Greenlands CP School PESSPA Policy

Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE) at Greenlands Primary School. All staff have been involved in drawing up this policy and its implementation is the responsibility of all teaching staff.

Our PE policy was last reviewed in October 2026 and has the full agreement of the Governing Body.

Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Greenlands primary school.

In the early years foundation stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop pupils' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All pupils take part in at least two hours of PE per week. The physical activities and sports we teach are carefully selected to match the breadth and ambition of the national curriculum. Our PE programme is coherent and designed to support all pupils to know more and do more. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

All staff value the important role of PE and its contribution to the whole child. They are determined that all pupils enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

Aims of the PESSPA Programme

The school's aims for PESSPA are for our pupils to:

- develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- build confidence and resilience to try hard and make progress across all activities
- enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them
- develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Curriculum Implementation

PE may be the first and only place where our pupils are taught safe, efficient and intelligent

movement. It is also a subject where pupils acquire important health-related knowledge to help them make informed decisions about how to live a healthy, active life. At Greenlands primary school, it is considered a unique and valuable area of curriculum and is prioritized. Every child is given at least 2 hours of PE per week.

Our progressive and coherent physical education programme matches the breadth and ambition of our national curriculum and takes into account individual interests and needs. It provides activities to promote a broad base of knowledge placing students in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where students work independently, in pairs and in groups. They will are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. It is an inclusive curriculum and all pupils are given equal access irrespective of their age, gender and cultural or ethnic background.

Whilst retaining its unique contribution to a pupils movement education, PESSPA has considerable potential to contribute to much wider areas of learning and, as such is integrated into the whole school's planning for the development of students' literacy, numeracy, science, geography, Personal, Social and Health Education (PSHE) and computing skills.

In the **EYFS**, staff:

- plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities
- give sufficient time for students to use a range of equipment and, whenever possible, teach half the class in each session
- provide resources that can be used in a variety of ways or to support specific skills
- introduce the language of movement to all pupils, alongside their actions
- provide time and opportunities for pupils with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists

use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities. During **Key Stage 1** our pupils are taught the knowledge skills and understanding they need through dance, gymnastics and games activities.

At Key Stage 2 the curriculum is widened pupils and pupils have access to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

The school provides all pupils with their entitlement of at least two hours of high quality physical education a week. This is in addition to daily physical activity that is also planned. Our lessons are generally 30minutes in duration in Key Stage 1 (averaging 4 lessons a week) and 45 minutes per lesson at KS2 . We try our best to timetable three KS2 lessons a week, 2 longer 45 minute lessons for gymnastics and games and one 30 minute lesson. This does vary each term according to the activities planned.

A copy of our curriculum documentation for PE is on the school website.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. These include class-based activities around the planned activity (eg evaluating and improving work based on watching video clips from the previous week's learning) or rescheduling the activity for another day.

If a suitable indoor space is available, the activity is taught inside with adaptations, still allowing the learning intentions to be achieved.

On no account is PE used as a sanction.

Planning the Physical Education (PE) Programme

We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it is taught. The national curriculum ambition leads our curricular planning but we determine exactly what pupils need to be taught and sequence it so that they can develop competence over time.

We have selected clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting the pupils' needs in a PE setting. In addition, staff are trained to implement specific strategies for our SEND pupils.

All our PE lessons are planned and structured to contribute to safe learning situations. Good practice equals safe practice. In the planning stage, we think through the following process:

- "This is what I want students to learn. This is how I plan for learning to take place, and ask, 'Is the learning experience safe?'"
- Pupils' learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson.

All teachers teach their own class for PE, not only to develop the declarative and procedural knowledge of the subject but also because the teachers know their pupils' personal, physical, social and health needs, and make appropriate cross-curricular links wherever possible.

Our long-, medium- and short-term plans, plus other useful PESSPA resources, are stored on [insert relevant place for your school] drive, and these are regularly updated by the PESSPA subject leader.

Each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all pupils, to extend those who are more able and provide appropriate levels of support in order for all pupils to make progress.

The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session.

Explicit learning about safety is annotated on the plans where appropriate and teachers monitor students' understanding of safe-practice principles and ability to apply them effectively. Teachers also conduct their own risk assessments, and plan adapted learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Where appropriate, pupils are also taught some of the mental and social benefits of participating in physical activity and encouraged to articulate similarities and contrasts between different activities.

Our school has worked hard in recent years to make purposeful links between PE, PSHE and science teach pupils important age-appropriate knowledge about how to live a healthy, active life.

Each lesson includes a warm-up and cool-down relevant to the main activity and learning environment/ weather conditions and all pupils should be physically active for sustained periods of time in every lesson.

Progressively, they learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

The use of visual aids and ICT is strongly encouraged to enhance learning.

Swimming and Water Safety

Swimming is a statutory area of the PE national curriculum and all pupils at Greenlands primary

school have access to swimming instruction in KS2

The national curriculum aims are to teach pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breast stroke
- perform safe self-rescue in different water based situations.

Swimming takes place at Fulwood swimming pool for Year 5 pupils, for four weeks of the year.

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers are strongly encouraged to support the sessions. Our school has a good oversight of what is taught and how it is taught.

The instructors provide pupil assessments at the end of each term and we decide if we will use some of our PE and sport Premium grant to provide further lessons for those pupils who have not reached the national expectation..

Water Safety is also taught by the swimming instructors and also by class teachers as part of our PSHE curriculum.

Time Allocation

At Greenlands primary school, PE is delivered throughout the whole day. We make maximum use of our facilities. Not all of our pupils learn to participate in physical activity or sport beyond PE lessons so it is important we use our timetabled lessons strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy, active life.

A timetable showing when each class is either outside or indoors is displayed in the office and hall doors.

All classes have at least two hours of PE each week. In KS1, this is divided into shorter lessons to strive towards every child having an active PE lesson every day. In KS2, every child has three lessons of PE each week, made up of one shorter lesson and two longer lessons. The longer lessons are planned to enable the development of more complex skills, knowledge and understanding, such as compositional work using gymnastics apparatus and applying strategies through playing games. All class teachers will seek opportunities to develop the learning through a cross-curricular approach.

Time allocated for PE is not sacrificed to provide additional interventions or help pupils to catch up with missed teaching in other subjects.

Pedagogy and Assessment

The knowledge to be taught across the years is clearly defined so that staff can use this information to support their planning, selection of pedagogical approaches and assessment

We work hard to provide the highest quality PE at our school to enable pupils to remember the curriculum in the long term and develop competence in physical activity.

All staff are given opportunities to develop their subject expertise because we know this will

provide the best conditions for all pupils to learn the PE curriculum.

Our staff have become increasingly confident in in identifying pupils' misconceptions quickly, and plan instructions, explanations, practice and feedback to reduce the likelihood of these becoming embedded. We recognize that practice is important for pupils to consolidate their understanding. Together with practice, pupils need to have the knowledge necessary to access the learning.

High expectations are communicated in all subjects at our school and we know how important these are for pupils' engagement during practice. We understand that as pupils improve and demonstrate that they know more and can do more, we can reduce the amount of support we provide.

What we want our pupils to learn in PE has to be communicated clearly in every lesson and we plan for frequent opportunities to check their understanding. Our assessment system is closely aligned to the PE curriculum. We check what pupils know and can do before moving on in the curriculum. Our recent work on the curriculum design has improved the breadth and depth of what is offered and we are mindful of the need to give pupils enough time to build knowledge and develop proficiency before moving onto a new activity.

Modelling, we believe is important and encourage all staff to plan how to explain and model different movements and movement patterns. Pupils and staff are encouraged to name and describe movements, using specific vocabulary as much as possible. Using declarative knowledge is an area we are developing and staff are becoming more confident in modelling vocabulary when describing, explaining and feeding back to pupils. We also encourage verbal recall in PE checking both declarative and procedural knowledge.

Our assessment system is used well by staff and pupils, they understand that it is aligned to what is taught. We have identified the declarative and procedural knowledge necessary for pupils to build competence in the activities we teach and, as a result, staff have become more consistent in the criteria they use in deciding whether pupils have met particular objectives.

The criteria includes:

-watching pupils perform, talking to them about what they are doing and listening to them describe their work
- gathering feedback from pupils of what has been successful and allowing them to set their own targets
-using ICT to develop portfolios of pupils' work in PE to show their progression and quality of performance.

The information we collect is used to revisit important previous content that is not secure, including responding to misconceptions quickly, before they are embedded. Because our curriculum is well organised and, our assessment procedures reliably check what pupils need to remember, pupils are able to recall important knowledge clearly. They are also able to demonstrate competently and confidently what they can do as a result of the curriculum.

We have identified 'end points' and these are broken down throughout the unit of work. And where they are going. Pupils know what they are learning and where they are going. At the end of each unit, an indication of the progress they have made will be recorded. This will allow an overview of all progress made over the academic year.

Recording and Reporting

We record pupils' progress track how they are doing against national expectations. This is recorded using PE passport and is available to monitor on the website.

Significant achievements or weaknesses may also be noted in lesson evaluations and used to:

- inform future planning by the current teacher or a new class teacher
- form part of the statutory annual reporting process and in discussions with parents
- help pupils as a basis for future target setting and provide information to ensure continuity of progression throughout transfer between classes and key stages.

Monitoring Standards of Teaching and Learning

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of pupil progress and achievement
- pupil interviews
- self-evaluation of the subject/Quality Mark application

Extra- Curricular Activities

In addition to timetabled PE lessons, extra-curricular experiences are offered to all pupils to increase their competence and confidence in PESSPA. We align our extra-curricular provision to our curriculum to provide additional depth to timetabled PE.

Attendance at the clubs and activities is monitored to ensure our extra-curricular programme is inclusive.

The aims of our extra-curricular programme are to:

- provide a balance of competitive and non-competitive activities through intra- and inter-school events
- embed values such as fairness and respect and build character
- provide specific movement/general physical activity clubs to develop health and fitness
- provide opportunities for pupils to practice what they have learned in PE and receive targeted provision where needed
- ensure that every student is offered the opportunity to attend a minimum of one experience each term

To ensure the quality and sustainability of our extra-curricular programme, the school will:

- employ a range of qualified and experienced coaching staff and implement quality assurance through the subject leader
- engage pupils in designing the extra-curricular experiences through the Sports Council
- ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school/pupils attend club taster days/clubs advertise on noticeboard)
- inform pupils and parents of the range of extra-curricular experiences.

A copy of our extra-curricular programme is on our school website.

Daily Physical Activity

We incorporate a 10 minute 'Take 10' session into our daily timetable. These sessions are usually dance routines performed in the classroom or hall, but can also be 'brain gym' type activities, action rhymes or outdoor physical activities such as skipping or running. Our Take 10 sessions give pupils a daily opportunity to be healthy, active and fit as well as improving co-ordination and concentration. The Take 10 sessions are led by pupils from Y6, encouraging them to take responsibility, develop their leadership skills and promote physical activity.

Active Lunchtimes

At lunchtimes pupils are supervised by TAs and welfare assistants. PE coaches play ball games with the children on Wednesday and Thursday. The playground is zoned for purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

Young Leader Award

This is a programme of sports leadership training that we run for pupils in Year 5& 6. It teaches leadership skills through a whole range of games and activities. The main benefits of the Young Leader Award are:

- encourages pupils to take responsibility and develop leadership skills
- develops skills such as organisation, communication, confidence and self-esteem alongside planning and self-review
- provides the opportunity for older children to work with younger children thus promoting integration, social inclusion and most importantly –physical activity

Staff Development

We adopt a strategic approach to developing staff's subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught. The PE and Sport Premium, funded by the Government, is used to upskill all staff where needs and identified. Our PE coach has a degree in sport and upskills the staff where necessary.

Leadership and Management

The PE subject leader is the head teacher and she will ensure that the following tasks associated with the role are carried out where appropriate:

- developing good classroom practice
- managing the budget including the PE and SS Premium, based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan
- posting reports on the school website about the allocation of the PE and SS premium and its impact
- auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure all pupils are well taught
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues

- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning
- carrying out risk assessments in line with employer procedures
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any national, employer and local developments as appropriate

Support Staff and External Coaches

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers.

Additional support staff may be used during curriculum and non-curriculum time in order to:

- support the delivery of high quality PESSPA
- enrich or enhance an activity pupils are undertaking
- provide training opportunities for staff linked to PE and SS Premium Funding (key indicator 1)
- provide additional opportunities for extra-curricular experiences.

All adults supporting learning (ASL) and coaches will receive appropriate access to relevant training and support to ensure their knowledge and understanding of delivering curriculum PE is in line with current statutory requirements and recommended good practice.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL. The teacher always maintains overall responsibility for what is taught and the conduct, health and well-being of the pupils

The head teacher maintains responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport certificate/licence, where relevant, and confirming authenticity of all external coaches.

Equity and Inclusion

Every child is taught to be the best they can be in PE. We are aware of pupils who come from disadvantaged backgrounds and provide equitable learning environments. Support is provided to ensure each child can succeed.

We contextualise the learning environment for the pupils focusing on adapting the content, teaching models and approaches, learning tasks and equipment/resources to cater for all pupils.

The way PE is taught is central to ensuring enjoyable, positive, and meaningful experiences for all pupils.
Teachers should ensure that all pupils are welcomed into PE and should adopt specific strategies for including all pupils. Stereotyping through gendered activities and approaches should be challenged to ensure that all pupils are able to participate without fear or prejudice.

Health and Safety

We follow the PESSPA guidance provided by the Association for Physical Education (afPE); '*Safe Practice in Physical Education, School Sport and Physical Activity'* . This is a comprehensive guide to safe practice and managing risk in PESSPA and a copy of the 2024 edition is kept in the staffroom.

All staff sign to acknowledge the contents and location of this document and refer to it regarding any aspect of health and safety.

Risk Assessment/Managing Risk

In PESSPA, safe teaching is achieved where there is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised.

A logical and structured approach to preparation, referred to as "**forethought**", is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999), significant risks are reported to the head teacher.

Risk assessments for the hall and outside area for PESSPA can be found in the whole school Health and Safety Policy.

Teachers are also encouraged to carry out dynamic risk assessments prior to every PESSPA lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or an alternative approach should be used.

Concussion

If a pupil has a blow to the head, they must be removed immediately from the playing area and medical care sought as soon as possible.

All concussions need to be taken seriously.

Incidents can happen on the playground, in the PE lesson, in the EYFS environment, in extra-curricular activities, in the corridor, in fact anywhere in the school.

Loss of consciousness (being 'knocked out') occurs in less than 10% of concussions and is not required to diagnose concussion.

Spotting head impacts and visible clues of concussion can be difficult, so each year, part of a staff meeting is dedicated to discussing the signs and symptoms of concussion. Appendix 1 of this policy is a copy of 'Signs and Symptoms of Concussion' poster that is displayed in the medical room and staff room.

Concussion recovery time varies. Most symptoms of a concussion resolve by two to four weeks, but some can take longer. Everyone is unique in their recovery duration which is why a **graduated return to activity (**education/PE) programme is important to reduce the risks of a slow recovery, and further brain injury, and longer-term problems.

Our school has a clear protocol and procedures **for head injuries** as part of our whole-school first aid and emergency treatment policy and this covers specific guidelines about concussion in PESSPA contexts.

PPE

We adhere to NGB guidance from the FA and EH, RFU and RFL when pupils are engaged in competitive sport as part of our extra-curricular programme. They state that shin pads are mandatory.

However, in curriculum PE, we undertake a robust risk assessment regarding PPE in order to achieve optimum levels of participation and involvement of all pupils. We modify the equipment used such as having larger, lighter balls when playing small sided games, we give thought to the organisation of groups within lessons and play non-contact versions of physical-contact games in order to remove the need for PPE.

The Association for PE recommends each school having a robust Physical Education Policy outlining its position on PPE and to communicate this annually to parents explaining its position. This we do at the beginning of each academic year through the website. In this communication with parents we include information about the range and quality of PPE relevant to the school sport extra-curricular programme and how staff will determine whether it is safe to continue or if it is necessary to amend a planned session where pupils lack the required PPE.

Weather conditions

Pupils should wear sufficient and appropriate clothing for the weather conditions in order to minimise the likelihood of injury or hypothermia in cold conditions and illness or heatstroke in very hot conditions.

Our policy is when pupils are participating in hot weather, parents are reminded to provide sun-cream protection for their children. At KS1 pupils, we ask for them to apply the protection before the children come to school. At KS2, we encourage the pupils to take responsibility and apply the protection themselves during the day. Arriving at school with sun protection is helpful and we encourage this. If pupils do not have sun protection, staff will apply it. We have a sun board, designed by the Melanoma Fund, installed in our medical room with a cream dispenser suitable for all skin types.

We also ask parents to ensure pupils arrive at school in hot weather wearing a hat and these are worn for outdoor PE lessons and playtimes.

Clothing for outdoor lessons and activities should allow good freedom of movement, but will also need to offer some insulation from cold weather in winter months. Additional layers for warmth are advisable and we allow pupils to wear their coats if safe, ie. no belts, buckles or anything that is deemed a hazard. Pupils who are insufficiently warm and experience discomfort will not be appropriately focused, and may lack concentration, leading to injury.

PESSPA Clothing and Footwear

Students should wear clothing that is **fit for purpose** according to the PESSPA activity, environment and weather conditions.

Indoor and outdoor clothing and footwear

A full PE kit for indoor sessions:

Dark shorts

White t shirt

pumps

A PE kit for outdoor sessions:

As above or can wear tracksuit pants and trainers.

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or **playground activity** (eg "wake and shake" type activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Clothing for PESSPA – staff

Clothing and **correct attire** for a particular PESSPA activity represent important features of safe practice that apply in equal measure to both staff and students. Staff should always endeavour to **change** into appropriate clothing for teaching PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear, at the very least, should always be undertaken.

Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and sensory aids (including glasses)

should be **removed** to establish a safe working environment.

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects.

Disclaimers from parents about the wearing of any item of jewellery by a student will be declined. Such indemnities have no legal status.

The duty of care remains firmly with the school on such matters.

Changing Provision

This principle is about ensuring **dignity, decency and privacy**, where needed, be it for reasons of physical development or other individual needs.

As our school lacks purpose-built changing rooms, when changing for PESSPA, KS1 and lower KS2 students will change together in their classrooms, whereas upper KS2 students will change in separate areas. Staff are present during changing times to ensure pupils are safe at all times.

Equipment and Resources

The majority of PESSPA equipment is stored in the PE cupboard.

All equipment is monitored and updated regularly.

The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning.

Pupils are encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place (with staff supervising)
- learn any safety procedures relating to the carrying or handling of

resources.

All other resources are located the staffroom or with the PESSPA

subject leader.

Any damage, breakage or loss of resources should be reported to the PESSPA subject leader as soon as possible.

Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

The PE and School Sport Partnership Network

From spring 2027, our school will be involved in a new localised PE and school sport partnership network. The DfE released some details about the new networks, where targeted support will be given to primary and secondary schools based on their needs, in the summer of 2026. This targeted support will replace the PE and school sport premium funding that was given to all primary schools on an annual basis.

We are aiming to develop our extra-curricular programme, in liaison with our local community leisure department, to meet local needs

Details of what we are doing can be found on our school website.

At Greenlands Primary School we have a dedicated ‘link’ governor who liaises with the PESSPA subject leader on all matters pertaining to PESSPA. They are particularly interested in our enrichment programme.

Our PESSPA link governor is Callum McDonald.

Review of the PESSPA Policy

The review of our PESSPA policy takes place every two years or if any incidents or significant changes occur.

Policy agreed by

Staff: S Cornwell

Date: 20.10.26

Governor: C McDonald

Date:22.10.26

Next review date: October 28