



Impact headline report for Physical Education– 2025/2026

Date	Action	Impact
Autumn 2025 - Summer 2026	Resources	The investment in new sports resources has had a significant positive impact on the quality of physical education and pupil engagement across the school. By ensuring that all classes have access to appropriate, high-quality equipment, lessons are now more inclusive, effectively structured, and are able to meet the needs of all learners. The availability of sufficient and varied equipment has enabled teachers to deliver a broader range of activities, supporting the development of key skills across different sports and key stages. Pupils are now able to participate more actively during lessons, with reduced waiting time and increased opportunities for practice, leading to improved skill progression, confidence, and enjoyment.
Autumn to Summer 2025-2026	Wonder Lunch	The Wonder Lunch initiative (named by the learners) has had a highly positive impact on pupil engagement, behaviour, and social development across the school. The programme has been well supported by the school community, with a non-school uniform day successfully generating resources through donations (with plans to repeat this in the next academic year to sustain provision). Wonder Lunch has significantly enhanced the quality of lunchtime experiences. Pupils across both Key Stage 1 and Key Stage 2 are now engaging in more purposeful, imaginative, and creative play, supporting both their physical development and social interaction. The introduction of a wider range of structured sports on the field including: rounders, tag rugby, handball, and cricket has broadened pupils' experiences and encouraged participation in new activities, contributing to improved confidence and skill development. Inclusive activities such as Friday parachute games have proven particularly effective in bringing pupils together across different age groups, fostering a strong sense of community and belonging. Additionally, the introduction of the den-building area has been especially impactful, promoting teamwork, collaboration, and problem-solving skills among pupils. Children have also demonstrated increased responsibility and leadership through taking on roles in organising and maintaining equipment, including setting up and packing away resources. This has further developed their sense of ownership, independence, and teamwork. A key strength of the initiative has been its measurable impact on behaviour. Lunchtime incidents have reduced significantly, with pupils more engaged, active, and positively occupied throughout break times.

		Furthermore, Wonder Lunch has enriched the curriculum, with pupils reflecting on their experiences through writing. For example, Year 4 and Year 5 pupils have explored the benefits of the programme within their English work, and Year 5 pupils have extended their learning into the wider community by writing persuasive letters; resulting in some receiving vouchers in recognition of their efforts. There has also been a decrease in lunchtime injuries (as seen in the accident reporting log) as children are engaged in purposeful activities. Overall, Wonder Lunch has created a more active, inclusive, and positive lunchtime environment, supporting pupils' physical health, wellbeing, and social development while strengthening leadership skills and links with the wider community.
Summer 2026	Athlete visit	The visit from Paralympian Sean Rose had a highly inspirational and positive impact on pupils across the school. His assembly and engagement with children promoted key values such as resilience, determination, and the importance of leading an active and healthy lifestyle. Pupils 'sung' Sean Rose into the assembly with 'Roar' and Sean was delighted commenting that this was a 'first' for him. Pupils were motivated by his achievements and personal story, which helped to raise aspirations and encourage a positive attitude towards sport and physical activity. The event also successfully supported fundraising efforts, with pupils raising money to contribute towards new PE resources for the school. This has not only enhanced the quality of equipment available but has also given pupils a sense of pride and ownership, knowing they played a part in improving their school's provision.
Spring 2026	Drumba subscription and training for staff	The introduction of Drumba has had a significantly positive impact on pupils' physical activity, engagement, and inclusion across the school. Following the purchase of Drumba equipment, staff undertook specialist training to ensure high-quality delivery during PE lessons. As a result, Drumba is starting to be successfully embedded into the PE curriculum, providing an energetic and engaging way for pupils to develop their fitness levels, coordination, and stamina. This approach has also been extended into our pre-school provision, where younger children in Day Care are beginning to develop fundamental movement skills and a positive attitude towards physical activity from an early age. The adaptable nature of Drumba has been particularly effective in promoting inclusion. Pupils can modify movements to suit their individual needs and abilities, enabling all children, including those with additional needs, to participate confidently and successfully. This has led to increased engagement from pupils who may otherwise be reluctant to take part in traditional PE activities.

		The impact has extended beyond curriculum PE. Drumba has developed into a targeted lunchtime club, supporting specific groups of pupils, particularly those on the SEND register and those who benefit from structured physical activity or require support during less structured times of the day. This has provided a positive outlet for energy, improved behaviour, and supported pupils' emotional regulation. In addition, a morning Drumba club was established, using class club tracker data to identify pupils who would benefit from increased physical activity or wider club participation. This targeted approach has enhanced pupil wellbeing, increased activity levels, and helped to ensure equitable access to enrichment opportunities. Overall, the Drumba initiative has strengthened the school's provision for physical activity, inclusion, and pupil wellbeing, with clear benefits observed in engagement, fitness, and targeted support for vulnerable groups.
Autumn 2025 to Summer 2026	Get Set PE Scheme	The continued implementation of the Get Set PE scheme has had a strong and sustained impact on the quality and consistency of physical education across the school. By following a structured and progressive scheme of work, pupils are now exposed to a broad and balanced range of sports, skills, and physical activities. This ensures that all children develop fundamental movement skills alongside sport-specific techniques, supporting their physical development and long-term engagement in physical activity. A key strength of the scheme is the consistency it provides across year groups. Clearly sequenced lessons ensure that skills are built upon progressively, enabling pupils to revisit and refine prior learning while being appropriately challenged as they move through the school. In addition, the consistent use of key vocabulary supports pupils' understanding of PE concepts and promotes confident communication about their learning. The scheme has also supported staff in delivering high-quality PE lessons, providing clear guidance and structure, which has led to increased confidence in teaching a variety of sports and activities. This has helped to ensure that all pupils receive a consistent and equitable PE experience, regardless of class or teacher.
Autumn 2025 to Summer 2026	Welwyn Hatfield Sports Alliance	The school's engagement with the Welwyn Hatfield Sports Alliance has had a highly positive impact on participation, skill development, and pupil aspiration in physical education and school sport. Through access to a wide range of inter-school competitions, festivals, and events, pupils have been provided with valuable opportunities to represent the school, experience competitive sport, and develop teamwork, resilience, and sportsmanship. The Alliance has enabled increased participation across all groups, including targeted opportunities for pupil premium pupils, SEND pupils, and those who are less confident in traditional sporting environments. Inclusive festivals and development events have been particularly effective in engaging pupils who may not typically take part in competitive sport, helping to build confidence, enjoyment, and a sense of achievement. Pupils have benefited from exposure to a broader range of sports and high-quality coaching experiences, supporting skill progression and raising standards within PE lessons and extra-curricular clubs. These opportunities have also

		contributed to increased pupil motivation and enthusiasm for physical activity, with more children expressing an interest in participating in sport both in and out of school. The Alliance has further supported staff development, providing access to training, resources, and collaborative opportunities with other schools. This has strengthened the quality of PE provision, ensuring that teaching is informed by current best practice and that staff are equipped to deliver inclusive, engaging lessons. Participation in Alliance events has also contributed to the wider development of pupils' personal skills, including communication, leadership, and perseverance. Pupils have demonstrated pride in representing the school and have developed a strong sense of belonging and community through shared sporting experiences. Overall, the Welwyn Hatfield Sports Alliance has played a key role in enhancing the school's PE and sport provision, increasing participation, promoting inclusion, and raising aspirations for all pupils.
Autumn 2025 to Summer 2026	Member of staff to run a football club/football team for boys and girls in year 5 and year 6	The introduction of dedicated staff members to lead both the girls' and boys' football teams has had a significant and positive impact on pupil engagement, participation, and enthusiasm for sport within Upper Key Stage 2. This provision has enabled pupils in Years 5 and 6 to take part in a range of competitive matches, providing valuable opportunities to represent the school and experience team sport in a structured and supportive environment. Participation in regular fixtures has supported the development of key skills, including teamwork, communication, resilience, and sportsmanship. Pupils have demonstrated increased confidence and pride in representing the school, contributing to a strong sense of belonging and community. Importantly, the provision of both girls' and boys' teams has promoted inclusivity and equal opportunities, ensuring that all pupils have access to competitive football regardless of gender. This has been particularly effective in encouraging greater uptake and enthusiasm among pupils who may not have previously engaged in school sport.
Autumn 2025 to Summer 2026	Clubs for vulnerable learners and pupil premium children	Howe Dell has provided a comprehensive and inclusive range of extra-curricular PE clubs. These have been carefully designed to target pupil premium children, vulnerable learners, and those with sporting talents. The offer has included gymnastics, netball, Foundation Sports Football, futsal, Drumba, dance, and athletics, ensuring accessibility for all abilities and a range of year groups. The popularity of these opportunities is reflected in high participation levels, with some clubs, such as gymnastics, now operating with a waiting list. Targeted use of club trackers has further strengthened inclusion, enabling the school to identify pupils who would benefit most from participation. The netball club was targeted at girls as the club tracker identified that less girls were involved in physical activity. This has allowed places in clubs such as netball to be prioritised for pupil premium pupils and those who do not access sports clubs outside of school, ensuring equitable access to enrichment opportunities. As a result of this broad and inclusive offer, there has been a noticeable increase in pupils choosing to pursue sports outside of school, with many joining local clubs run by specialist coaches, particularly karate (following an assembly

		linked to the value of 'Growth' in the Spring term). This has not only raised participation levels but has also encouraged progression into more competitive sporting environments and children are extremely motivated to be chosen for clubs and sport enrichment that happen during the school day such as District Sports. Feedback from the girls who attend netball has been particularly positive with them explaining that it has been really enjoyable to play a sport with just other girls.
Autumn 2024, Spring 2025 and Summer 2025	Subsidising vulnerable learners swimming lessons (Pupil Premium funded)	We have fully subsidised vulnerable learners and pupil premium children to go swimming across year 4, 5 and 6. This means that more children are more conscious of water safety and are able to swim 25 metres by the end of year 6.

MUGA:

To facilitate outdoor sports all year round, Howe Dell is proposing to add a MUGA (Multi-Use Games Area) to a part of the school field that is not used for summer sporting activities and the condition of the field is poor. The Governing Board has agreed the project as has Hertfordshire County Council. Planning was submitted to Hatfield Town Council in March 2026. A BNG (bio-diversity net gain) survey was obtained and submitted to the council. To enable the project to occur in September / October 2026 planning permission will need to be achieved by the middle of July 2026.

The MUGA is designed for netball, however it also includes sunken goals and basketball posts to cater for a range of sports providing Howe Dell with the facilities to strive towards the Platinum Games Award. To achieve this, schools require four years of Gold which Howe Dell has achieved in 2024-2025 and 2025-2026.

Sports Premium Funding:

The Government have announced that the Sports Premium funding will no longer be in place at the end of the 2025-2026 Academic year. They have agreed that transitional funding will be in place for Autumn 2026 however the amount is unknown. For a 2FE school, the budget will reduce by circa £20 000. At the budget setting process, all Sports Premium funding has been removed from Spring 2027.