

Initiative/ action	Impact	Sustainability
To improve confidence in teaching and delivering games through CPD - games CPD for all KS1 staff	Staff surveys indicated that the CPD programme has had a positive impact across several key areas, including behaviour, differentiation, competitive sport, and pupil engagement and enjoyment. Staff reported increased confidence and competence in teaching games, alongside an improved knowledge and understanding of the PE games curriculum. They felt that the CPD had enhanced the quality of their teaching, resulting in lessons that were more inclusive and better differentiated to meet the needs and abilities of all pupils. Teachers also highlighted that learning objectives were clearer and more purposeful, enabling them to assess pupils' progress more effectively throughout lessons. In addition, staff reported improvements in behaviour management, noting that the introduction of positive behaviour strategies, such as the smiley face reward system, contributed to a more positive learning environment. Furthermore, staff felt that lessons were better structured, with a clearer progression of learning and increased opportunities for pupils to participate in competitive sport. Overall, teachers observed higher levels of pupil engagement and enjoyment, with children demonstrating greater enthusiasm and participation during PE lessons.	Staff have developed long-term skills that will continue to benefit future cohorts of pupils and can be shared with new and existing colleagues, reducing the need for external training. Staff felt more confident and have a clearer understand of the key skills which they will use in their games lessons in the future.

Initiative/action	Impact	Sustainability
To improve confidence in teaching and delivering gymnastics through CPD. - gymnastics CPD for all Reception staff.	Staff confidence and competence in delivering gymnastics increased significantly, resulting in higher-quality PE lessons. The majority of staff reported that lessons had become more active, engaging, and appropriately challenging for all pupils. Reception children demonstrated improvements in balance, coordination, agility, and overall body control, alongside increased enthusiasm and enjoyment during PE. Lessons were more progressive, inclusive, and well-structured, ensuring that all children were able to access high-quality physical education and make positive progress.	Staff have gained the skills and knowledge to independently deliver high-quality gymnastics lessons in future years without ongoing external support. Resources and planning can be reused, and trained staff can share good practice with new colleagues, embedding high-quality gymnastics teaching across the EYFS curriculum.

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To be physically active during lunchtimes and encourage and inspire children to take part in a range of sports and activities. • lunchtime clubs • Buddy training • New equipment • Jumpstart Jonny videos and visit	All pupils accessed three extra-curricular clubs during the academic year, ensuring equality of opportunity and broad participation in physical activity. The varied programme of clubs enabled children to experience a wider range of sports and physical activities than those offered through the PE curriculum alone, increasing participation and engagement. Pupils developed and applied fundamental movement skills in different contexts, supporting progress within PE lessons. The clubs also promoted healthy, active lifestyles and encouraged lifelong participation in physical activity. In addition, pupils demonstrated increased confidence, resilience, teamwork, communication, and sportsmanship through regular participation in competitive and cooperative activities with children from different classes and year groups. Year 2 pupils successfully completed training to become Mini Play Leaders, developing their leadership, communication, and organisational skills. Following their training, pupils confidently introduced and led playground games for younger children with support from lunchtime supervisors. This has increased the range of structured, active play opportunities available at lunchtimes, encouraging higher levels of physical activity and positive social interaction across the school. The programme has also established a sustainable pupil leadership model that can be developed and built upon each year. The purchase of high-quality PE and playground equipment has had a significant impact on pupils' physical development and engagement in physical activity. The equipment has increased opportunities for children to be active throughout the school day, particularly during playtimes and lunchtimes, encouraging sustained periods of movement and improving stamina and overall fitness. Pupils have developed fundamental movement skills, including balance, coordination, agility, strength, and object control, through a wider range of engaging activities. The variety of equipment has enabled staff to deliver more inclusive, purposeful, and enjoyable PE lessons and active play opportunities, ensuring that all children can participate and experience success. As a result, pupils have shown increased enthusiasm for physical activity, higher levels of participation, improved confidence when trying new skills, and greater enjoyment of PE and active play.	The extra-curricular club programme has established a culture of regular participation in physical activity, with pupils developing the confidence and motivation to remain active both in and beyond school. Increased pupil engagement will continue to inform future club provision, ensuring activities reflect pupils' interests and encourage sustained participation. The Mini Play Leader programme provides a sustainable model for developing pupil leadership. Each year, a new cohort of Year 2 pupils can be trained to lead play-ground activities, promoting active lunchtimes while developing leadership, communication, and organisational skills. This ensures the initiative continues with minimal additional cost. Investment in high-quality PE and playground equipment has created a sustainable resource that will benefit pupils for many years. The equipment provides regular opportunities to develop fundamental movement skills, agility, balance, coordination, strength, and overall physical fitness through curriculum PE and active play. During breaktimes and lunchtimes, it encourages children to be more physically active, increasing engagement and improving stamina through sustained movement. The wide range of equipment also enables staff to deliver more varied, inclusive, and engaging PE lessons and active play sessions, ensuring pupils of all abilities can participate and develop key skills. As the equipment will continue to benefit future cohorts, it represents a lasting investment that supports the school's commitment to increasing daily physical activity, enhancing PE provision, and promoting healthy, active lifestyles.