> </ul> <p>January 2025</p> <ul style="list-style-type: none"> <li>The FS area and outdoor classroom was extended in October 2024- this has then been used for den building and extra quieter space for those who need it.</li> <li>1x teacher has been trained and will soon be qualified as a Forest School Lead.</li> <li>All children receive 2 terms of Forest School lessons each academic year.</li> <li>22 children have access to the FS area during lunchtimes. These children find lunchtimes difficult to manage and/or need closer supervision and more structured activities.</li> </ul>	<ul style="list-style-type: none"> <li>£14.53</li> <li>167.71</li> <li>£161.84</li> </ul>



<p>lunchtime and after school extra-curricular activities in the outdoor areas (see below).</p>			<p>April 2024:</p> <ul style="list-style-type: none"> <li>• 28 children use (or have the choice of using) the FS area every lunchtime. This is linked to their MyPlan/Pastoral Plan or through recommendation by their teacher and pastoral lead.</li> <li>• All children have received 2x terms of Forest School this academic year run by a qualified Forest School lead.</li> <li>• 21 children have received FS interventions this academic year as part of their Pastoral Support Plans.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>• Forest School is used at lunchtimes for 24 children – 1 more than last year – this has seen a positive impact with less playtime incidents being uploaded to CPOMS</li> <li>• 100% of children have received Forest School this academic year across two terms each.</li> </ul>	
<p><b>Swimming</b></p> <p>Arrange swimming catch up sessions (e.g. Heidi’s Heroes or additional coaching sessions at Cheltenham College) for children who finish swimming lessons in Year 5 still unable to confidently swim 25m, use a range of strokes effectively and/or are unable to perform self-rescue.</p> <p>Provide additional swimming opportunities for children to further develop and apply their skills, for example school swimming gala, district swimming gala and/or fun swimming gala.</p>	<p>Pupils</p>	<ol style="list-style-type: none"> <li>2. Engagement of all pupils in regular physical activity.</li> <li>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>4. Broader experience of a range of sports and activities offered to all pupils.</li> <li>5. Increased participation in competitive sport.</li> </ol>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• 0 children attended Heidi’s Heroes sessions in 2024</li> <li>• All children in Years 4-6 competed in the school’s Swimming Gala.</li> <li>• 12 children were taken to the school swim meet, swimming both the year 5 and year 6 relay race.</li> <li>• 152 children competed in the school’s Y4-6 Swimming Gala in June 2024.</li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>• All Year 4 children received swimming lessons in school in Terms 1-3. 4 pupils in Year 4 received swimming lessons in as a result of Pupil Premium funding.</li> </ul> <p>April 2025:</p> <ul style="list-style-type: none"> <li>• All Year 5 children are receiving swimming lessons in school during Terms 4-6. 4 pupils in Year 5 received swimming lessons as a result of Pupil Premium funding.</li> <li>• Y4 - 48 children out of 60 (78%) were able to swim 25m confidently and unaided by the end of their 15 sessions. All children in this cohort will receive swimming lessons in Y5.</li> <li>• Y4 – 58 out of 59 children (98%) were able to perform self-rescue. One of the 60 children in both classes was absent.</li> <li>• Y4 – 59 children out of 60 (98%) were able to swim a range of strokes.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>• Y5 - 97% of children were able to perform self-rescue (2 not able to perform all elements)</li> <li>• 12 children competed in the District Swimming Gala in May 2025.</li> <li>• Y5 – 93% (56/60) of children were able to swim 25m confidently and unaided by the end of their 15 sessions.</li> <li>• Y5 – 97% (58/60) of children were able to swim a range of strokes.</li> <li>• 156 children competed in the school’s Y4-6 Swimming Gala in July 2025.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



			<ul style="list-style-type: none"> <li>The school held a swimming Gala at Cheltenham college which all children in Year 4-6 were invited to.</li> </ul> <p>Actions for 2025-26: Look into additional swimming opportunities for current Y5 when in Y6. Look into Heidi's Heroes. Consider ways to encourage all children in Y4-6 to compete in the school swimming gala, e.g. fun races/float races – 24 children decided not to compete.</p>	
<p><b>Sports Leadership</b></p> <p>Award Sports Captain roles to Year 6 children who are positive and active role models for their peers. Utilise the skills and enthusiasm of these children to support their peers and younger children, for example:</p> <ul style="list-style-type: none"> <li>Support younger children during extra-curricular sporting activities (e.g. invite to help at after school sports clubs if required);</li> <li>Support staff and younger children during Sports Days;</li> <li>Help plan and implement termly House Sports events;</li> <li>Create opportunities to raise the importance of positive role models and the impact they can have on others (e.g. house assemblies, presentations etc);</li> <li>Provide opportunities for School Councillors and Sports Captains to help develop playtimes for children, through the OPAL programme, planning improvements alongside staff.</li> </ul> <p>Introduce Play Buddies to engage other children with games and activities during playtimes.</p> <p>Investigate the Sports Leaders' programme (e.g. "Play Makers") for children in Year 6 to take part in and complete. Develop their roles as required to support YR-Y5 children's active playtimes and active breaks.</p> <p>Continue working with Cheltenham College's Sports Leaders to plan and deliver sports sessions for children in KS2.</p>	<p>Pupils Staff</p>	<p>2. Engagement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>8 children have enjoyed being Sports Captains this year. These children and the 8 House Captains supported children in YR-5 during their Sports Day activities, demonstrating the activities, helping to organise the events and recording the results.</li> <li>Sports leaders have helped with PE lessons throughout the year to act as role models for EYFS and KS1</li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>15 Sports Leaders and their teacher from Cheltenham College provide coaching to Year 3 pupils every Wednesday afternoon. The students plan and deliver the sessions, supported by the class teachers.</li> </ul> <p>April 2024:</p> <ul style="list-style-type: none"> <li>Sports Captains with the PE Lead to plan and support House Sports activities for every year group in Term 5</li> </ul> <p>July 2025</p> <ul style="list-style-type: none"> <li>All Sports Captains supported younger children with their sports day activities; directing children, modelling the activities and helping them successfully complete them.</li> <li>Sports Captains led their houses through Sports Day races as positive role models.</li> <li>Sports Captains have assisted with the collecting results and collating data for Sports Days.</li> <li>71 children have worked with Sports Leaders from CC this year (Y3 and Y4). The students planned and delivered sessions for the children.</li> <li>Sports Captains have helped organise Staff v Pupils netball match.</li> </ul> <p>Actions for 2025-26: Investigate the Sports Leaders' programme (e.g. "Play Makers") for children in Year 6 to take part in and complete. Develop their roles as required to support YR-Y5 children's active playtimes and active breaks.</p>	<ul style="list-style-type: none"> <li>£444.64</li> </ul>



<p><b><u>Work with other professionals</u></b></p> <p>Build links with local colleges, university and other secondary schools so that children are learning from a range of volunteers, professionals and sports people and so that children see the benefits of being a positive role model for others. Through this, teachers and other staff members can learn from these positive role models and develop their expertise further.</p> <p>Continue working with Cheltenham College’s Sports Leaders to plan and deliver sports sessions for children in KS2 (as above).</p> <p>Create opportunities for children to work with and learn from qualified Forest School leaders while the school’s Forest School Lead completes their training.</p> <p>Host enrichment days, where other professional sports people deliver activities for children to enjoy and try new sports and activities.</p> <p>Utilise the expertise of professional coaches to deliver coaching to children and, at the same time, CPD for staff in a range of sports that enable the Real PE and Real Gym programmes to be delivered effectively and to give staff confidence and skills to teach others sports not already taught in school.</p>	<p>Pupils Staff</p>	<ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>2. Engagement of all pupils in regular physical activity.</li> <li>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>4. Broader experience of a range of sports and activities offered to all pupils.</li> </ol>	<p><i>Baseline July 2024:</i></p> <ul style="list-style-type: none"> <li>• Y3 and Y4 pupils benefited from Sports Leaders’ coaching in Terms 1-4.</li> <li>• Cheltenham College Swimming Instructors delivered swimming lessons to all Year 4 and Year 5 children and also lead the KS2 Swimming Gala in June.</li> <li>• A relationship has been made with ‘prostars’ where they came to deliver different sporting activities from common sports.</li> <li>• In 2024, Move More worked with PE lead to further NP curriculum and look at streamlining content taught.</li> <li>• The PE Lead attended the Move More conference, building links with other professionals from various schools across Gloucestershire.</li> <li>• Prostars and JustCamps delivered Olympic style events to the whole school last year.</li> </ul> <p><i>January 2025:</i></p> <ul style="list-style-type: none"> <li>• 12 Sports Leaders and their teacher from Cheltenham College provide coaching to Year 3 pupils every Wednesday afternoon. The students plan and deliver the sessions, supported by the class teachers.</li> <li>• Bikeability took place for children in year 6.</li> <li>• 7 extra-curricular clubs have been delivered by professional coaches in Terms 1-4.</li> <li>• 3x swimming coaches (and a lifeguard) provide swimming lessons for children in Year 4 Terms 1-3 and Year 5 Terms 4-6.</li> <li>• 11 children in Terms 2-3 took part in Move More events coached and delivered by professional coaches alongside and against children from other schools.</li> </ul> <p><i>April 2025</i></p> <ul style="list-style-type: none"> <li>• Cheltenham college sports leaders continue to come in and deliver session o year 3 – now focusing on Tennis</li> </ul> <p><i>June 2025:</i></p> <ul style="list-style-type: none"> <li>• Coaches from ProStars have delivered a fishing and Darts day</li> <li>• 100% of children have received coaching from Just Camps or ProStars during the summer term.</li> <li>• The school has not worked with ProStar coaches before, so this is a new contact.</li> <li>• Cheltenham College used for Y6 to play badminton at the end of their unit.</li> <li>• Cheltenham College used for the school swimming Gala for years 4-6.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Enrichment days/weeks</u></b></p> <p>Celebrate Walk to School Week 2024, encouraging all families to walk/cycle/scoot to school, and within this</p>	<p>Pupils Staff Families</p>	<ol style="list-style-type: none"> <li>2. Engagement of all pupils in regular physical activity.</li> <li>3. The profile of PE and sport is raised across the</li> </ol>	<p><i>Baseline July 2024:</i></p> <ul style="list-style-type: none"> <li>• Walk to School Week 2024 was celebrated in school.</li> <li>• Coaches from Just Camps and ProStars have delivered various sessions for multiple sports.</li> <li>• 20 children attended Cheltenham Cricket Festival in 2023.</li> </ul>	<ul style="list-style-type: none"> <li>• £453.34</li> </ul> <p>25-26 financial year:</p>



<p>week:</p> <ul style="list-style-type: none"> <li>• Raise awareness about the importance of active travel amongst staff as well as families;</li> <li>• encourage more children/families to take part, look at other activities for active travel, e.g. a walking bus;</li> <li>• Use competition format to encourage all children (where possible) to engage in Walk to School Week.</li> </ul> <p>Develop enrichment days and whole-school sports/activity events to provide children with opportunities to try new sports and a wider range of sports, e.g. Active Learning Week, Den Day, Sports Day, Forest School, Outdoor Classroom Day and other local/national events.</p> <p>Celebrate local and national events to raise the awareness of physical activity and various sports, e.g. world cup tournaments, Olympics, Cheltenham Cricket Festival etc.</p>		<p>school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> <li>• School swimming gala took place – Parents watched and 152 children from KS2 took part (83%) – every child had the opportunity to take part</li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>• All children participated in Sports Day 2024. This included non-competitive activities and a range of competitive activities.</li> </ul> <p>April 2025</p> <ul style="list-style-type: none"> <li>• Children have represented the school in events not previously entered, including Bowling, Kurling, FUNdamentals and Maximise Your Potential, inclusive tennis and inclusive athletics.</li> </ul> <p>June 2025:</p> <ul style="list-style-type: none"> <li>• Coaches from Just Camps and Prostars have delivered days like darts and fishing to be able to broaden the sports done at Naunton Park</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>• Sports Days – 100% of children took part and were watched by parents. This included non-competitive and competitive activities.</li> <li>• School swimming gala too place for Y4-6. Parents watched and 160 children (88%) took part.</li> <li>• Other activities have been organised, including badminton at CC, rounders match against a local school, staff v pupils netball match. Interclass shonkball</li> </ul>	<ul style="list-style-type: none"> <li>• £19.99</li> <li>• £360.00</li> </ul>
<p><b><u>Riding safely, including Bikeability and Balanceability</u></b></p> <p>Arrange Bikeability for all Year 6 to take part in and complete.</p> <p>Provide opportunities in school time for children to develop a love of cycling and scooting and improve their skills in doing so safely (e.g. during playtimes, after school clubs, curriculum time).</p> <p>Ensure bikes and scooters are kept in good condition and on the playground/OPAL shed for all to use at social times or afterschool club.</p> <p>Ensure children know how to use these safely, inc. wearing helmets.</p>	<p>Pupils</p>	<p>2. Engagement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• All Y6 pupils achieved L2 Bikeability. Feedback was 100% positive about the confidence it gave children to cycle on the roads and the knowledge that children gained about road safety rose dramatically.</li> <li>• Balance bikes and scooters bought the previous school year are extremely popular at break and lunch time, with some children using them and friends helping to balance for the first time.</li> <li>• These balance bikes are also used for movement breaks throughout KS1 and KS2 (SEN use and low motor movers use at movement breaks)</li> <li>• Children enjoy using the road track markings, installed in 2018-2019 – these have seen an increase last two years due to balance bikes</li> <li>• Balance bikes are now used at lunchtimes for all children to enjoy, encouraging those who may not have been as active.</li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>• Children in Year 6 took part in Level 2 Bikeability training in November 2023.</li> <li>• Children are able to use bikes/scooters during playtimes and have been taught in assemblies to choose and wear helmets safely.</li> </ul> <p>June 2024</p>	<ul style="list-style-type: none"> <li>• £423.00</li> </ul>



<p>Use Walk to School Week as an opportunity to learn about road safety as pedestrians and when scooting/cycling (see above).</p>			<ul style="list-style-type: none"> <li>• Bikeability has been booked for current Y5 children to complete in Year 6 during the Autumn Term.</li> <li>• An additional assembly has been delivered about safety on trikes and scooters at playtimes.</li> <li>• Year groups are timetabled for using trikes/scooters during lunchtimes.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>• Walk to school week carried out in Term 4 – Very popular with children and parents and good feedback (action from last year)</li> </ul>	
<p><b>Family engagement</b></p> <p>Introduce activities for families so that children and their carers/siblings can enjoy being active together, e.g. termly challenges, Wake and Shake before/after school, inviting parents to extra-curricular club sessions, Walk to School Week.</p> <p>Send targeted invitations to parents of the least active children about events in school and other local events to take part in.</p> <p>Send timely information to parents/carers about the benefits of active lifestyles.</p> <p>Invite parents/carers to events and celebrations so that they can see their children’s enjoyment in being active and so that their children see them as supportive role models.</p> <p>Host a run for Cancer Research’s Race for Life for the school community to raise money together and be active together.</p>	<p>Pupils Staff Families</p>	<p>2. Engagement of all pupils in regular physical activity. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sport.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• Parents/carers joined pupils on Sports Day and for the Y4-6 Swimming Gala, as well as other competitive sporting events.</li> <li>• The school hosted parent races at Sports Day.</li> <li>• OPAL bingo allowed the children and parents to work together to bring things in for the OPAL shed and an extra breaktime.</li> <li>• Walk to school week encouraged travelling to school by anything but car.</li> </ul> <p>June 2025</p> <ul style="list-style-type: none"> <li>• Parents attended KS1 and KS2 Sports Days in Term 6.</li> <li>• Flyers have been sent to parents of least active and PP pupils to invite their children to holiday sports clubs.</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>• Parents attended school swimming gala in Term 6.</li> <li>• Parents attended a stay and play event for the children of EYFS</li> <li>• Walk to school challenge was posted for children and parents to engage in</li> </ul> <p>Action for 25-26: Look into Race for Life for autumn term 1 or 2, or spring 1</p>	<p>•</p>
<p><b>Healthy lifestyles</b></p> <p>Create opportunities in class and through assemblies to teach children about and encourage active lifestyles, including exploration of the benefits of healthy eating and exercise every day.</p> <p>Explore ways to become fit and healthy outside of school, now and in the future, e.g. by celebrating and supporting Sports Relief, Walk to School Week.</p>	<p>Pupils Staff Families</p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• All children receive at least 45 minutes of PSHE teaching each week. Jigsaw is used to ensure there is a progressive curriculum for the children.</li> <li>• Additionally, all children have attended Safeguarding Assemblies 1x per term to learn more about keeping themselves physically and mentally healthy and safe. All children receive 2 additional assemblies each week, focusing on the school’s values.</li> <li>• Celebrations Assembly utilises the opportunity to celebrate sporting achievements, which all children take part in and celebrate.</li> <li>• Y6 pupil v staff netball match took place in 2024</li> </ul>	<p>•</p>



<p>Work with GHLL to support school to achieve the Healthy Schools Award, bringing about positive changes to practice and developing understanding amongst staff and pupils about how to be a healthier school.</p> <p>Monitor the effective use of Jigsaw to deliver the PSHE curriculum and the impact it has on children’s learning and wellbeing, then put appropriate support in place based on findings.</p> <p>Create opportunities for children to learn from staff and see them as positive role models for being active and healthy, e.g. Staff to compete in staff v staff, pupil v staff sport events, Sport Relief, memorial matches, Daily 10 competition, enrichment activities like Walk to School Week.</p>			<ul style="list-style-type: none"> <li>• <i>School Beat – Police come to speak about Year 6 twice a year and one includes healthy lifestyles and good choices</i></li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>• Children across the school have PSHE teaching from Jigsaw scheme of work – promotes healthy eating and how to keep bodies safe from harmful substances</li> </ul> <p>July 2025:</p> <ul style="list-style-type: none"> <li>• Staff v pupils netball match in T6 involved 38 children.</li> <li>• All children enjoys an additional OPAL session and played with their parents in July 2024.</li> <li>• Walk to school challenge was posted for children and parents to engage in</li> </ul> <p>Action 25-26: Apply for Healthy Schools Award (JB).</p>	
<p><b><u>Developing expertise in the teaching of active learning, PE and sport</u></b></p> <p>Use the Get Set 4 PE scheme to help deliver well planned and manageable PE session which ensure key skills are taught. Ensure this is renewed as required.</p> <p>CPD for EYFS staff to develop their knowledge and understanding of how play can aid the physical, social and emotional development of children and how the play environment can be adapted to stimulate more active play, e.g. through visits to other schools and an external EYFS review.</p> <p>PE Lead to provide support to EYFS team, including latest guidance information, using network meetings and CPD for the PE Lead.</p> <p>Provide opportunities for teachers to share good practice in school (through observations, drop ins and team teaching) and by visiting other schools. Feedback should be provided for any observations to help improve practice.</p> <p>CPD for new Forest School Lead to effectively and safely</p>	<p>Staff Pupils</p>	<ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>2. Engagement of all pupils in regular physical activity.</li> <li>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>4. Broader experience of a range of sports and activities offered to all pupils.</li> <li>5. Increased participation in competitive sport.</li> </ol>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>• <i>Feedback into jasmine and Real PE show that staff aren’t comfortable teaching some units. Access to Jasmine was used by coaches to deliver Real PE and Real Gym CPD to staff and lessons to students – This will be looked at with New co-PE Lead and potentially moved to a more suitable scheme.</i></li> <li>• <i>EYFS staff have worked with Helen Tate on 2x days through the EYFS Review. Plans are in place to develop the outdoor EYFS area and opportunities for active learning through continuous provision.</i></li> <li>• <i>The new forest school lead will continue to lead with tips from the qualification.</i></li> <li>• <i>Coaching from Move More, CC Sports Leaders and Harwood Dance benefited teachers from across the school. Arrangements have been made for CC sports leaders to work with pupils again.</i></li> <li>• <i>Prostars and Just camps will come in to deliver one off days to children for various experiences.</i></li> <li>• <i>A new scheme will be introduced called Get Set 4 PE – easier to use and helps teachers less confident.</i></li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>• 1x teacher has been trained and will soon be qualified as a Forest School Lead. All children receive 2 terms of Forest School lessons each academic year.</li> <li>• CPD for EYFS staff to enhance outdoor provision and set up/resource the outdoor area for children in YR has been</li> </ul>	<p>2023-24 financial year:</p> <ul style="list-style-type: none"> <li>• £3500.00</li> <li>• £810</li> <li>• £585</li> </ul> <p>2024-25 financial year:</p> <ul style="list-style-type: none"> <li>• £1333.92</li> <li>• £135.00</li> </ul>



<p>deliver Forest School sessions to all children and provide lunchtime and after school extra-curricular activities in the outdoor areas (see above).</p> <p>Arrange for professional coaches and athletes to work with staff and deliver sessions to pupils so that they experience a range of sports and staff confidence increases in these sports, e.g. Move More, The Sports Coach UK, CTFC, Cheltenham College coaches, Cheltenham College Sports Leaders.</p>			<p>delivered by Helen Tate. This continues into this academic year and has been pivotal to improving outdoor play provision</p> <p>June 2025:</p> <ul style="list-style-type: none"> <li>Cheltenham College have been in to deliver Basketball and Tennis to lower KS2.</li> <li>Teachers who deliver clubs have had the opportunity to work alongside teachers from other schools at tournaments and during fixtures.</li> <li>PE leads have attended meetings to CPD days this year in order to improve PE provision across the school</li> <li>EYFS staff have continued to develop the outdoor area following CPD from Helen Tate. A new teacher has joined the EYFS team in 2024-25 who brings extensive experience in the development of outdoor areas – This has been used in coordination with HT feedback and improved provision</li> <li>All teachers have used Get Set 4 PE in a progressive and consistent way. This has been observed by PE team to check it has been implemented correctly.</li> <li>Y3 and Y4 children and teachers worked with CC Sports Leaders throughout the year.</li> <li>Coaches from just camps have been in from Term 3 – term 6 to deliver broader variety of sports.</li> </ul>	
<p><b><u>Sports facilities and venues</u></b></p> <p>Further develop links with local sports clubs to offer more varied experiences, e.g. Chelt Croquet Club, bowling alleys, East Glos Tennis, Cheltenham College, Cheltenham Lido, Cheltenham Cricket Club.</p> <p>Develop further links with local schools and colleges to use their facilities, providing real-life experiences for the children of playing/using professional courts/pitches/equipment and, through this, develop their skills further as well as develop a keen interest in those sports.</p>	<p>Pupils Staff</p>	<ol style="list-style-type: none"> <li>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>Engagement of all pupils in regular physical activity.</li> <li>The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>Broader experience of a range of sports and activities offered to all pupils.</li> <li>Increased participation in competitive sport.</li> </ol>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>Links developed included with CC, Move More, Just Camps, CTFC, Cheltenham Cricket Club and East Glos Tennis Club</li> <li>Cheltenham College used for the KS2 swimming gala and lessons.</li> <li>20 children attended Cheltenham Cricket Festival at CC.</li> <li>Competitions, leagues and events were held alongside or against a range of Cheltenham schools.</li> <li>Naunton Park used to host a football tournament.</li> <li>Bowling events held at Hollywood bowl</li> <li>Rownafield Gymnastics hosted a gymnastics competition.</li> </ul> <p>January 2025</p> <ul style="list-style-type: none"> <li>Children attended move more events alongside and against other schools in the Cheltenham area.</li> <li>Cheltenham College swimming pool is used for swimming lessons.</li> </ul> <p>April 2025</p> <ul style="list-style-type: none"> <li>So far this year, children have accessed activities alongside or against other schools for the first time at Cheltenham’s bowling alley, Cheltenham Ladies’ College and High School Leckhampton.</li> <li>Cheltenham College sports facilities were used by Year 6 for a badminton tournament following their term’s lessons.</li> </ul> <p>June 2025:</p> <ul style="list-style-type: none"> <li>To date, children have also utilised Cheltenham’s leisure centre for the district swimming gala &amp; Qwik Cricket tournament.</li> </ul>	<ul style="list-style-type: none"> <li>£889.28</li> <li>£28.87</li> </ul> <p>25-26 financial year: £239.96</p>



			<ul style="list-style-type: none"> <li>• Kurling, badminton and school swimming gala all took place at Cheltenham College.</li> <li>• University of Gloucestershire hosted the Maximise Your Potential activity &amp; FUNdamentals.</li> <li>• East Glos. Tennis Club are hosting the tennis tournament.</li> <li>• Shurdons Golf Club hosted a golf taster day.</li> <li>• Rowan Gymnastics club was used for the gymnastics competition.</li> <li>• Prince of Wales stadium was used for the district athletics competition.</li> <li>• 136 children have competed at various venues in the county this year.</li> </ul>	
<p><b><u>Inclusion</u></b></p> <p>Enter multi-skills festivals, through Move More, for children in YR-Y2, ensuring that all children take part and can experience activities that aren't offered at school, alongside children from other schools.</p> <p>Enter/deliver a range of inclusive activities to involve and engage all children (especially those with SEND, children who speak EAL and children with low self-confidence in sport) to enable them to develop and apply fundamental skills confidently and access/have the potential to achieve and feel a sense of enjoyment in a range of sports that they may not have tried elsewhere, through for example: Real PE, Move More festivals &amp; events, House Sports events, and playtime games/activities.</p>	<p>Pupils</p>	<ol style="list-style-type: none"> <li>2. Engagement of all pupils in regular physical activity.</li> <li>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>4. Broader experience of a range of sports and activities offered to all pupils.</li> <li>5. Increased participation in competitive sport.</li> </ol>	<p><i>Baseline July 2024:</i></p> <ul style="list-style-type: none"> <li>• 8 children took part in a Kurling competition.</li> <li>• 6 children took part in a bowling competition at Hollywood bowl</li> <li>• 4 children taken to tennis competition</li> <li>• 8 children attended dodgeball festival</li> <li>• 14 children attended the Cheltenham Cricket Festival.</li> <li>• Kurling club was set up in order to target less confident children – 37 SEND attended clubs</li> <li>• 1 child with send represented the school t district swimming</li> <li>• All children got the chance to participate in house matches.</li> <li>• Ultimate frisbee was brought in for year 6 to cater for children who were not as confident in mainline sports</li> </ul> <p><i>January 2025:</i></p> <ul style="list-style-type: none"> <li>• In Terms 1-2, 14 children in receipt of Pupil Premium participated in at least 1 extra-curricular sports clubs. children with SEND participated in at least 1 extra-curricular sports club.</li> <li>• 13 pupils with SEND represented the school in Terms 1-3, competing against children from other schools.</li> <li>• Ultimate Frisbee was delivered in Y6 to engage all children and provide an opportunity for less-confident children to have a go at a new sport and feel they were at the same level of expertise as other children who are usually more confident at sports.</li> <li>• Handball has been introduced into the school curriculum to engage a wider range of pupils from Y3-Y5.</li> </ul> <p><i>April 2025:</i></p> <ul style="list-style-type: none"> <li>• In Terms 1-4, there were 21 activities in which children with SEND represented the school in competitive sport. These involved 17 different children with SEND from Y3-6.</li> <li>• 4 disadvantaged children have represented the school in competitive sport so far this academic year.</li> </ul> <p><i>June 2025:</i></p> <ul style="list-style-type: none"> <li>• 35 children on the SEND register have attended extra-curricular sports clubs this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• £310.80</li> </ul>



			<ul style="list-style-type: none"> <li>All children participated in Sports Days.</li> <li>All children participated in the additional sporting activities delivered by Just Camps and ProStars in Term 6. Sports that the children have not tried before were delivered so that all children could try something new, feel a sense of achievement and not have any preconceptions of their ability going into the sessions.</li> <li>1 child with SEND represented the school at the district swimming gala.</li> <li>All children took part in the school swimming Gala held at Cheltenham college.</li> </ul>	
<p><b>Competitive sport</b></p> <p>Provide opportunities for children to take part in and compete in a range of inclusive activities with and against children from across the school, e.g. in Sports Days, House Sports events, active learning celebrations, enrichment activities and activities with Move More.</p> <p>Staff to introduce/coordinate competitions to involve children from other schools, e.g. festivals, Sir Geoff Hurst Football, league matches against other schools, swimming gala.</p> <p>Re-introduce regular House Sports competitions so that all children can represent their house in a range of competitive sports.</p> <p>Sports Captains to help organise events in school, e.g. Sports Days, House Sports and playtime games/activities.</p> <p>Provide opportunities for children who have never represented the school in competitive sport to do so, e.g. inclusive Move More events, league matches, tournaments etc.</p> <p>Apply for the School Games Award as recognition and to celebrate the sport at Naunton Park.</p>	<p>Pupils Staff Families</p>	<p>2. Engagement of all pupils in regular physical activity.</p> <p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <p>5. Increased participation in competitive sport.</p>	<p>Baseline July 2024:</p> <ul style="list-style-type: none"> <li>The school is yet to re-apply for the School Games Award.</li> <li>Some inter-house sports took place in 2022-23 and 23-24, with more being scheduled for the 2024-25 school year. All children in KS1 and KS2 competed in Sports Day as well as a range of other sports.</li> <li>The school hosted its own swimming gala, enabling all children in Y4, Y5 and Y6 to compete against one another.</li> <li>The school hosted a pupil v staff netball match and all children watched.</li> <li>Sports Captains helped to organise and deliver Sports Day activities in 2022-23.</li> <li>8 children attended a Move More New Age Kurling event, representing the school.</li> <li>Various SEND events/festivals have been attended last year</li> <li>All children who attended netball club in 2023-24 played in at least one competitive match against another school.</li> <li>All children who attended football club (girls and boys) played in a competitive match against another school.</li> <li>Friendly competition have been organised vs local schools in order to get more children playing interschool competitions</li> </ul> <p>January 2025:</p> <ul style="list-style-type: none"> <li>In Terms 1-4, there has been the opportunity (or there is the planned opportunity) for children to represent the school in competitive support against children from other schools. There has been opportunity to represent the school in these different sports: football, cross country, bowling, gymnastics and Feet First, netball, kurling.</li> </ul> <p>April 2025:</p> <ul style="list-style-type: none"> <li>In Terms 3-4, the opportunities for representing the school in competitive sports increased from 59-94, involving 29 more children (79) in Terms 3-4 than in Terms 1-2 (50).</li> <li>All children in Reception-Y6 competed in House Sports in Term 3.</li> <li>4 events have been held by Move More that are festival based, targeting competitive sports for SEND and SEMH children. 18 children have attended these events.</li> </ul>	<ul style="list-style-type: none"> <li>£91.60</li> <li>£182.01</li> <li>4989.41</li> </ul> <p>2024-25 financial year:</p> <ul style="list-style-type: none"> <li>£396.90</li> </ul>



			<p>July 2024:</p> <ul style="list-style-type: none"><li>• All children had a chance to take part in competitive darts day run by ProStars</li><li>• All children offered the opportunity to take part in sports day</li><li>• All children in KS2 have taken part in the interhouse swimming gala.</li><li>• Staff vs Year 6 netball match took place for those who attended netball club</li><li>• A rounders festival was set up with Naunton Park and a local school to encourage more children to come and give sport a go.</li></ul>	
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Key Achievements for 2024-2025

Activity/Action	Impact	Comments
Events and activities targeted at pupils who have not previously represented the school or enjoyed competitive sports.	27 more children represented the school this academic year than they did last year. 5 of these had never represented the school and 4 new SEND children took part in inter-school events.	
Additional links have been made with professional coaches and sporting facilities this year.	Links have been made with East Glos Tennis Club this year following a tennis competition held there. All children experienced coaching from professional coaches from Pro-Stars and Move More. All children in Y4-5 received swimming lessons from professional swimming instructors. Prostars have delivered various 'different' sports to engage those who might not enjoy traditional sports/games	East Glos will be venue for LKS2 tennis events and coaching at beginning of next year.
Parental engagement in sports.	Walk to school week was a great success and parents got involved a lot. Huge encouragement and engagement from parents with this event	Race for life on field for 25-26 Termly activity for active lifestyle
OPAL	The school was awarded the OPAL Gold Award in July 2024. The survey showed at children are enjoying playtimes and the resources available to them. This then continued to 2025, with children enjoying lunchtimes and finding themselves more active in the end of year survey and pupil voice	Continue to do audits of the equipment and hold another OPAL bingo to increase equipment.
Extensive extra-curricular club offer	District swimming gala team won all but one of the races they entered. Girls' football team reached the final of the league tournament. School netball team reached the final of the Cheltenham event. School Tennis team came 3 <sup>rd</sup> in Cheltenham tennis competition	



## Swimming and Water Safety Data

This data is that of the current Year 6 cohort, 2024-2025, who received swimming lessons during Years 4 and 5.

National Curriculum Objective	Impact	Comments/context
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	88%	For children who lack confidence, teachers are with them in the water during their swimming lessons.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	The school will investigate additional sessions for children to continue progressing before leaving primary school. For those who meet the criteria, Heidi's Heroes will be offered.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%	
If your schools swimming data is below national curriculum expectations, you can choose to use the Primary PE and sport premium to provide additional provision for swimming and safe self-rescue lessons, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes	<ul style="list-style-type: none"><li>All children in Years 4-6 competed in a school swimming gala, hosted by Cheltenham College and their swimming instructors.</li><li>A team of 14 children represented the school at the District Swimming Gala at Cheltenham's Leisure@ Cheltenham leisure Center.</li></ul>

## Sign Off

This plan has been signed off as follows:

Headteacher's name:	Gayle Fletcher
Subject Leader or individual responsible for Primary PE and Sport Premium:	Tom Greed
Governor:	Jo Ballinger
Date:	21.07.2025