PE and Sports Premium Funding 2025 - 2026

At Westfields Infant School, we aim to provide all of our children with a range of knowledge, skills and understanding to be active, healthy and happy individuals. We recognise the contribution of PE and physical activities to the health and well-being of all our children. We believe that providing an engaging, varied PE curriculum as well as a range of extra-curricular opportunities not only promotes healthy lifestyles but also has a significant influence on academic achievement and general well-being.

We use our Sports Premium Funding to make additional and sustainable improvements to the quality of PE and sport provision through:

- Developing PE and sporting activities that the school already offers
- Making improvements that will benefit children joining the school in future years
- Encouraging engagement of all children in regular physical activities
- Raising the profile of PE and sport across the school as a tool for whole school improvement
- Growing confidence, knowledge and skills of all staff in teaching PE and sport
- Providing a range of sports and activities offered to all children
- Celebrating participation and success
- Increasing participation in competitive sport

Review of the last academic review 2024-2025		
Key areas as outlined in PE and sport premium guidance	**What went well? Supporting evidence?**	**What didn't go well? Supporting evidence?**
1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities	Break and Lunchtime staff were trained and timetabled to observe physical activities by Luke Wilton Sports in Spring term. Teachers attended CPD session provided by Luke Wilton Sports and completed staff questionnaire. Teachers found the training useful, especially the set-up of PE lessons and the organisation of games (staff feedback questionnaire results). Met with WJS PE co-ordinator throughout the academic year where we worked together to plan activities across the federation for Friendship Week, Well-Being Week and Sports Morning at WIS (see Network folders).	While engagement varied among staff, the initiative provided valuable insights and highlighted areas for further development. The subject co-ordinator is committed to building on this progress to achieve even greater impact moving forward. The subject co-ordinator is keen to attend additional CPD training to further develop their knowledge and skills in the role as well as seek more opportunities to collaborate with teachers to enhance the quality of teaching and learning in PE.

2. Increase all pupils' engagement in regular physical activity and sporting activities	A variety of extra-curricular clubs were provided and 45% of children across the school attended internal and external extended curriculum opportunities last year. 13 girls attended Girls Football Club for Years 1 and 2 in the Summer term. In terms of the levels of engagement in sporting activities, 52 children took part in the District Athletics, representing the school.	Some children remained disengaged despite efforts to offer a range of activities (see Club Lists). Attendance and participation levels were inconsistent, particularly among less confident or less active students. Higher engagement with WJS will be pursued in order to provide more opportunities for the children.
3. Raise the profile of PE and sport across the school, to support whole school improvement	Internal and external extended curriculum opportunities were provided termly and offered to all children. Annual sports events were planned and delivered through the year. Teachers led playground games throughout Friendship Week to encourage physical activity and participation. PE co-ordinator led and delivered circuit sessions for each class during Well-being week. The school's weekly newsletter communicated achievements.	Whilst 45% of children attended internal and external extended curriculum opportunities last year, there is still a large percentage not attending and this will be a focus next year.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls	13 girls attended Girls Football Club for Summer Term. Cricket taster sessions for Year 2 girls took place in April. All classes took part in a Gremlin Dance workshop in June. Children and teachers provided positive feedback about this opportunity. Children in all year groups experienced a number of Now Press Play active workshops.	With the review of curriculum schemes, there was not the opportunity to introduce new sports into KS1 however, with the purchase of Get Set for PE, this is planned for 2025/2026.
5. Increase participation in competitive sport	10 Year 2 children attended a multisport event in October 2024 which introduced them to boccia and kurling. Another 10 Yr 2 children attended a local Ball Skills event in April 2025. A competitive Sports Morning was planned and delivered where all children participated in June 2025. 52 children attended the Hart and Rushmoor District Sports event in June 2025	The subject co-ordinator will arrange competitive sporting events within the year group as part of the action plan.

Aims for the next academic year 2025-2026			
Aim	Why?	Key Area	Supporting evidence
To attend subject leader workshops and relevant CPD training and provide training to staff	To increase subject co-ordinator's own confidence, knowledge and skills in teaching PE and sporting activities To raise the profile of PE and support teachers to deliver high quality PE	Key area 1 Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities.	Staff feedback questionnaires
To maximise impact of newly purchased scheme - GetSet4PE, monitoring the implementation and impact each term	To ensure teachers are confident delivering the new scheme and to monitor impact	Key area 3 Raise the profile of PE and sport across the school, to support whole school improvement.	Pupil voice Lesson observations Staff questionnaire and feedback

To further develop playtime provision to increase activity for least active groups	To engage all children and to encourage physical activity outside of structured lessons	Key area 2 Increase all pupils' engagement in regular physical activity and sporting activities Key area 3 Raise the profile of PE and sport across the school, to support whole school improvement	Pupil voice Playtime observations Staff questionnaire and feedback
To increase the percentage of girls who engage in physical activity including sporting clubs, opportunities and competitive activities	To increase the participation of girls in sports – current data shows 51% of boys attended a sports club last year compared to 36% of girls	Key area 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls	Club and engagement data
To increase the percentage of children with SEND, those in receipt of PPF and those who are less active in physical activity including sporting clubs, opportunities and competitive activities	To ensure that all children including specific areas of need such as SEND, children in receipt of PPF and those less active are engaging in regular physical activity	Key area 2 Increase all pupils' engagement in regular physical activity and sporting activities Key area 4 Offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls	Club and engagement data
To create additional opportunities for children to engage in a wider range of sporting and competitive activities	To broaden children's experiences and skills in a wider range of sporting opportunities	Key area 2 Increase all pupils' engagement in regular physical activity and sporting activities Key area 5 Increase participation in competitive sport	Pupil voice Lesson observations Staff questionnaire and feedback Club and engagement data

Plan, monitor and evaluate 2025-2026				
OBJECTIVE 1	**Intent** **What is your objective?**	**Implementation** **How will you achieve this?**	**Impact** **What do you hope to see?**	**Supporting evidence**
Plan and monitor	To attend subject leader workshops and relevant CPD training and provide training to staff	• PE co-ordinator to attend subject leader workshops and training • PE co-ordinator to network with other local primaries alongside WJS • PE co-ordinator to research sports and CPD opportunities for delivery to the teaching team • Termly meetings with Schools' Games Office • PE co-ordinator to provide CPD to the staff team	• PE co-ordinator develops skills and credibility across staff team • Alongside CPD opportunities provided, PE co-ordinator to develop staff confidence and practice in PE • Staff confidence increase • Children fully engaged in high quality PE lessons	• Staff feedback questionnaire • Lesson observations • Pupil conferencing
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Attendance at PE Lead and Subject Leader Network meetings enabled the PE Coordinator to stay up to date with School Games opportunities and current PE developments. Information shared by the School Games Organiser supported the school's involvement in a range of sporting events, including a Christmas-themed Multi-Skills festival in the Autumn Term and a KS1 Olympic-themed event in the Spring Term. These events provided pupils with additional opportunities to develop fundamental movement skills, teamwork, resilience and confidence.	The PE Coordinator has established strong links with the School Games Organiser and local PE network, ensuring continued access to resources, training and sporting opportunities. With newly formed link with HIAS PE and Sports, we have organised gymnastics CPD for the autumn term. The Get Set 4 PE scheme provides a structured curriculum, assessment tools and high-quality resources that can continue to be used in future years. Teachers are confident in using the Get Set for PE. platform and its resources,	• PE co-ordinator attended a PE Lead Meeting on 22nd September 2025 led by the (SGO), which focused on Infant and Junior School Games events and opportunities for pupil participation. • PE Coordinator attended Primary PE Subject Leader Network/Workshop meetings on 2nd March, 8th May and 26th June. Where attendance was not possible, minutes from meetings held on 9th March and 6th July were reviewed to ensure key updates and information were not missed. • Dance CPD on the 17th June was attended by all teachers.	• PE co-ordinator cover – £232 • PE co-ordinator network training - £90 • HIAS PE CPD - £1185 • Monitoring - £348

	In the summer term, all teachers attended a HIAS led dance CPD session during a staff meeting which helped to increase teacher confidence in delivering dance lessons and provided practical ideas to support high-quality teaching. This has contributed to improved staff confidence and a broader PE curriculum offer for pupils.	ensuring consistency in lesson delivery across year groups.	• Gymnastics CPD on the 23rd September and 7th October has been booked.	

Plan, monitor and evaluate 2025-2026				
OBJECTIVE 2	**Intent** **What is your objective?**	**Implementation** **How will you achieve this?**	**Impact** **What do you hope to see?**	**Supporting evidence**
Plan and monitor	To maximise impact of newly purchased scheme - GetSet4PE, monitoring the implementation and impact each term	• Create a long-term plan to provide a broad and progressive PE curriculum across the school • Provide CPD and time for teachers to familiarise themselves with the scheme • Regular lesson observations and feedback to ensure fidelity to the scheme • Termly review meetings with staff to discuss successes and challenges • Integration of assessment tools from GetSet4PE to track pupil progress • Link with extra-curricular activities to reinforce curriculum learning • Allocate budget for resources (equipment aligned with the scheme)	• Improved teacher confidence and competence in delivering PE lessons • Increased pupil participation and enjoyment in PE activities • Clear progression in skills across year groups • Sustained physical activity habits within and beyond school hours	• Pupil voice • Lesson observations • Staff questionnaire and feedback • Activity Data
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**

Evaluate	TheGetSet4PE scheme has been successfully implemented across the school and monitored throughout the year. The PE Coordinator observed PE lessons in EYFS and KS1 to evaluate the quality and consistency of delivery. Monitoring showed that teachers were confidently using the scheme to plan and deliver PE lessons. Staff feedback was highly positive, with teachers commenting on how easy the scheme is to use and how effectively it supports progression and lesson delivery.	GetSet4PE is now embedded within the school's PE curriculum. Teachers are confident in using the platform and its resources, ensuring consistency in lesson delivery across year groups. The scheme is used across the Federation to support continuity and progression.	• PE lesson observations in EYFS and KS1. • Teacher feedback on the implementation of GetSet4PE. • Pupil voice showing positive attitudes towards indoor and outdoor PE. • Evidence of high levels of pupil engagement during lessons. • GetSet4PE planning, progression documents and assessment resources. • PE Coordinator monitoring records.	• PE co-ordinator cover – £928 • Sports equipment - £493.36

Plan, monitor and evaluate 2025-2026				
OBJECTIVE 3	**Intent** **What is your objective?**	**Implementation** **How will you achieve this?**	**Impact** **What do you hope to see?**	**Supporting evidence**
Plan and monitor	To further develop playtime provision to increase activity for least active groups	• Courtyard to be redeveloped with new play equipment installed • Children to choose the play/sports equipment they would like to have in the playground • Purchase play and sports equipment • PE co-ordinator to produce a guide to playtimes, including games to play and equipment available • PE co-ordinator, alongside PSHE co-ordinator, to train Year 2 Play Leaders so that they can also initiate game play at playtimes	• More children engage with physical activity as a result of resource access • Targeted children are engaged positively at playtimes • Playtime staff are empowered to engage in physical play activities	• Observations • Pupil voice • Conduct regular observations of the playground to gauge activity levels of the least active children. • Staff voice and feedback
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**

Evaluate	The courtyard redevelopment has had a positive impact on physical activity levels across the school. The area has been timetabled to ensure all children can access this improved outdoor space, providing opportunities to climb, run, balance and develop a range of fundamental movement skills. Observations show high levels of engagement. In addition, the courtyard is being successfully utilised as a lunchtime club space for children with additional needs, providing a safe, structured environment where pupils can be physically active while developing confidence, social skills and positive relationships with peers. The introduction of 15 Year 2 Play Leaders has also been highly successful. Following training, three Play Leaders are deployed each day to initiate and encourage participation in a variety of playground games. This has increased opportunities for active play and helped engage children who may not ordinarily join in independently, including pupils with SEND. Play Leaders have demonstrated excellent responsibility and leadership skills, while observations show children from different year groups actively joining in games together, supporting both physical activity and positive social interaction.	The improvements are sustainable as the courtyard redevelopment is a permanent enhancement to the school's outdoor provision and will continue to provide opportunities for children to be physically active throughout the school day. The Year 2 Play Leader programme is also sustainable as it can be embedded into the school's annual leadership opportunities. Future cohorts of Year 2 pupils can be trained each year, ensuring that active play is continually promoted and supported by children themselves. The Play Leader role has successfully developed pupil leadership, responsibility and inclusion.	• Courtyard redeveloped and incorporated into a timetable, enabling access for all year groups. • Learning walks and playtime observations show high levels of engagement, with children regularly using the space for climbing, balancing, running and active play. • Lunchtime club established within the courtyard space, providing targeted support and physical activity opportunities for children with additional needs. • 15 Year 2 Play Leaders trained, with 3 deployed each day to organise and lead playground games. • Playtime observations demonstrate increased participation in organised games, including engagement from pupils with SEND and children from different year groups. • Increased opportunities for active play with newly purchased equipment.	• PE co-ordinator cover – £232 • Courtyard redevelopment - £8000 • Play time equipment - £500

	Play and sports equipment purchased has supported increased levels of participation across the school.			

Plan, monitor and evaluate 2025-2026				
OBJECTIVE 4	**Intent** **What is your objective?**	**Implementation** **How will you achieve this?**	**Impact** **What do you hope to see?**	**Supporting evidence**
Plan and monitor	To increase the percentage of girls who engage in physical activity including sporting clubs, opportunities and competitive activities	• Provide girls football club and encourage attendance • Provide girls cricket taster session and encourage participation • Provide additional sports club geared and advertised towards girls • Judo workshops to be provided to all classes • Gremlin Dance workshops to be provided • Ensure an equal balance of girls and boys are invited to attend competitive activities e.g. Multisport events and District Sports	• The girls football club is well attended • Girls take up the opportunities on offer e.g. cricket club following the taster session, the sports club geared towards them and gymnastics • Girls engage in their Judo workshop with more girls signing up than last year • Girls engage in their dance workshop with more girls signing up than last year • An equal balance of girls and boys attend competitive activities (e.g. District Sports)	• Pupil voice • Activity data
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	The range of sporting opportunities offered throughout the year has successfully increased girls' engagement in physical activity. Girls were provided with a variety of activities, including football, cricket, judo and dance, allowing them to experience different sports and identify activities they enjoy. The girls' football club was well attended and helped to raise	The improvements are sustainable as girls' participation is now a key consideration when planning extra-curricular clubs, enrichment activities and competition entries. Successful clubs, such as girls' football, can continue to be offered annually, while strong links with external providers support the delivery of cricket, judo and dance opportunities.	• Girls' football club maintained high attendance throughout the year- Autumn term- 15 girls- 5.6%, Spring and Summer term- 15 - 5.6%, which is up by 2 pupils in the Summer term last year. • Girls attended cricket club taster session. • Good attendance at additional clubs and activities promoted to girls, including gymnastics.	• PE co-ordinator cover – £116 • Judo workshop – £200 • Gremlin Dance workshop - £540

	the profile of girls' sport within the school, while cricket taster sessions encouraged participation from pupils who may not traditionally engage in competitive sports. Whole-school judo and dance workshops provided inclusive opportunities for all girls to participate in physical activity and develop confidence in trying new sports. The school has been committed to ensuring equal opportunities for girls within competitive sport. Girls were actively encouraged to attend competitions, festivals and events, resulting in balanced representation at activities such as Multi-Sports events and District Sports. As a result, more girls have had the opportunity to develop their confidence, teamwork and competitive sporting experiences.	The increased interest shown by girls in a variety of sports has helped to establish a positive culture around participation and physical activity. Continued monitoring of attendance and ensuring a broad and inclusive offer will enable the school to maintain and further increase girls' engagement. The commitment to equal representation at competitive events is now embedded in school practice and will continue to provide girls with opportunities to participate and succeed in sport.	• Registers show continued participation of girls in extra-curricular sport. • Equal balance of girls and boys selected to attend competitive events, including District Sports. • Pupil voice and observations indicate increased confidence and enthusiasm towards sport and physical activity amongst girls.	

Plan, monitor and evaluate 2025-2026				
OBJECTIVE 5	**Intent** **What is your objective?**	**Implementation** **How will you achieve this?**	**Impact** **What do you hope to see?**	**Supporting evidence**
Plan and monitor	To increase the percentage of children with SEND, those in receipt of PPF and those who are less active in physical activity including sporting clubs, opportunities and competitive activities	• Identify target pupils • Ensure inclusion by inviting children with SEND, those in receipt of PPF and those who are less active to attend sporting activities e.g. clubs, Multisport events and District Sports • Provide staff CPD on inclusive PE and adaptative techniques • Introduce Year 2 Play Leaders which include target children	• Increased participation rates among SEND, PPF and less active pupils in clubs and competitive events • Improved confidence and enjoyment in physical activity for these groups • Positive feedback from pupils and staff on accessibility and engagement • Evidence of sustained involvement (e.g. pupils	• Pupil voice • Activity data

		• Track engagement termly and adjust provision based on feedback • Lunch Club to be provided for specific vulnerable children with outside active area • Green Fingers Club to be provided for specific vulnerable pupils	continuing activities over multiple terms)	
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	The targeted identification and inclusion of SEND, PPF and less active pupils has led to increased engagement in physical activity opportunities across the school. These pupils were actively encouraged to participate in clubs, workshops, lunchtime activities and sporting events, helping to remove barriers to participation and ensure equitable access to physical activity. In particular, autumn and spring term multi-sports events were specifically for children with SEND and for those in receipt of PPF. The introduction of Year 2 Play Leaders has had a particularly positive impact on engagement during playtimes. Play Leaders have successfully encouraged target pupils, including children with SEND, to join games and activities, leading to increased participation and positive social interactions. Pupils have demonstrated greater confidence	The improvements are sustainable as systems are now in place to identify SEND, PPF and less active pupils and monitor their engagement in physical activity opportunities throughout the year. This allows targeted support to continue and ensures provision can be adapted in response to pupil needs and interests. The Year 2 Play Leader programme has become an established part of playtime provision and can be sustained through the annual training of new cohorts of Play Leaders. This supports inclusive play opportunities and encourages active participation amongst pupils who may be less likely to engage independently. The redeveloped courtyard provides a permanent, accessible space that can continue to be used for active play, targeted lunchtime	• Target SEND, PPF and less active pupils identified and monitored throughout the year - 12 pupil premium pupils attended the multi-skills event and 7 pupils identified as SEN also attended. • Year 2 Play Leader programme established, with Play Leaders actively engaging and encouraging participation from target pupils, including children with SEND. • Playtime observations show increased participation and positive engagement from SEND and less active pupils. • Redeveloped courtyard timetabled for all classes and used as a targeted lunchtime provision for vulnerable pupils and children with additional needs. • Lunchtime Club established, providing structured physical activity opportunities for identified pupils.	• PE co-ordinator cover – £116 • Lunch Club cover – £2538.90 • Green Fingers Club - £253.89

	in joining activities and engaging with their peers. The redeveloped courtyard and targeted lunchtime provision have provided a valuable, inclusive space for vulnerable pupils and those with additional needs. Staff observations indicate that children attending these sessions engage positively in physical activity and benefit from the structured and supportive environment. Whole-school opportunities, including judo, dance and cricket sessions, have enabled all pupils to access new activities and develop confidence in trying different forms of physical activity. Feedback from pupils and staff has been positive, with increased enjoyment, engagement and confidence observed amongst target groups. Many pupils have sustained their involvement through ongoing participation in clubs and activities across the year.	provision and activities for vulnerable pupils. Lunchtime Club and Green Fingers Club have provided successful opportunities for specific groups of children to engage in physical activity and social interaction in a supportive environment and can continue to form part of the school's wider wellbeing offer. Staff training in inclusive PE and adaptive teaching strategies has increased staff confidence in supporting all pupils to participate successfully in physical activity. In addition, strong links with external providers enable the school to continue offering a range of inclusive sporting opportunities, helping to ensure SEND, PPF and less active pupils remain engaged in physical activity over time. Ongoing tracking of participation and pupil voice will allow the school to identify any gaps in engagement and maintain a targeted approach to increasing participation among these groups.	• Green Fingers Club provided for vulnerable pupils, promoting active outdoor engagement and wellbeing. • Staff received CPD on inclusive PE and adaptive teaching strategies to support participation for all pupils. • Whole-school judo workshops delivered to all classes, with increased interest in follow-on participation. • Gremlin Dance workshops delivered to all pupils, encouraging inclusive engagement in physical activity. • Cricket taster sessions provided additional opportunities for pupils to try new sports. • Positive feedback from pupils and staff regarding accessibility, enjoyment and engagement in physical activity opportunities. • Continued engagement of target pupils in playtime activities, lunchtime provision and extracurricular opportunities throughout the year.	

Plan, monitor and evaluate 2025-2026				
OBJECTIVE 6	**Intent** **What is your objective?**	**Implementation** **How will you achieve this?**	**Impact** **What do you hope to see?**	**Supporting evidence**
Plan and monitor	To create additional opportunities for children to engage in a wider range of sporting and competitive activities	• Audit current provision to identify gaps in sporting and competitive opportunities • Introduce holiday fitness challenges at the end of each term • Introduce new sports and activities beyond the traditional curriculum (e.g. Boccia and Kurling) • Organise intra-school competitions across year groups to increase engagement • Provide CPD for staff to deliver new sports confidently • Promote opportunities widely through newsletters and assemblies • Deliver games activities as part of Friendship Week • Deliver physical activities during Well-being Week • Participate in District Sports • Plan and hold a competitive based Sports Afternoon	• Higher participation rates in a broader range of sports and competitions • Improved pupil confidence and motivation to try new activities • Development of new skills and progression in less familiar sports • Positive feedback from pupils and parents on variety and inclusivity • Evidence of sustained engagement (e.g. pupils joining external clubs after school exposure).	• Activity data • Pupil voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupils have been provided with a broader range of sporting and physical activity opportunities throughout the year, enabling them to experience activities beyond the traditional PE curriculum. Year 2 pupils were introduced to Kurling during the summer term through a	The improvements are sustainable as many of the activities introduced can become part of the school's annual programme. Holiday Fitness Challenges have proven successful in engaging pupils and can continue to be	• Year 2 pupils introduced to Kurling during the Summer Term. • Kurling sessions delivered in partnership with WJS Team Captains, WJS PE Coordinator and WIS PE Coordinator.	• PE co-ordinator cover – £232 • Intra-sports competitions – £232 • District Sports ~~- £1068.60~~ This event was cancelled however, there were still costs involved which amounted to • Sports Afternoon - £232

	collaborative session delivered by the WJS Team Captains, the WJS PE Coordinator and the WIS PE Coordinator. This provided pupils with the opportunity to develop new skills and experience a less familiar sport in an inclusive and engaging environment. Holiday Fitness Challenges have successfully encouraged pupils to remain active beyond the school day, with participation increasing significantly from 44 pupils in the autumn term to 109 pupils in the spring term. This demonstrates growing engagement and enthusiasm for physical activity across the school community. Physical activity opportunities have been further promoted through weekly newsletters, ensuring that pupils and families are aware of the range of activities available. During Friendship Week, games and physical activities led by the PE Coordinator and PSHE Coordinator encouraged pupils to work collaboratively, develop social skills and enjoy active participation with their peers. Through the introduction of new activities, enrichment opportunities and competitive experiences, pupils have	delivered each term to encourage active lifestyles beyond school. Strong partnerships with local schools and PE colleagues have enabled pupils to experience a wider range of sports, such as Kurling and these relationships can continue to support future opportunities. Activities delivered during Friendship Week and other themed weeks can be repeated annually with minimal cost and planning. The regular promotion of opportunities through newsletters and assemblies has helped to establish a culture of participation and can continue to raise awareness of sporting opportunities for pupils and families. Staff knowledge and confidence in delivering a wider range of activities will also support the long-term sustainability of this objective. District Sports and Sports Afternoon take place on an annual basis so will continue next year.	• Holiday Fitness Challenges delivered in Autumn, Spring and Summer Terms. • 44 pupils participated in the Autumn Term Holiday Fitness Challenge. • 109 pupils participated in the Spring Term Holiday Fitness Challenge, demonstrating increased engagement. • Weekly newsletters used to promote sporting and physical activity opportunities. • Games and physical activities delivered during Friendship Week by the PE Coordinator and PSHE Coordinator. • Pupils exposed to a wider range of sporting experiences beyond the traditional PE curriculum. • Observations indicate high levels of participation and enthusiasm in new activities. • Opportunities provided for pupils to develop new skills and confidence in less familiar sports.	

	demonstrated increased confidence in trying unfamiliar sports and taking part in physical activity. The variety of opportunities provided has helped to ensure that all children can find activities that interest and motivate them. Whilst is a shame that District Sports was cancelled, in the lead up to this, pupils across the school competed against their peers and practiced their running, jumping and throwing skills. Those selected to participate at the event were involved in a number of practices to prepare them. Fortunately, Sports' Afternoon to place where pupils competed against one another in sprinting and a novelty race.			