



Review of last year's spend and achievements for 2022-2023

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"> 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. All children in Y6 attended the 5-day residential to PGL in Term 6. 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 <ul style="list-style-type: none"> 396 places were taken up by children in sports clubs. 64% of children attended 1 or more sports club. 10 different sports clubs were offered throughout the year. 	<ul style="list-style-type: none"> 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. 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.
Sports Days	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Increase the engagement of parents in their children's activities and encourage all parents to be active role models for their children.
Participation in leagues and competitions against pupils within the school and against other schools.	<ul style="list-style-type: none"> 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. The events/leagues saw the opportunity for 146 places to represent the school 41 children represented the school at the annual Prince of Wales Athletics tournament at Prince of Wales Stadium. 14 children represented the school in the District Swimming Gala. 36 children represented the school in Cross Country races. All children that attended Netball Club represented the school in competitive matches against other schools. 2 children went on to represent the school at the County Cross Country Championship and 1 of these children competed at the National Finals in March 2023. 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. The school hosted its own football tournament, involving children from across the 	<ul style="list-style-type: none"> Ensure all children have the opportunity to represent the school if they wish to. Provide more opportunities for competitive sports during the school day and after school for children who do not represent a club outside of school. 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.



	county. The school entered 5 teams into the tournament.	
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.	<ul style="list-style-type: none"> • 8 children with social and communication needs represented the school in a new-age kurling festival. • All children have competed for their House, alongside their peers, in events such as Sports Day. • 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. 	<ul style="list-style-type: none"> • Apply for the School Games Award to raise awareness of and celebrate PE and sport at Naunton Park. • 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. • Use Forest School to engage children with additional needs or those who do not take part in clubs outside of school in physical activity.
CPD for teachers	<ul style="list-style-type: none"> • 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. • Sports Leaders and their teachers worked with NP teachers and pupils every Wednesday afternoon, delivering high quality sessions in addition to their curriculum activities. • The school's new 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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.
Resources and equipment to engage all children in sports and games.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Coaching for children in a range of sports, utilizing the skills of other professionals and sports-people.	<ul style="list-style-type: none"> • Children in Years 2 and 5 worked with Sports Leaders from Cheltenham College during Terms 1-5. • Year 4 and 5 children have received swimming lessons, by professional coaches, at CC. 	<ul style="list-style-type: none"> • 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.
Purchase of football kit for children.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).



Forest School	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provide opportunities for children to take part in Forest School outside of curriculum time, targeting the most vulnerable or less-active children. Use the Forest School area to engage children in physical activity in a safe, secure space during playtimes.
Bikeability	<ul style="list-style-type: none"> All Year 6 children completed Level 2 Bikeability training. 	<ul style="list-style-type: none"> 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.
Development of lunchtimes through OPAL	<ul style="list-style-type: none"> 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. Behaviour at lunchtimes has continued to be positive, with decreases in suspensions (inc. internal suspensions) resulting from incidents in lunchtimes. Bikes and scooters have been introduced as a play option during lunchtimes to engage more children and encourage active playtimes. Resources for unstructured playtimes have been purchased and enjoyed by all children, including a sandpit, balls, hoops and an obstacle course. Children spend more time being active during playtimes - the amount of time in first aid and lining up has reduced during playtimes. 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. Lunchtime Monitors (15 Y6 pupils) have been introduced to support children during their lunchtimes and provide additional help to the Lunch Team. 	<ul style="list-style-type: none"> 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. Continue to encourage less-active children to be more active by creating more opportunities for children to be active. 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. Ensure equipment and resources are fit for use and are motivating for children to use and enjoy during their playtimes. 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.
Introduction of other spaces for playtimes.	<ul style="list-style-type: none"> The Outdoor Classroom has been used by class teachers this year to deliver Outdoor Learning in addition to their Forest School lessons. YR children have playtime when appropriate as part of their continuous provision. 	<ul style="list-style-type: none"> 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. 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



		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">• 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.	<ul style="list-style-type: none">• Continue to develop links with other settings.• 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.
Adult v pupil sports activities	<ul style="list-style-type: none">• Pupils see the adults in the school as positive role models.• Adults are active during the school day, being ambassadors for the school's ethos around sports and activities.	<ul style="list-style-type: none">• Encourage staff to be active role models for the children.



Key Priorities and Planning for 2023-2024

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><u>Extra-curricular clubs</u></p> <p>Provide a varied and engaging extra-curricular club offer to children, specifically targeting:</p> <ul style="list-style-type: none"> Least active children; Children who don't take part in clubs outside of school; Children who did not participate in any extra-curricular clubs in 2022-23; Children of families with low income or those in receipt of Pupil Premium funding; Children with SEND. <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 2023:</p> <ul style="list-style-type: none"> In 2022-23, 232 children participated in extra-curricular sports clubs (64% of Y1-6). 225 children participated in more than 1 sports club. 10 different sports clubs were offered, with 396 places accepted. Coaching from Just Camps, CTFC, Move More, CC Sports Leaders and Harwood Dance was offered to children in Y1-6 through extra-curricular activities. 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. 	
<p><u>OPAL</u></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> <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</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 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 2023:</p> <ul style="list-style-type: none"> All children who took part in a Pupil Voice activity said that playtimes have improved. 92% of children said they enjoy playtimes (this is an increase from 72% in 2022). Children are more engaged in their play, more confident to work together, more content as there are more options to suit all needs and have more time outside and playing. This year additional resources have been added, including: sand pit, water area, bikes/scooters, tyres, obstacle course, tepees. Activities introduced at lunchtimes included bikes, scooters, sand play, water play and den building. OPAL Lead planned specific activities which changed each day to keep children engaged. 	



<p>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><u>Outdoor area for EYFS</u></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"> • Having a separate area for them to play throughout the day, including during lunchtimes; • Creating a varied and engaging space that aids their physical development at all points in the school day; • Creating engaging and challenging spaces, which aid in physical development. 	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>Baseline July 2023:</p> <ul style="list-style-type: none"> • 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. 	
<p><u>Play environment</u></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</p>	Pupils Staff	<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 2023:</p> <ul style="list-style-type: none"> • 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. This area is small though and two of the children, with high-need, are moving to KS2 in September and therefore won't be able to access the EYFS area during their lunchtimes. An alternative space needs to be found/created/used for KS2 playtimes. • The only spaces used during playtimes at the moment are outdoors. There is no opportunity for children to play in a more structured environment with adult support. 	



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>Active breaks</p> <p>Provide opportunities for children to take active breaks throughout the school day, for example:</p> <ul style="list-style-type: none"> Ensure the Trim Track is utilised during playtimes but also for breaks during curriculum time as needed; Re-introduce Wake and Shake to children before school 1x morning a week when restrictions have lifted. Involve parents and families in Wake and Shake; Development of the Forest School area to be used aside from FS lessons. <p>Create opportunities for children to learn about the importance of being active every day and how exercise and active breaks can benefit our mental health as well as physical health.</p>	Pupils Staff	<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>Baseline July 2023:</p> <ul style="list-style-type: none"> Active breaks are not yet part of 'normal' practice, however children who need active breaks are given these times outside when required. Children enjoy playing on the Trim Track, and it is used daily by KS1 in the afternoon for afternoon breaks. No children currently do Wake and Shake. The Forest School area is currently only used for FS lessons and interventions run by the FS Lead. PSHE including lessons about mental and physical health. Safeguarding assemblies discuss the importance of keeping ourselves physically healthy and looking after our mental health. Awareness Days have been celebrated in the last year, including Children's Mental Health Week and World Mental Health Day. 	
<p>Forest School</p> <p>Develop the FS outdoor space and opportunities it offers as a play environment, including:</p> <ul style="list-style-type: none"> 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. Increase the area to enable more active, free play and make space for additional zones and equipment. Purchase resources to enable all children, particularly those least active and/or disadvantaged to be physically active outside of curriculum time. Offer the Forest School space as an area to be active during playtimes (see above). 	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 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 2023:</p> <ul style="list-style-type: none"> 14 children have attended FS interventions each Friday afternoon. 100% of children have received FS lessons this year. The FS area is planned to be extended to provide more space and opportunities. The FS area has not been used at playtimes or for any extra-curricular clubs to date. 2x staff members attended willow weaving workshops in 2023. A new FS Lead will be starting in September 2023 and will need to receive the training to qualify as a Forest School Leader. 	



<ul style="list-style-type: none"> Provide extra-curricular activities using Forest School. <p>CPD for new Forest School Lead to effectively and safely deliver Forest School sessions to all children and provide lunchtime and after school extra-curricular activities in the outdoor areas (see below).</p>				
<p><u>Swimming</u></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>	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 2023:</p> <ul style="list-style-type: none"> 0 children attended Heidi's Heroes sessions in 2023 (1 did in 2022) as their capabilities were beyond the criteria for the sessions. All children in Years 4-6 competed in the school's Swimming Gala. The Move More Fun Gala was not held in 2023. 	
<p><u>Sports Leadership</u></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"> Support younger children during extra-curricular sporting activities (e.g. invite to help at after school sports clubs if required); Support staff and younger children during Sports Days; Help plan and implement termly House Sports events; Create opportunities to raise the importance of positive role models and the impact they can have on others (e.g. house assemblies, presentations etc); Provide opportunities for School Councillors and Sports Captains to help develop playtimes for children, through the OPAL programme, planning 	Pupils Staff	<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 2023:</p> <ul style="list-style-type: none"> 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. 	



<p>improvements alongside staff.</p> <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><u>Work with other professionals</u></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 Move More's 24-hours of coaching (through the membership) for professional coaches to deliver sessions to children in the school while delivering CPD for staff.</p> <p>Utilise the expertise of professional coaches to deliver coaching to children and, at the same time, CPD for staff in</p>	<p>Pupils Staff</p>	<ol style="list-style-type: none"> 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport. 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><i>Baseline July 2023:</i></p> <ul style="list-style-type: none"> • Y2 and Y5 pupils benefited from Sports Leaders' coaching in Terms 1-4. • Cheltenham College Swimming Instructors delivered swimming lessons to all Year 4 and Year 5 children and also lead the KS2 Swimming Gala in June. • In 2020, the school last hosted Sports for Champions, in which all children benefitted and enjoyed working with a British Athlete for the second year in a row. • In 2022-23, Move More delivered coaching to children (and CPD for staff) in Year 4. • The PE Lead attended the Move More conference, building links with other professionals. 	



<p>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><u>Enrichment days/weeks</u></p> <p>Celebrate Walk to School Week 2024, encouraging all families to walk/cycle/scoot to school, and within this week:</p> <ul style="list-style-type: none"> • Raise awareness about the importance of active travel amongst staff as well as families; • encourage more children/families to take part, look at other activities for active travel, e.g. a walking bus; • Use competition format to encourage all children (where possible) to engage in Walk to School Week. <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>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.</p>	<p>Baseline July 2023:</p> <ul style="list-style-type: none"> • Walk to School Week 2023 was not celebrated in school. In 2022, there was a rise in the number of children walking, scooting or cycling to school during Walk to School Week. • During COVID, the school won the Gold Award out of Cheltenham Primary Schools for the most miles walked/run/cycled during March 2020. In May 2020, the school created its own family fitness challenge, in which 79 families took part. No family challenges have been introduced to the school community since. • Each year, children are encouraged by some teachers to discuss and follow various national events, e.g. Olympics and world cups, but this is not consistent throughout the school. • The school last celebrated Den Day over 8 years ago and Outdoor Classroom Day in 2021. • 20 children attended Cheltenham Cricket Festival in 2023. 	
<p><u>Riding safely, including Bikeability and Balanceability</u></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</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 2023:</p> <ul style="list-style-type: none"> • 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. • 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. • Children enjoy using the road track markings, installed in 2018-2019. 	



<p>or afterschool club.</p> <p>Ensure children know how to use these safely, inc. wearing helmets.</p> <p>Use Walk to School Week as an opportunity to learn about road safety as pedestrians and when scooting/cycling (see above).</p>				
<p><u>Family engagement</u></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 2023:</p> <ul style="list-style-type: none"> Parents/carers joined pupils on Sports Day and for the Y4-6 Swimming Gala, as well as other competitive sporting events. The school hosted parent races at Sports Day. The school hosted Race for Life for the last time in 2019 (pre-COVID). 	
<p><u>Healthy lifestyles</u></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 2023:</p> <ul style="list-style-type: none"> 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. 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. Celebrations Assembly utilises the opportunity to celebrate sporting achievements, which all children take part in and celebrate. 	



<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"> • The school last obtained the Healthy Schools Award over 8 years ago. • Y6 pupil v staff netball match took place in 2023. 	
<p><u>Developing expertise in the teaching of active learning, PE and sport</u></p> <p>Use the Jasmine Platform membership to provide support for staff to deliver the Real PE and Real Gym curriculum. 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"> 1. Increased confidence, knowledge and skills of all staff in teaching PE and sport. 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>Baseline July 2023:</p> <ul style="list-style-type: none"> • All teachers use Jasmine to deliver PE and gym during and beyond the curriculum. This is also referred to for interventions. Real PE provides a progressive curriculum, ensuring PE is delivered in a consistent and thorough way from YR-Y6. Access to Jasmine was used by coaches to deliver Real PE and Real Gym CPD to staff and lessons to students. • 2x staff members attended willow weaving workshops for FS in 2023. • 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. • A new Forest School Lead is starting in post in September who requires training and certification in Forest School to effectively and safely deliver Forest School to all children, including interventions and clubs. • 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. 	



<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><u>Sports facilities and venues</u></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">1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.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><i>Baseline July 2023:</i></p> <ul style="list-style-type: none">• Links developed included with CC, Move More, Just Camps, CTFC, Cheltenham Cricket Club.• Cheltenham College used for the KS2 swimming gala and lessons.• 20 children attended Cheltenham Cricket Festival at CC.• Competitions, leagues and events were held alongside or against a range of Cheltenham schools.	
<p><u>Inclusion</u></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 & events, House Sports events, and playtime games/activities.</p>	<p>Pupils</p>	<ol style="list-style-type: none">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><i>Baseline July 2023:</i></p> <ul style="list-style-type: none">• 8 children took part in a Kurling competition.• In 2022-23, multi-skills festivals were not attended, but in previous years all YR-Y2 have taken part in these inclusive events.• 14 children attended the Cheltenham Cricket Festival.	



<p><u>Competitive sport</u></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. 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 2023:</p> <ul style="list-style-type: none">• The school is yet to re-apply for the School Games Award.• Some inter-house sports took place in 2022-23, with more being scheduled for the 2023-24 school year. All children in KS1 and KS2 competed in Sports Day as well as a range of other sports.• The school organised and hosted the Sir Geoff Hurst Football competition, welcoming 17 different teams of children from across Cheltenham.• The school hosted its own swimming gala, enabling all children in Y4, Y5 and Y6 to compete against one another.• The school hosted a pupil v staff netball match and all children watched.• Sports Captains helped to organise and deliver Sports Day activities in 2022-23.• 8 children attended a Move More New Age Kurling event, representing the school.• All children who attended netball club in 2022-23 played in at least one competitive match against another school.	
--	--------------------------------------	---	--	--



Key Achievements for 2023-2024

Activity/Action	Impact	Comments



Swimming and Water Safety Data

This data is that of the current Year 6 cohort, 2023-2024, who received swimming lessons during Years 3 and 4.

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?	95%	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]?	85%	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?	93%	
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 selfrescue 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">• All children in Years 4-6 competed in a school swimming gala, hosted by Cheltenham College and their swimming instructors.• A team of 14 children represented the school at the District Swimming Gala at Cheltenham's Leisure@.

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 and Lara Hudson
Governor:	Rachael Bullingham
Date:	09.10.2023