



A PLACE TO FLOURISH AND GROW

2025/2026 Sports Premium Strategic Plan

Intent

At The Orchards, our Physical Education curriculum and wider opportunities provision inspire all pupils to enjoy and take pride in participating in both individual and team physical challenges. We emphasise respect for the rules, sportsmanship, and the celebration of both personal and collective achievements.

Our Programme of Studies, alongside a rich extra-curricular offer, engages pupils in a variety of competitive sports and activities, ensuring every child has access to at least 60 minutes of physical activity daily. These opportunities encourage pupils to challenge themselves, take positive risks in a safe environment, and embody our core school values:

- **Pride:** Fostering a sense of belonging to a team and striving to do their best.
- **Enjoyment:** Building physical confidence and working collaboratively towards shared goals.
- **Achievement:** Encouraging focus on personal bests, skill development, and resilience through practice.
- **Respect:** Promoting fair play, sportsmanship, respect for their own bodies, teammates, competitors, rules, and officials.

Through developing competence across a broad range of physical activities, The Orchards enables pupils to become physically confident and supports their health and fitness. This foundation empowers them to lead and advocate for healthy, active lifestyles throughout their life

Number of children	231 inc Nursery
Allocation for September 2025 - July 2026	£17,950
<p>Our Commitment to Sport and Physical Education at The Orchards</p> <p>At The Orchards School, we recognise the vital role that Sport and Physical Education (PE) play in nurturing well-rounded, healthy, and confident children. From Nursery through to Year 4, we are dedicated to offering every child the chance to engage in a wide variety of physical activities, sports, and games within a supportive and competitive environment. Our aim is to inspire a lifelong love of sport that not only enriches their school experience but also opens doors to opportunities beyond the classroom.</p> <p>We are committed to promoting healthy, active lifestyles by:</p> <ul style="list-style-type: none"> • Ensuring all children participate in regular physical activity, in line with Chief Medical Officer guidelines recommending at least 60 minutes of daily activity for children aged 5 to 18, with 30 minutes taking place during the school day. • Raising the profile of PE and sport as integral tools for whole-school improvement, supporting our values of pride, excellence, achievement, and respect. • Enhancing the confidence, knowledge, and skills of all staff in delivering high-quality PE and sport. • Providing a broad and inclusive range of sporting opportunities to engage every child. • Increasing participation in competitive sports to build resilience, teamwork, and a sense of achievement. • We fully support the Department for Education's vision that all children leave primary school physically literate - equipped with the motivation, skills, and knowledge to lead healthy, active lives. This aligns closely with the Primary School Physical Literacy Framework, which defines physical literacy as the motivation, confidence, physical competence, knowledge, and understanding that form the foundation for lifelong participation in physical activity. <p>Our Key Priorities for Sport and PE Improvement</p> <ul style="list-style-type: none"> • Enhance the current Sport Premium Action Plan to maximise its impact and ensure resources are used effectively. • Develop a robust Assessment Policy that helps children understand their abilities holistically—mind, body, and spirit. • Guarantee equal access to extra-curricular sporting activities, ensuring inclusion for all children, including those who are disadvantaged or have SEND, and closing participation gaps between boys and girls. • Improve break and lunchtime provision to ensure children are physically active for at least 60 minutes daily. • Foster a healthy and active school ethos through collaboration with the canteen, school council, and lunchtime activities. • Provide high-quality, targeted CPD opportunities for staff, utilising specialist PE teachers to enhance teaching and learning. • Update the PE curriculum to include more leadership and creative opportunities across a wider variety of sports. • Strengthen links with Trust schools to support PE delivery and ease transition for incoming children. • Maintain transparency about the use of Sport Premium funding and PE development initiatives with parents and the local community. <p>Through these priorities, we aim to create an environment where every child at The Orchards can flourish and grow—physically, emotionally, and socially—embodying our school values and preparing for a healthy, active future.</p>	

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

The Importance of PE for Healthy Participation and Reducing Inequalities

At The Orchards, we recognise that PE is much more than physical activity - it is a vital part of educating children to lead healthy, active lives. PE helps children develop essential knowledge about safe, effective participation in sport and physical activity, challenging misconceptions they might have from outside school. For example, understanding concepts like aerobic and anaerobic exercise supports children in making informed decisions about their health and fitness.

PE also plays a crucial role in reducing inequalities. Some children, including those from ethnic minority backgrounds or with SEND, may have fewer opportunities to be active outside school. For these children, PE lessons are essential for building competence and confidence in physical activity. By carefully planning and sequencing our PE curriculum we ensure all children at The Orchards can develop skills, enjoy sport, and benefit from physical activity regardless of their background.

We also prioritise purposeful activity during PE lessons, balancing active movement with opportunities to develop understanding through discussion and feedback. This approach supports children's overall learning and engagement in PE.

Promoting Healthy, Active Lifestyles to Support Mental Wellbeing

At The Orchards, we believe that a healthy, active lifestyle is key to positive mental health. Encouraging children to engage in daily physical activity and healthy eating is fundamental to their wellbeing.

Research from mental health organisations shows that even short bursts of activity, like 10 minutes of brisk walking, can boost mood, energy, and alertness. Regular physical activity helps reduce stress and anxiety, increases self-esteem, and supports emotional resilience. It also plays a preventative role in mental health problems and improves quality of life for those experiencing difficulties.

Physical activity triggers beneficial physiological responses that help manage stress, such as lowering blood pressure and releasing energy-boosting hormones. It also supports cognitive health, reducing risks of depression, dementia, and cognitive decline later in life.

By fostering daily physical activity habits from an early age, The Orchards helps children build a strong foundation for lifelong physical and mental wellbeing.

For more information, visit: www.mentalhealth.org.uk

School focus with clarity on intended impact on pupils (inc. Year Group)	Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Replace outdated or worn sports equipment to enhance the quality of extra-curricular clubs and playground activities, ensuring all children, especially those disadvantaged, have access to safe and effective resources. Year Groups: All year groups	<ol style="list-style-type: none"> Assessment of Current Equipment <ul style="list-style-type: none"> Conduct an inventory of existing sports and playground equipment to identify items that need replacement. Research and Selection of New Equipment <ul style="list-style-type: none"> Identify high-quality, age-appropriate equipment that caters to various sports and playground activities. Procurement Process <ul style="list-style-type: none"> Develop a procurement plan to purchase the selected equipment, ensuring it 	<p>Estimated cost for new equipment: £2000</p> <p>Staff training sessions: £8438.08</p> <p>Total Estimated Cost:</p>	<p>Lead Person: MH A PE Lead</p> <p>Support Team: PE support Play Leader Lead SWI</p>	Budget allocation for equipment purchase Safety standards and guidelines for equipment Training materials for staff	Track participation rates in clubs and playground activities after new equipment is introduced. Gather feedback from children and staff on the usability and safety of the new equipment. Monitor incident	<p>Term 1: Inventory assessment and research on new equipment.</p> <p>Term 2: Procurement process and staff training.</p> <p>Term 3: Launch of new equipment in clubs and</p>	<ul style="list-style-type: none"> Improved participation rates in extra-curricular sports clubs. Increased engagement in playground activities, leading to enhanced social skills and 	Establish a regular review cycle for equipment maintenance and replacement. Allocate a portion of the budget each year for ongoing equipment updates. Engage children in the selection process for future equipment to ensure it meets

	<p>aligns with budget and safety standards.</p> <p>4. Staff Training on Equipment Use</p> <ul style="list-style-type: none"> Organise training sessions for staff on the proper use and maintenance of new equipment. <p>5. Communication with Parents and Children</p> <ul style="list-style-type: none"> Inform parents and children about the new equipment and its benefits for their participation in clubs and playground activities. 	£10438.08			reports related to equipment-related injuries.	<p>playground activities; begin monitoring.</p> <p>End of Year: Evaluate participation rates and feedback.</p>	<p>confidence .</p> <ul style="list-style-type: none"> Reduction in injuries related to faulty or inadequate equipment. 	<p>their interests and needs. Continually assess and adapt the equipment offerings based on feedback and participation trends.</p>
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2. Raise the profile of PE and sport across the school as a tool for whole school improvement

The Orchards School: High-Quality PE for Healthy, Active Lives and Lifelong Participation

At The Orchards, we provide a safe, caring environment where every child is encouraged to trust, flourish, and grow. Our PE curriculum reflects this ethos by offering children opportunities to develop knowledge, skills, and confidence in physical activity, supporting their pursuit of excellence, achievement, and pride.

Key Messages from OFSTED Research on PE:

Healthy Participation:

PE plays a crucial role in helping children understand how to participate safely and effectively in physical activity. It challenges misconceptions and provides context-specific knowledge—such as the importance of training intensity, rest, and fitness concepts like aerobic and anaerobic exercise. This knowledge empowers children to make informed decisions about their health and activity, both now and in the future.

Reducing Inequalities:

For many children, especially those from ethnic minority backgrounds or with SEND, PE lessons may be their only chance to engage in physical activity. A well-structured, ambitious PE curriculum helps close gaps by ensuring all children develop competence and confidence, regardless of their background or opportunities outside school. For example, swimming and water safety are vital skills that must be intentionally developed for all pupils.

Curriculum Quality and Impact:

High-quality PE goes beyond physical activity alone. It requires clear curriculum goals broken down into essential knowledge and skills, carefully chosen sports and activities, and a balance between breadth and depth. Effective teaching includes purposeful practice, feedback, and assessment to ensure children know more and do more. This approach supports children to flourish in PE and beyond, building lifelong engagement with sport and physical activity.

Developing Competent and Confident Learners:

Successful learners in PE, as described by OFSTED, acquire new skills and understanding, practise independently, stay physically fit, demonstrate leadership, creativity, and self-motivation, and develop a passion for healthy, active lifestyles that continue beyond school.

At The Orchards, our PE curriculum and wider school ethos work together to:

- Foster physical competence and confidence in all children.
- Promote inclusive participation and reduce inequalities.
- Encourage children to think critically about their health and activity choices.
- Support leadership, creativity, and self-improvement in PE and beyond.
- Extend learning opportunities across the curriculum, building self-confidence and engagement.

Through this holistic approach, we prepare our children not only to succeed in school but to embrace lifelong healthy, active lives, embodying our core values of pride, excellence, achievement, and respect.

School focus with clarity on intended impact on pupils (inc. Year Group)	• Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
To enhance staff understanding of the importance of Physical Activity and equip them with the skills to integrate physical activity into their teaching. This will promote active lifestyles, improve wellbeing, and support learning outcomes across all subjects for all children.	<ol style="list-style-type: none"> Promote Active Lifestyles <ul style="list-style-type: none"> Encourage staff to model active lifestyles by participating in school sports and promoting physical activities during school events. Share success stories of staff who actively engage in physical activities to inspire both colleagues and students. Whole-School Physical Activity Initiatives: Embed initiatives such as Daily Mile across more year groups, active breaks, and movement-based learning activities across all year groups. Develop a clear timetable and guidance for teachers to incorporate short, purposeful physical activities throughout the school day. Resource Provision 	Develop a clear timetable and guidance for teachers to incorporate short, purposeful physical activities throughout the school day. Cost: £86.58	Lead Person: MHA Support Team: Forest School Lead and Outdoor Learning team	Budget allocation for training and resources Access to external trainers or experts in PE and physical activity Materials for workshops and collaborative sessions	Evaluate staff confidence and knowledge through pre- and post-training surveys. Track the integration of physical activity in lesson plans and classroom observations. Gather feedback from students on their engagement in PE and physical activities.	Term 1: Launch professional development workshops and collaborative planning sessions. Term 2: Implement peer observation system and gather feedback. Term 3: Review outcomes of training and integration; adjust future training based on feedback. End of Year: Comprehensive evaluation of staff	Increased staff competence in delivering PE and integrating physical activity into teaching. Higher levels of student participation in PE and physical activities. Stronger school culture promoting active lifestyles and health.	Establish an ongoing professional development plan that includes regular training sessions and updates on best practises. Create a mentorship programme where experienced staff can support newer teachers in integrating physical activity. Engage with local sports organisations for continued support and resources. Continuously assess and adapt training based on staff and student feedback to ensure

	<ul style="list-style-type: none"> o Provide resources and materials that support the integration of physical activity into different subjects, including lesson plans, activity guides, and assessment tools. 					development impact on student engagement.		relevance and effectiveness.
Elevate the importance of Physical Education (PE) within the school community by celebrating student achievements and promoting participation, thereby fostering a culture that values physical activity and health.	<p>Celebration Events</p> <ul style="list-style-type: none"> • Organise regular events such as sports days, award ceremonies, and showcases where students can demonstrate their skills and achievements in PE and sports. • Highlight individual and team achievements in assemblies and newsletters, recognising effort, improvement, and participation, not just performance. <p>Promotion of Student Leadership</p> <ul style="list-style-type: none"> • Encourage students to take on leadership roles within PE, such as sports captains or peer mentors, to promote engagement and ownership. • Facilitate opportunities for students to share their enthusiasm for PE through presentations or by leading activities. <p>Integration with School Culture</p> <ul style="list-style-type: none"> • Incorporate PE achievements into the school's overall success metrics, linking physical activity to academic performance and well-being. • Create a "PE Wall of Fame" to 	Events: Cost: £86.58	Lead Person: PE Lead Support Team: THA, School Leadership Team, and PTFA	<p>Budget allocation for events and materials</p> <p>Access to local sports organisations for partnerships</p> <p>Communication tools for promoting PE achievements</p>	Track participation rates in PE and physical activities before and after celebration events. Gather feedback from students, parents, and staff on the effectiveness of the initiatives. Monitor the visibility of PE achievements within school communications and events.	<p>Term 1: Plan and launch initial celebration events; establish the "PE Wall of Fame."</p> <p>Term 2: Organise additional events and gather feedback for improvement.</p> <p>Term 3: Evaluate the impact of initiatives on participation and engagement; adjust future plans accordingly.</p> <p>End of Year: Review outcomes and plan for the next academic year.</p>	Increased awareness and appreciation of PE within the school community. Higher levels of student engagement and participation in PE and physical activities. Stronger connections between physical activity, well-being, and academic success.	Establish a regular schedule for celebration events to maintain momentum and visibility of PE. Continue to engage with local sports organisations for ongoing support and opportunities. Regularly assess and adapt initiatives based on student and community feedback to ensure relevance and effectiveness.

	<p>display student accomplishments and celebrate participation in competitions and events.</p> <p>Engagement with Parents and Community</p> <ul style="list-style-type: none"> • Involve parents and the local community in PE events, fostering a supportive environment around physical activity. • Share success stories and updates on school social media platforms to engage a wider audience and promote the value of PE. <p>Collaborative Partnerships</p> <ul style="list-style-type: none"> • Partner with local sports clubs and organisations to provide additional opportunities for students to engage in physical activities outside of school. • Invite role models or local athletes to speak at school events, inspiring students to value physical activity. 							
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3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

The Orchards School: Delivering High-Quality PE and Promoting Lifelong Healthy Participation

At The Orchards, we are committed to providing a PE curriculum that equips children with the knowledge, skills, and confidence to lead healthy, active lives. OFSTED research highlights that PE plays a vital role in teaching children how to participate safely and effectively in physical activity, challenging misconceptions and building essential understanding of fitness concepts like aerobic and anaerobic exercise. This knowledge helps children make informed, healthy choices now and in the future.

A well-structured PE curriculum is crucial for reducing inequalities. For many children, especially those with SEND or from ethnic minority backgrounds, school PE may be their only opportunity for physical activity. By carefully selecting and sequencing activities, including essential skills like swimming and water safety, we ensure all children develop competence and confidence.

OFSTED also stresses the importance of balancing breadth and depth in the curriculum. Schools with clear goals and effective assessment enable children to build proficiency through purposeful practice and feedback. However, many schools face challenges such as insufficient time to develop skills deeply or inconsistent support for pupils with SEND. At The Orchards, we prioritise strong foundational teaching, regular assessment, and responsive support to ensure all children can flourish in PE.

The Role of Coaches at The Orchards

We enhance our PE provision through partnerships with sports coaches, who lead sessions in dance, cricket, and other activities alongside class teachers. This collaborative approach benefits both teachers and coaches:

- Teachers develop their skills and confidence in specific sports while maintaining classroom management and safety.
- Coaches gain insights into promoting positive behaviours and large group organisation.
- Children benefit from expert, sports-specific coaching that supports fundamental movement skills like locomotion, balance, coordination, and object control.
- Coaches serve as positive role models, promoting lifelong participation in sport and supporting young leaders.
- The partnership helps bridge school and community sport, fostering links with local clubs and easing transitions.

Research shows that using coaches in schools increases capacity to offer diverse sports opportunities, raises achievement by building confidence and self-esteem, and supports the development of healthy, active lifestyles.

School focus with clarity on intended impact on pupils (inc. Year Group)	Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Kidderminster Harriers and Grass Roots Football, and Worcester Cricket Club To continue to raise the profile of football and cricket at The Orchards To provide staff with CPD to develop subject knowledge. To provide an extra-curricular club in Football to develop a love of sport and exercise.	<ul style="list-style-type: none"> • Identified staff to shadow the football and cricket coaches to help upskill personal subject knowledge and delivery and planning. • Develop staff to establish Girls' Football team and develop training 	Identified staff to shadow the football and cricket coaches to help upskill personal subject knowledge and delivery and planning. Cost: £70.44	PE Lead Class teachers (NHA, EMI, NOR) to shadow	School Hall Kidderminster harriers and Worcester Cricket Club provided materials	Teacher working alongside the coach Learning walk Pupil Voice	Autumn (football) Spring (football & cricket) Summer (football)	Targeted support enables children who otherwise would not to meet the Chief Medical Officer's 30 minutes of physical activity every day in school.	
Enhance staff understanding of the importance of Physical Education (PE) and physical activity, equipping them with	1. Professional Development Workshops <ul style="list-style-type: none"> ○ Organise regular workshops focusing on the benefits of PE and 	PDM workshops cost: £938.20	PE Lead SLT	Professional Development Workshops: Organise workshops focusing on	Feedback Mechanisms: Implement feedback surveys for staff following	Short-Term Goals (0-6 months): Conduct initial training	Staff Confidence: staff to report increased confidence in delivering	Annual Training Schedule: Embed physical activity integration into the school's

<p>the skills to integrate these elements into their teaching.</p>	<p>strategies for integrating physical activity into various subjects.</p> <ul style="list-style-type: none"> o Include sessions on adapting activities for children with Special Educational Needs and Disabilities (SEND). <p>2. Collaborative Planning Sessions</p> <ul style="list-style-type: none"> o Encourage staff to collaborate in planning lessons that incorporate physical activity, ensuring alignment with curriculum goals. o Provide resources and examples of successful integration of physical activity into academic subjects. <p>3. Peer Observation and Feedback</p> <ul style="list-style-type: none"> o Implement a peer observation system where staff can observe and provide feedback on each other's integration of physical activity in lessons. o Encourage sharing of best practises and success stories. 	<p>Collaborative planning cost: £625.47</p> <p>Observation cost: £312.73</p>	<p>School Improvement</p>	<p>the benefits of physical activity, strategies for integration, and methods to promote active lifestyles. Teaching Resources: Provide access to online platforms with lesson plans, activity ideas, and cross-curricular links that incorporate physical activity into various subjects. Physical Activity Equipment: Ensure access to equipment that can be used for active learning, such as balls, mats, and technology for tracking physical activity.</p>	<p>training sessions to assess understanding and confidence in integrating PE and physical activity. Observation and Evaluation: Conduct regular classroom observations to monitor the integration of physical activity into lessons and provide constructive feedback to staff. Participation Tracking: Track student participation rates in physical activities and monitor improvements in engagement and wellbeing.</p>	<p>sessions and workshops, establish baseline data on staff confidence and student participation.</p> <p>Medium-Term Goals (6-12 months): Review the integration of physical activity into lessons, gather feedback, and adjust training as necessary.</p> <p>End of year: Assess the overall impact on student wellbeing, engagement, and academic performance, and refine the approach based on findings.</p>	<p>physical activity within their teaching. Student Engagement: increased children participating in daily physical activity initiatives, with increased participation in extracurricular sports clubs. Overall Wellbeing: Monitor improvements in student behaviour, concentration, and wellbeing, track and report on positive changes.</p>	<p>annual CPD calendar to ensure ongoing professional development. PE Champions: Develop a team of PE champions among staff to lead initiatives and support colleagues, fostering a culture of physical activity. Community Partnerships: Strengthen links with local sports clubs and organisations to provide continuous opportunities for students and staff to engage in physical activity.</p>
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4. Broader experience of a range of sports and activities offered to all pupil

The Orchards School: Promoting Healthy Participation, Reducing Inequalities, and Extending PE Beyond Lessons

At The Orchards, we prioritise a PE curriculum that equips children with the knowledge, skills, and confidence to lead healthy, active lives. OFSTED research highlights that PE is crucial in teaching children how to participate safely and effectively, challenging misconceptions, and providing essential knowledge such as fitness concepts (aerobic/anaerobic) and safe practice. This knowledge empowers children to make informed decisions about their health and activity now and in the future.

- **Time in PE Lessons:**

Effective PE lessons ensure children are physically active for a significant portion of the time (recommended 50-80%). However, activity must be purposeful and linked to learning goals, with short non-active periods used productively for discussion, feedback, and addressing misconceptions.

- **Reducing Inequalities:**

PE plays a vital role in promoting physical activity for all children, especially those from disadvantaged backgrounds, ethnic minorities, or with SEND, who may have fewer opportunities outside school. A well-designed curriculum, including essential skills like swimming and water safety, helps close participation gaps and builds competence and confidence.

- **Extra-Curricular Opportunities:**

We extend learning beyond lessons through a wide range of extra-curricular activities, ensuring equal access for all children. This provision allows pupils to practise, refine skills, and experience new activities not always covered in the curriculum.

- **Pupil Leadership and Staff Development:**

Children at The Orchards are encouraged to be independent, coaching and officiating their peers, fostering leadership and responsibility. Staff receive targeted CPD to confidently deliver active, engaging PE lessons, placing physical activity at the heart of school life.

- **Impact on Academic and Personal Development:**

Research from the EEF toolkit shows that adventure learning and active participation can lead to approximately four additional months' academic progress and improve non-cognitive skills such as self-confidence, supporting our holistic approach to education.

School focus with clarity on intended impact on pupils (inc. Year Group)	• Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Establish and enhance lunchtime clubs and activities specifically designed to engage children, particularly those who are disadvantaged, in constructive play and skill-building. Year Groups: All year groups	<ol style="list-style-type: none"> Needs Assessment <ul style="list-style-type: none"> Survey children to identify interests and preferences for lunchtime activities, prioritising feedback from disadvantaged children. Club Development <ul style="list-style-type: none"> Create a variety of clubs (e.g., sports, arts, games) that cater to diverse interests and abilities. Schedule clubs to ensure maximum 	Schedule clubs to ensure maximum accessibility during lunchtime. (40 mins a week per club/staff member) 3. Staff Training and Support O Provide training	Lead Person: PE Lead MHA Support Team: Lunchtime Supervisor TAs	Club materials (sports equipment, art supplies, etc.) Training resources for staff Communication tools for promoting clubs	Track attendance at lunchtime clubs weekly. Conduct surveys to gather feedback from children on their experiences. Monitor behavioural incidents during lunchtime to	Term 1: Conduct needs assessment and develop clubs based on feedback. Term 2: Launch lunchtime clubs and begin monitoring attendance	Increase participation rates in lunchtime clubs with a targeted focus on disadvantaged children. Foster social skills, teamwork, and confidence among participants.	Establish a routine for reviewing and updating club offerings based on children's interests and needs. Allocate funds annually to ensure the continuation of lunchtime clubs and activities. Foster partnerships with external

	<p>accessibility during lunchtime.</p> <p>3. Staff Training and Support</p> <ul style="list-style-type: none"> ○ Provide training for staff on facilitating inclusive and engaging lunchtime activities. ○ Implement a buddy system where older children mentor younger ones, fostering a sense of community. <p>4. Promotion and Communication</p> <ul style="list-style-type: none"> ○ Develop promotional materials to raise awareness of lunchtime clubs among pupils and parents. ○ Encourage parental involvement through regular updates and invitations to participate in events. 	<p>for staff on facilitating inclusive and engaging lunchtime activities.</p> <p>Cost: £4028.23</p>			<p>assess any reductions.</p>	<p>and feedback.</p> <p>Term 3: Evaluate participation and impact; adjust offerings as necessary.</p> <p>End of Year: Review overall outcomes and plan for the next academic year.</p>	<p>Establish a supportive environment that reduces lunchtime behavioural incidents</p>	<p>organisations to enhance club variety and expertise. Engage children in leadership roles within clubs to promote ownership and sustainability.</p>
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5. Increase participation in competitive sports

The Orchards School: Enhancing Wellbeing and Achievement Through High-Quality PE and Sport

At The Orchards, we believe that providing a broad range of adventure and sporting activities is essential not only for physical health but also for our pupils' academic achievement and mental wellbeing. OFSTED research highlights that PE plays a critical role in teaching children how to participate safely and effectively, building essential knowledge such as fitness concepts and healthy participation. This empowers pupils to make informed decisions about their physical activity now and in the future.

Key OFSTED Findings:

- PE must challenge misconceptions and provide context-specific knowledge to support healthy, active lives.
- A well-structured curriculum balances breadth and depth, ensuring pupils develop competence and confidence.
- Many pupils, especially those with SEND or from disadvantaged backgrounds, rely on school PE as their primary opportunity for physical activity.
- Effective assessment and responsive teaching are crucial to secure foundational knowledge and skills.
- PE is for all pupils and must be inclusive, supporting every child to flourish.

The Orchards' Commitment to Wellbeing and Achievement:

- We offer diverse adventure and sporting activities, recognising their positive impact on reducing stress and anxiety.
- Mastering new skills through physical activity boosts pupils' confidence and self-esteem.
- Participation in sport contributes to enjoyment, happiness, and life satisfaction, often enhanced by social interaction.
- Volunteering and supporting sports foster a sense of purpose and pride, further enhancing wellbeing.
- Physical activity supports cognitive function, emotion regulation, and can benefit groups such as those with dementia.
- We prioritise inclusive opportunities that promote mental health alongside physical development.

Through this holistic approach, The Orchards nurtures confident, healthy, and resilient learners who are well-equipped for lifelong wellbeing and success.

School focus with clarity on intended impact on pupils (inc. Year Group)	• Implementation/Actions	Cost	Lead	Resources	Monitoring	Timescale	Impact	Sustainability and suggested next steps
Develop and implement whole-school competitive sports strategy, including extra-curricular clubs, inclusive competitions, and pupil leadership	<p>Extra-curricular clubs linked to competitive pathways: Offer a range of clubs that feed into intra-school and inter-school competitions, ensuring they are accessible to all children, not only elite performers.</p> <p>Inclusive competitions: Organise 'in-house' tournaments and festivals that encourage participation from all year groups and ability levels.</p> <p>Pupil leadership roles: Train and empower sports leaders (older children or keen participants) to help organise and officiate competitions.</p> <p>Link curriculum PE to competitive opportunities: Ensure PE lessons prepare children for participation in competitions, focusing on skill development and understanding of rules.</p> <p>Community links: Partner with local sports clubs and organisations to provide additional competitive opportunities and raise the profile of sport beyond school.</p> <p>Minibus: Minibus transport costs to attend competitive events</p>	<p>Inclusive competitions: Cost: £86.58</p> <p>Pupil leadership roles: Cost: £1093.79</p> <p>Minibus cost: £185.00</p>	PE Lead with support of THA and lunchtime supervisors and House Staff Leads	Staff time, sports equipment, training for sports leaders, transport for competitions	Participation registers, pupil surveys, competition records	<p>Autumn Term</p> <p>Survey Interests: Collect feedback from children on preferred sports and activities. Finalise Clubs: Launch a variety of extra-curricular clubs based on survey results. Begin Sessions: Start extra-curricular activities, ensuring they are accessible to all. Plan Competitions: Organise in-house tournaments and festivals for all year groups.</p>	<p>. Holistic Development</p> <p>Social Skills: Participation in team sports and activities fosters teamwork, communication, and social interaction among pupils, contributing to their overall personal development.</p> <p>Leadership Opportunities: Roles for pupil leaders and older students in coaching and officiating promote leadership skills,</p>	<p>Targeted Support: Establish a framework for ongoing support for pupils with SEND, including tailored training for staff on specific needs and adaptations in the curriculum. Mentorship Programmes: Create mentorship opportunities for pupils with SEND to work alongside peers and trained leaders to foster inclusion.</p> <ul style="list-style-type: none"> • Engagement with Families: Involve families in events and competi

						<p>Train Pupil Leaders: Select and prepare pupil leaders to support event organisation. Spring Term Integrate Skills: Align PE lessons with skills for upcoming competitions. Build Partnerships: Collaborate with local sports clubs for joint opportunities. Schedule Events: Plan activities with local clubs to promote sports. Link to Sports day. Summer Term Host Tournaments: Conduct inclusive in-house tournaments linked to sports day to encourage participation.</p>	<p>responsibility, and a sense of community. 4. Positive Attitudes Towards Physical Activity Increased Motivation: A well-structured extra-curricular programme can enhance pupils' motivation to engage in physical activity, making them more likely to pursue sports both in and out of school. Lifelong Habits: By reinforcing the importance of movement and exercise through initiatives like the Daily Mile, pupils are more likely to develop lifelong healthy habits.</p>	<p>tions to build a community that values physical education and encourages participation at home.</p>
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