Newton Village Academy Action Plan: PE 2025-26

Focus	Objective *(Intent)*	Actions *(Implementation)*	Resources *(Meeting time, cost, training, etc)*	Time *(Half term)*	Outcome *(Impact)*
Planning	To design and implement a clearly sequenced PE curriculum, ensuring progressive skill development through partnership with the FET.	• Work collaboratively with the FET to review current PE provision and identify gaps and overlaps. • Map a whole-school PE curriculum that clearly shows progression of skills from EYFS to Year 6. • Ensure each unit builds on prior learning and prepares pupils for the next stage. • Align curriculum with national guidance and competition pathways. • Share curriculum overview with staff and provide guidance on progression expectations.	• FET curriculum expertise and planning support • National Curriculum PE guidance • Staff meeting time and planning documents • Progression maps and long-term planning templates • Use of FET-created Padlet	Assess Termly	• A progressive PE curriculum embedded across the school • Staff have a clear understanding of skills progression in PE • Pupils build confidence and competence as skills develop year on year • Improved consistency and quality of PE teaching across all classes
Assessment	To implement a standardised assessment.	• Introduce a whole-school PE assessment framework aligned with the new curriculum. • Develop clear success criteria and age-related expectations for each unit. • Train staff on assessment methods, including observation and pupil self-assessment. • Monitor PE through lesson observations, pupil voice, and assessment data reviews. • Use assessment outcomes to inform planning and targeted support.	• PE assessment tracking system • Meeting with PE Leads and Craig Maclean	February 2026	• Accurate assessment of pupil progress in PE • Teachers confident in assessing physical skills and knowledge • Identification of pupils needing additional support or challenge • Evidence to demonstrate impact of PE provision
Curriculum Enhancement	To increase the number of afterschool clubs available.	• Audit current after-school provision and identify gaps in sporting opportunities. • Establish partnerships with local sports clubs, coaches, and organisations. • Introduce clubs offering sports pupils may not otherwise access • Promote clubs to pupils and parents to encourage wide participation.	• Funding for external coaches • Local sports providers and community links • Timetabled after-school slots • Communication with parents and carers	Termly	• Increased participation in extracurricular sport • Broader sporting experiences for pupils • Improved physical confidence and enjoyment of physical activity • Strengthened links between school and local

		• Monitor attendance and pupil engagement in clubs.			community sports providers
Resources	To make sure there is a range of high-quality resources to cover PE curriculum and after school clubs	• Audit existing PE equipment to identify gaps and outdated resources. • Purchase high-quality, age-appropriate equipment aligned with curriculum needs. • Ensure sufficient quantities to enable full class participation. • Organise and label resources for ease of access and sustainability. • Review resource effectiveness annually.	• PE and Sport Premium funding • Equipment audit documentation	February 2026	• Improved quality of PE lessons • Increased pupil engagement and active participation • Staff able to deliver lessons confidently and effectively • Resources that support skill progression across year groups
CPD and Training	To develop staff knowledge and confidence in the delivery of physical education	• To share professional development with staff during meeting and share resources after attending a course • To find out what staff feel less confident in delivering and source courses that build confidence in the delivery of those areas. • Select staff to attend PE courses to develop their knowledge and skills of PE and teaching of different sports.		Continually	• Improved quality of PE lessons • Staff able to deliver lessons confidently and effectively