

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Key indicator to meet + Objective	Actions and sustainability	Monitoring	Success Criteria	Cost linked to the action
Whole School Objective: To review and enhance the school's behaviour policy, 'You Own Your Own Behaviour', through engagement with Paul Dix's relational and restorative behaviour approaches, ensuring that the policy reflects consistent expectations, relational practice, and fair, therapeutic responses to behaviour across Nursery to Year 2.				
KI: Increased confidence, knowledge and skills of all staff in teaching PE and sport KI: The profile of PE and sport is raised across the school as a tool for whole school improvement Objective: For staff to use assessment information to effectively target key children, and use behaviour strategies to support the children in developing their self-esteem linked to sports and PE.	- Refresh staff's knowledge and understanding of assessment for PE. - Model how to access key information about the children's attainment and how to identify key children for further support. - Staff training linked to the behaviour system - Encourage staff to be reflective in the behaviour training about how we can adapt this to promote self-esteem and self-improvement, including within our PE lessons. - Reintroduce the Sportsmanship certificates and encourage staff to highlight how and why children are receiving these. - Develop the use of trophies and awards for PE achievements/sportsmanship i.e. 'Sports person of the term' - These awards are to target children who have been modelling great sportsmanship which connects well to the new behaviour work linked to the text by Paul Dix	Assessment tools Data Feedback from staff and children Observations	Teachers will use the assessment tool to have a positive impact on children's PE progress. More children will engage and enjoy taking part in PE/Sports activities. Behaviour and learning attitudes of the children will improve whilst working outside the classroom.	Training costs £1000 Cost of certificates, trophies and rewards £500

Autumn Review – Staff have undertaken training on assessing pupils' progress in Physical Education, aligned with the newly adopted Get Set 4 PE scheme of work. This provides a clear, consistent, and user-friendly assessment framework, enabling staff to identify each pupil's attainment across all areas of the PE curriculum. The system is designed to be transferable, ensuring continuity of assessment as pupils progress through the school.

In addition, staff have begun professional development linked to the Paul Dix text. Initial discussions have focused on identifying key principles and considering how these can be effectively applied within classroom practice.

Spring Review – During the most recent subject carousel, evidence across classrooms showed that the majority of staff are using Sportsmanship Certificates. In many classes, these certificates are highly valued by pupils and are awarded in recognition of positive behaviour, personal development, teamwork, and determination. This approach aligns closely with key themes from the Paul Dix research that staff have been exploring.

There remains a small amount of inconsistency in the completion of assessment for PE. The Sports Lead will address this in the summer term to ensure that all pupil assessments are completed and that there is a clear and accurate overview of progress to support end-of-year reporting.

Several class assemblies have showcased skills developed during PE lessons, including video evidence of all pupils participating in street dance. Moving forward, the Sports Lead will gather further pupil voice to capture children's experiences of PE, assess enjoyment levels, and explore any reasons why some pupils may not enjoy their PE lessons.

Whole School Objectives: To raise the proportion of pupils meeting age-related expectations in Writing by developing fluent, confident, and resilient writers.

To implement a mastery-based curriculum using the NCETM Curriculum Prioritisation materials, ensuring deep conceptual understanding and progression in mathematical learning.

KI: Engagement of all pupils in regular physical activity Broader experience of a range of sports and activities offered to all pupils Objective: To develop lunchtime activities to enable the children to access a wide range of physical activities that incorporate cross-curriculum links, including maths and writing.	- PE lead and head teacher to attend an OPAL session to research how this scheme works and where we can potentially use strategies that are suitable for the needs of our children. - Ensure plenty of time is given to train up middays, staff and children in the different types of activities and resources. - Source more sustainable resources - Source more resources that are going to allow the children to broaden their experiences. - Sources resources and equipment that engages children with teamwork, problem solving, mathematical problems and fine and gross motor skills.	Staff training Modelling and support to deliver activities Training for Sports Leaders Feedback from staff Feedback from children Lunchtime behaviour log.	Children will know how to use and apply cross-curricular skills during their physical activities at lunchtime. Children will have more opportunities to use and apply their skills from both PE and other curriculum areas, in a wider range of situations.	Purchase of additional playtime/PE equipment to support activities. £5000 Visits, training and support for staff and children £1000 Upkeep of equipment and resources £2000
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Autumn Review – This work has developed into a wider, long-term project, with ongoing discussions taking place with the Headteacher regarding the replacement and overall development of the school's outdoor provision. Following research into potential options, it was concluded that investing in more sustainable, long-lasting equipment would be more cost-effective than continuing to replace consumable resources at regular intervals.

There are elements of the current outdoor provision that require repairs, and this project presents an opportunity to both upgrade existing facilities and enhance the range and quality of outdoor spaces available to pupils.

The Sports Lead will develop a three-year project plan, with support from both the ESA and Sports Premium funding, to enable the phased development of the project. In addition, the Sports Lead will research and obtain quotations from a range of companies to inform decision-making.

Spring review – A long-term development plan has now been finalised and presented by the Sports Lead at the most recent ESA meeting. It was agreed that the ESA would support the fundraising efforts for the project. It was also decided that the Eid Tea event would be used to formally launch the project to parents and carers, as this is a well-attended fundraising opportunity.

Several companies visited the school to assess the site and provide design proposals and quotations. The Sports Lead and Headteacher reviewed these in detail to identify the most cost-effective option that also offered high-quality provision. A company has now been selected, and a design for Stage 1 of the project has been developed.

The Headteacher shared the Stage 1 design with the School Council, who then supported wider pupil involvement by gathering feedback from their peers. A final design was subsequently chosen through a whole-school vote.

Initial design concepts for Stage 3 have also been shared. These proposals are intended to support cross-curricular learning opportunities, particularly within mathematics, science, and PSHE/PSED. These designs will continue to be refined as the project progresses.

*The Sports Lead is scheduled to meet with the lead designer on **16.04.26** to discuss the next steps in delivering the first stage of the project.*

Whole School Objective: To raise the proportion of pupils meeting age-related expectations in Writing by developing fluent, confident, and resilient writers.

KI: The profile of PE and sport is raised across the school as a tool for whole school improvement Broader experience of a range of sports and activities offered to all pupils Engagement of all pupils in regular physical activity Objective: To engage more children with both fine and gross motor activities during their time at school.	- PE lead to research into effective fine and gross motor activities that can support the development of core muscles, along with arm and hand muscles to positively impact on the children's readiness and abilities to write. - PE lead to trial and test out these strategies to find examples that will work the best. - Use data to target key children from across school that would benefit from additional support/intervention with their fine and gross motor. - Ensure we have suitable equipment and resources to effectively support these interventions - Set up a fine/gross motor club at lunchtimes. - During interventions, ensure we share how and why these strategies are important for the children. - Share some of these strategies with key parents and carers and how they can implement these at home. - Work with sports coaches to ensure that lessons often promote fine motor skills, as well as gross motor.	Data Research feedback Subject carousel Staff and pupil feedback	Children will gain stronger fine and gross motor skills which will in-turn support their readiness for writing. Children will have a better understanding of their bodies and how PE can positively impact other areas of their wellbeing and learning.	Resources and equipment £1000 Cost of cover for staff training/visits £500 Cost of coaches £5000
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Autumn Review – The Sports Lead has been working in collaboration with the school's Literacy Lead to develop and promote fine and gross motor skill opportunities across the school. Little Wandle has announced the forthcoming launch of an Early Years handwriting programme, which the Sports Lead/EY Lead, and Literacy Leads are keen to trial and potentially implement as part of this work.

This focus has also been shared with the lunchtime sports coach, who supports pupils during lunchtimes. As part of her role, she is able to facilitate activities that develop gross and fine motor skills, as well as coordination, ensuring consistency and reinforcement of this priority beyond curriculum time.

At present, the Sports Lead continues to work 1:1 with a specific pupil every lunchtime and is therefore unable to run an additional lunchtime club to further support this target.

Spring Review – The new Little Wandle handwriting programme has been trialed with both whole class support and intervention support. Initial stages have shown that it can be an effective way to support fine motor/ letter formation within Early Years and will continue to be used. Little Wandle will be launching a Year 1 handwriting scheme which the Literacy lead will also review.

Following discussions with SLT and teaching staff, it was agreed that a designated lunchtime area would be introduced where pupils can access writing, drawing, and colouring activities using one of the lunch tables. This provision aims to promote fine motor development and is available to all pupils on a daily basis for approximately 10 minutes at a time.

Although this initiative is still in its early stages, it has been positively received by pupils, with many choosing to engage regularly. In addition to supporting fine motor development, the activity has had a positive impact on behaviour at lunchtime, providing children with an opportunity to self-regulate before returning to outdoor play or afternoon learning.

Moving forward, the Sports Lead will ensure that assessment data is used more effectively to identify pupils who are not yet on track. These pupils will then be prioritised for additional targeted opportunities within the lunchtime provision.

*The Sports Lead and EY Lead will also be hosting a **Writing Café** for all Nursery and Reception pupils on **30.04.26**. This event will engage parents and carers, raising awareness of the importance of fine and gross motor development and highlighting how these skills support not only children's physical health and wellbeing but also play a vital role in the development of early writing.*

Whole School Objective:

KI: The profile of PE and sport is raised across the school as a tool for whole school improvement Broader experience of a range of sports and activities offered to all pupils Engagement of all pupils in regular physical activity Objective: To develop the children's understanding of 'Healthy Lifestyles' focusing on how food and nutrition benefits us to stay physically active and support our learning as a whole.	- Investigate into the Food Smart award and how this can be achieved. - Share the above findings with SLT and then with the rest of the staff. - PE lead to work with the DT lead to develop provision and resources for food and nutrition. - Incorporate a theme day linked to nutrition and physical activities. - Develop times where children are involved with food preparation. - PE lead to investigate into the resources available on Get Set 4 PE linked to healthy lifestyles, including mental health and wellbeing. - PE lead to work along the school mental health lead to develop healthy lifestyles across school. - PE lead to work alongside the catering manager and science lead to support this objective. -	Subject carousels Pupil and staff voice Feedback of findings linked to Get Set 4 PE. Meetings with subject leads Meetings with Food Smart assessors	Children have a clear understanding of the link between keeping healthy and how food impacts on this. School award for Food Smart	Resources to support the teaching of healthy lifestyles: £1500
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*Autumn Review – The Sports Lead and Design & Technology (D&T) Lead met to discuss and agree approaches for promoting Healthy Lifestyles across the whole school. A key outcome of these discussions was the proposal to host a **Healthy Living Week**, providing pupils with additional opportunities to learn about what a healthy lifestyle can look like in practice. This would include chances to try new physical activities, take part in cooking sessions, and engage in food tasting experiences.*

This proposal was shared with the Headteacher, who expressed full support. The leads also met with the ESA to seek assistance in sourcing and funding ingredients required for the planned activities.

*Alongside this, the Sports Lead has been working closely with the **Healthy Schools Team** to explore opportunities for Eastfield to become a Healthy Schools Ambassador School, following the successful achievement of the Healthy Schools Award the previous year.*

As a result of these discussions, the Sports Lead and Healthy Schools Lead developed a clear action plan outlining the steps Eastfield needed to complete to achieve ambassador status.

*Spring Review – At the end of December, Eastfield successfully achieved **Healthy Schools Ambassador status**. The Sports Lead completed the interview process and provided evidence demonstrating how the school continues to meet all required criteria, as well as outlining plans for future development. The Healthy Schools Team have expressed enthusiasm for maintaining a close working relationship and have indicated interest in Eastfield supporting other schools across Cambridgeshire in developing their own healthy lifestyle approaches.*

*The Sports Lead and D&T Lead also met with the Geography Lead to finalise arrangements for **Healthy Living Week**. A comprehensive plan was developed and shared with staff. Throughout the week, pupils were given additional opportunities to engage in wellbeing-focused and physical activities. Staff were supported with a range of resources and ideas, and many pupils particularly enjoyed learning dances from different cultures around the world.*

*During the week, pupils also prepared and sampled foods from a range of countries before taking part in a “**Food From Around the World**” event, where items were sold. Parents and carers were invited to contribute food from their own cultural backgrounds, further enriching the event.*

*In total, food from **13 different countries** were represented, and the event raised **£302**. These funds will be shared across all seven classes, enabling pupils to purchase equipment that will further support healthy living. Children will decide what to purchase, with the option of combining funds with a partner class to invest in more substantial resources.*

This was the first time the school has run an event of this nature. It successfully brought together multiple areas of the curriculum while celebrating diversity, community, and a shared commitment to promoting healthy lifestyles.

Key achievements 2025-2026

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

East of England Activity/Action and Number of Pupils	Primary School Sports Premium Development Plan 2025-2026	Comments
For staff to use assessment information to effectively target key children, and use behaviour strategies to support the children in developing their self-esteem linked to sports and PE	Where staff are effectively using assessment information, there is clear evidence of children's starting points and the progress they make over time. This enables staff to accurately identify pupils who are not yet working at Age Related Expectations (ARE) and to plan targeted support within PE lessons. As a result, key children are more effectively supported during lessons, with activities adapted to meet their needs. This targeted approach increases the likelihood of more pupils achieving ARE by ensuring teaching is responsive and inclusive. Some pupils with greater gaps in their physical development benefit from additional targeted interventions, such as sensory circuits. Where children are unable to attend sensory circuits, some members of staff have targeted these children through physical activity/sensory support outside of their classroom (i.e. Year 2 corridor). The consistent use of Sportsmanship certificates across the school has had a positive impact on pupils' self-esteem. Children recognise that effort, resilience and attitude are valued alongside performance, which encourages participation, particularly for those who may find aspects of PE more challenging. A broad and varied PE curriculum, delivered by both staff and specialist coaches, provides pupils with opportunities to experience a wide range of sports that they may not encounter outside of school. For example, Street Dance has been highly engaging, with evidence showing that most pupils participate enthusiastically. Despite some of our coaches being less familiar with children with high levels of SEND needs, they have been able to be flexible with their approaches and have encouraged all of our children to be able to join in.	The use of assessments in PE is proving to be a helpful way of identifying key children and where we need to support them further. There is a small amount of inconsistency with assessments being consistently completely but PE lead is going to ensure clear deadlines are given for the summer term assessments. There is still further potential to extend this target with the triangulation of assessments – data – children selected for lunchclubs.

<i>To develop lunchtime activities to enable the children to access a wide range of physical activities that incorporate cross-curriculum links, including maths and writing.</i> <i>To engage more children with both fine and gross motor activities during their time at school.</i>	<i>The first phase of the long-term development of lunchtime provision has been successfully completed, resulting in enhanced opportunities for pupils to engage in a wider range of structured physical activities. Pupil voice has been central to the design process, with children contributing to decisions such as flooring and equipment. This has increased their sense of ownership and has already led to high levels of engagement with the new provision.</i> <i>The newly installed adventure playground has been designed to deliberately develop both fine and gross motor skills. Equipment requiring balance, coordination, and rope work is supporting pupils in building core strength, hand-eye coordination, and overall physical control. These skills directly contribute to improved readiness for learning, particularly in writing.</i> <i>Elements such as problem-solving equipment and spatial awareness challenges have also been incorporated to strengthen links with mathematical development. As a result, pupils are applying skills such as reasoning, positioning and teamwork in a practical, active context during lunchtime play.</i> <i>Initial observations show that pupils are engaging thoughtfully with the equipment, often taking time to practise and refine their movements. This is particularly evident in activities requiring balance and coordination.</i> <i>A number of pupils with SEND have shown increased engagement and curiosity, exploring the equipment independently and demonstrating growing confidence in their physical abilities.</i> <i>The chosen layout and flooring have also encouraged more collaborative play, with pupils communicating, working together and creating their own games. This is supporting both social development and sustained engagement in physical activity.</i> <i>Alongside these developments, additional initiatives such as the introduction of the Little Wandle Handwriting scheme in Reception (extending into Year 1) and the</i>	<i>This newly developed area has already proved to be very popular and has resulted in engaging more children to be physically active.</i> <i>Over the half term holiday, the government announced its plans to scrap the Sports Premium funding and there are suggestions about what this could potentially look like going forward. No future plans have been confirmed yet. This is likely to impact on our long-term planning and fundraising may take us longer than anticipated.</i> <i>The Writing Café was very successful, with feedback from parents/carers being very positive. PE/EY lead, English/KS1 lead and headteacher have had discussions about this café extending to a whole school event, with the progression</i>
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	implementation of a Writing Café for parents are further supporting the development of fine motor skills and writing. The school also moved to implement a writing and drawing station during lunchtime. Not only has this given children more opportunities to use their fine motor skills, it has also supported the overall behaviour at lunchtime, as key children are given the opportunity to access this activity whilst helping them to regain a sense of self-regulation. These combined approaches ensure a consistent and joined-up focus on both physical development and its links to writing across the school. Overall, these improvements have led to increased participation in both fine and gross motor activities during the school day, contributing to improved confidence, engagement, and skill development for a wide range of pupils.	of writing being modelled at each different stage. This is something we will consider for next year.
To develop the children's understanding of 'Healthy Lifestyles' focusing on how food and nutrition benefits us to stay physically active and support our learning as a whole.	The school has taken a whole-school approach to developing pupils' understanding of healthy lifestyles, with a particular focus on food, nutrition, and their impact on physical activity and learning. This has been recognised externally through the achievement of Ambassador Healthy Schools Status, one of the first schools to meet the new criteria, demonstrating the strength and consistency of provision. As a result of this work, the school has been invited to present a case study at a Healthy Schools event, highlighting effective practice and the impact of initiatives such as the Paul Dix approach in supporting pupil wellbeing and positive choices. A dedicated Healthy Lifestyles week provided all pupils with the opportunity to develop their understanding of food and nutrition in a practical and engaging way. Each class participated in cooking activities and explored foods from different cultures and countries, helping pupils to understand the importance of a balanced	The Healthy Lifestyles events were a positive addition to the year, with many cross-curricular links to geography, PE, PSHE, science and DT. It would be something the PE lead would look to continue in future years and see how this could be developed further.

	<i>and varied diet. This hands-on approach increased engagement and supported pupils in making meaningful links between what they eat and how it supports their energy levels, physical activity, and overall wellbeing.</i> <i>The week also included a range of lessons and activities focused on both physical and mental health. Pupils developed a greater awareness of how physical activity contributes to positive mental wellbeing, as well as how healthy lifestyle choices can support their learning in the classroom.</i> <i>Profits generated from a related ESA event were shared between each of the classes so that children could be involved with the costing and decisions of purchasing resources that further promote healthy lifestyles, ensuring that the impact of this work is sustained and continues to benefit pupils over time.</i>	
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Signed off by:

Head Teacher:	<i>Summerfield</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Cort</i>
Sports Premium Governor:	<i>R. Hill</i>
Date:	