

# PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department  
for Education

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# PE and sport premium monitoring and tracking form



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**SCHOOL  
GAMES**

# PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

## Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

## Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

**Remember** - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

| <u>Swimming and Water Safety</u>                                                              | What went well? Supporting evidence?                                                                                                      | What didn't go well? Supporting evidence?                                                   |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1. Swim competently, confidently and proficiently over a distance of at least 25 metres       | Sports funding was used to offer children who did not meet the curriculum standards to attend swimming lessons in the next academic year. | Children did not want to take up this opportunity to further develop their swimming skills. |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | Sports funding was used to offer children who did not meet the curriculum standards to attend swimming lessons in the next academic year. | Children did not want to take up this opportunity to further develop their swimming skills. |
| 3. Perform safe self-rescue in different water-based situations                               | Sports funding was used to offer children who did not meet the curriculum standards to attend swimming lessons in the next academic year. | Children did not want to take up this opportunity to further develop their swimming skills. |

## Review of the last academic year (2024/2025)



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| Key areas as outlined in PE and sport premium guidance                                                                                               | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What didn't go well? Supporting evidence?                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p> | <p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"><li>• PE lessons supported by apprentice – supported engagement of less confident children</li><li>• Pupil and staff voice</li></ul> <p>Use of PE Planning platform</p> <ul style="list-style-type: none"><li>• Assessment of PE developing and staff confidence increased. Range of sports to engage children has increased</li><li>• Pupil and staff voice</li></ul> <p>Enrichment opportunities</p> <ul style="list-style-type: none"><li>• Taught by sports coaches in that field of sport and CPD for staff</li></ul> | <p>Staff still feel less confident when teaching gymnastics and dance despite CPD two years ago. More confident than prior to that CPD – pupil voice</p> |

# Review of the last academic year (2024/2025)



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| Key areas as outlined in PE and sport premium guidance                                             | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What didn't go well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> | <p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"> <li>All children supported at events</li> <li>Sensory circuits for children who need sensory breaks from learning</li> <li>Active playground at break/lunchtime</li> <li>Access for children to tournaments</li> </ul> <p>All children to access competitions and events</p> <ul style="list-style-type: none"> <li>DSSN events continue to support all children attending events</li> </ul> <p>Use of PE Planning platform</p> <ul style="list-style-type: none"> <li>Range of sports to engage children has increased</li> </ul> <p>Active 60 – more children to be active through PE sessions, active breaks, enrichment opportunities, active playground</p> <ul style="list-style-type: none"> <li>Greater opportunities for children to be active</li> </ul> <p>Enrichment opportunities</p> <ul style="list-style-type: none"> <li>Enjoyment of enrichment for all children to engage in sports – taught by sports coaches in that field of sport</li> </ul> | <p>Focus for next year to develop Active60 and more opportunities for children across all year groups to be active. Use of sports money to provide after-school opportunities for active60.</p> <ul style="list-style-type: none"> <li>Not a consistent approach to Active60 across all year groups – through pupil voice.</li> </ul> <p>To look for more enrichment opportunities in 2025/26 across more sports.</p> |

# Review of the last academic year (2024/2025)



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| Key areas as outlined in PE and sport premium guidance                                                                                                                    | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | What didn't go well? Supporting evidence?                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>                                                               | <p>Level 2 community activator Apprentice</p> <p>All children to access competitions and events</p> <p>Use of PE Planning platform to support more consistent teaching of PE across the whole school. Differentiated lessons to support less and more able in developing skills in each area of sport</p> <p>Active 60 – more children to be active through PE sessions, active breaks, enrichment opportunities, active playground</p> <p>Enrichment opportunities</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Teacher voice</li> <li>• Parent feedback</li> </ul>                                                                                                        | <p>To look for more enrichment opportunities in 2025/26 across more sports.</p>                                                                                                                                |
| <p><b>4.</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p> | <p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"> <li>• All children supported at events</li> <li>• Access for children to tournaments</li> </ul> <p>All children to access competitions and events</p> <ul style="list-style-type: none"> <li>• DSSN events continue to support all children attending events</li> </ul> <p>Use of PE Planning platform</p> <ul style="list-style-type: none"> <li>• To introduce new sports to PE lessons</li> </ul> <p>Enrichment opportunities</p> <p>Provision of PE clubs open to both boys and girls</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Teacher voice</li> <li>• Parent feedback</li> </ul> | <p>To look for more enrichment opportunities in 2025/26 across more sports.</p> <p>To use information provided by national survey on Koboca to identify new clubs and sports that children have requested.</p> |

## Review of the last academic year (2024/2025)



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| Key areas as outlined in PE and sport premium guidance | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                         | What didn't go well? Supporting evidence?                                                                                                                                                                                                          |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Increasing participation in competitive sport       | <p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"><li>• All children supported at events</li><li>• Access for children to tournaments</li></ul> <p>All children to access competitions and events</p> <ul style="list-style-type: none"><li>• DSSN events continue to support all children attending events</li></ul> <p>House cup – all children to take part in inter-house competitions</p> | <p>To look for more enrichment opportunities in 2025/26 across more sports.</p> <p>To increase the number of house cup events to half-termly – we were unable to facilitate this but would still continue to have a house cup every half-term.</p> |

## Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
  5. *Increasing participation in competitive sport*

| <u>Swimming and Water Safety</u>                                                              | What went well? Supporting evidence?                                                                                                   | What didn't go well? Supporting evidence?                                                      |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. Swim competently, confidently and proficiently over a distance of at least 25 metres       | Children who did not meet the curriculum swimming standards were offered opportunity to continue swimming lessons for another 2 terms. | Despite taking additional swimming lessons the child did not meet the curriculum expectations. |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | Children who did not meet the curriculum swimming standards were offered opportunity to continue swimming lessons for another 2 terms. | Despite taking additional swimming lessons the child did not meet the curriculum expectations. |
| 3. Perform safe self-rescue in different water-based situations                               | Children who did not meet the curriculum swimming standards were offered opportunity to continue swimming lessons for another 2 terms. | Despite taking additional swimming lessons the child did not meet the curriculum expectations. |

## Review of the last academic year (2024/2025)



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| Aim                                                                                                                                                                                                                               | Why?                                                                                                                                                                                                                                               | Key Area                                                                                                                                                                                                                                                     | Supporting evidence                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Ensure all children are able to access competition and skills events both through inter and intra-sports activities. Equal opportunities for boys and girls in competitions and events                                            | To provide opportunities for all children to take part in competitions – both inter and intra – supporting our less able and SEND children at these events.<br>To provide equal opportunities for boys and girls taking part in these competitions | 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                                                                                                                                  | Data on competitions attended<br>Pupil voice<br>Teacher voice                                                               |
| New active playground equipment                                                                                                                                                                                                   | To provide children with more opportunities to be active – particularly focusing on our less active children and what might encourage them to be more active.                                                                                      | 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                                                                                                                                  | Pupil voice<br>Teacher voice<br>PE Lead assessment of playground activities and engagement of children in these activities. |
| To provide enrichment opportunities for children to engage in new sports, delivered by professional coaches in their sports and to provide CPD for staff when delivering their own PE teaching.                                   | Children to take part in new sports that may encourage them to join clubs in the area.<br>Make partnerships with local clubs in close proximity to the school.                                                                                     | 3. Raising the profile of PE and sport across the school, to support whole school improvement<br>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls | Pupil voice<br>Teacher voice                                                                                                |
| To use PE planning platform to develop assessments that inform subject leader/teachers of children who would benefit from PE based interventions to support skills development and confidence in sports taught in the curriculum. | To ensure SEND are supported in PE sessions and opportunities are provided for any children who are working below age expectations in PE skills                                                                                                    | 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed                                                                                                                | Teacher voice<br>Lesson observations                                                                                        |

## Review of the last academic year (2024/2025)



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| Aim                                                                                                                                                                                  | Why?                                                                                                                                                                                   | Key Area                                                                                                                                                                                                                                           | Supporting evidence                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| To further develop use of PE planning platform to support staff confidence, an offer of a wider range of sports, ensure clear progression across the key areas of the PE curriculum. | Staff feel confident delivering all areas of PE including gymnastics and dance.<br>Children make progress across the key skills being taught on a cyclical pattern through the school. | 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed<br><br>3. Raising the profile of PE and sport across the school, to support whole school improvement | Teacher voice<br>Pupil voice<br>Lesson observations<br>Skills progress |
| Continue to increase the opportunities for children to achieve the active 60 minutes – implement active60 policy and review                                                          | More active children – children are more engaged in their learning.<br>Better well-being and mental health.<br>Happier children in school.                                             | 3. Raising the profile of PE and sport across the school, to support whole school improvement                                                                                                                                                      | Pupil voice<br>Teacher voice<br>Impact on academic progress            |

## Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:

- 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- 2. Increasing engagement of all pupils in regular physical activity and sporting activities*
- 3. Raising the profile of PE and sport across the school, to support whole school improvement*
- 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
- 5. Increasing participation in competitive sport*

# Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

|                         | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting evidence                                                                                                                                                                                                                                                                                                     |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b> | Develop lunchtime play provision to increase activity for least active groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL                                                                                                                                                                                                                                                                                                                                                                       | A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.                                                                                                                                                                                                                                                     | Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback. |
|                         | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Approx. cost                                                                                                                                                                                                                                                                                                            |
| <b>Evaluate</b>         | Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active. | Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence? | 100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as:<br>- Am I involved with games at lunch time - 89% Yes<br>- Do I enjoy lunch time? 97% Yes<br>- Have I joined in with a game with the activity leaders? 100% Yes | Physical Resources - £1000<br>CPD for staff - £500<br>OPAL - £8000                                                                                                                                                                                                                                                      |

## Your objective:



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                           | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting evidence                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Ensure all children are able to access competition and skills events both through inter and intra-sports activities. Equal opportunities for boys and girls in competitions and events                                                                                     | Inter-school events such as house cup and school games day.<br>DSSN events<br>Local competitions run by other schools eg: Lockers Park                                                                                                                                                                                                                                                                                                                                                      | More children across KS2 taking part in competitive events.<br>All children across the whole school being given the opportunity to take part in both inter and intra school competitions.<br>Boys and girls being given equal opportunities to attend all competitive events.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Number of events attended<br>Number of competition opportunities<br>Number of house cups and intra school competitions<br>Pupil voice on events and competitions<br>Teacher voice on DSSN events and engagement of children in competitive elements of these events. |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                 | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Approx. cost                                                                                                                                                                                                                                                         |
| <b>Evaluate</b><br>(Complete in July)                 | All children in year 1-6 have attended inter-school DSSN events<br><br>Children in KS2 took part in leagues, tournaments and friendly matches for football, table tennis, netball, cross country.<br><br>All events have supported equal opportunities for boys and girls. | The improvements are partially sustainable. The school will continue to be supported by the School Sports Network (replacing the DSSN for the next academic year) and will continue to take part in inter-school competitions including leagues and tournaments.<br>All clubs allow equal opportunities for boys and girls.<br>Links with other local schools provide regular (annual) opportunities for competitive events and these will continue to be offered to children in years 3-6. | All pupils in Years 1-6 have participated in inter-school DSSN events, ensuring broad and inclusive access to competitive sport.<br>KS2 pupils have engaged in a wide range of leagues, tournaments and friendly fixtures, including football, table tennis, netball and cross-country, establishing regular opportunities for competition.<br>Equal opportunities have been provided for both boys and girls across all events, supporting sustained participation and inclusion.<br>Strong links with the local school sports network have been established, enabling continued access to inter-school competition in future years.<br><br>Increased pupil engagement and experience of competitive support have created a foundation for ongoing participation and development of sporting skills. | Transport and staff cover to events<br>£4,000<br>Sports coaches for clubs<br>Football<br>Netball<br>Dodge ball<br>Cricket/Rounders<br>£2,700<br>DSSN Membership £1,300                                                                                               |

## Your objective:



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                    | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting evidence                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | To provide enrichment opportunities for children to engage in new sports, delivered by professional coaches in their sports and to provide CPD for staff when delivering their own PE teaching.                                                                                                                                                                     | One enrichment opportunity per half-term – looking at a range of sports<br>Use results from Koboca to arrange year group specific delivery of PE with CPD for staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | CPD – sustainability – staff will feel confident to deliver PE sessions in new sports introduced to school<br>Children have the opportunity to take part in new sports and possibly then take these on within clubs in the local area.<br>All children able to access enrichment opportunities including SEND children who are less confident in taking part in PE sessions                                                                                                                                                                                                                                                                                                                                                                                                                            | Pupil voice<br>Teacher voice<br>Number of enrichment opportunities<br>Parent feedback                                                                                                                                                                                                                           |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                          | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Approx. cost                                                                                                                                                                                                                                                                                                    |
| <b>Evaluate</b><br>(Complete in July)                 | <ul style="list-style-type: none"> <li>Children have (through pupil voice) enjoyed enrichment opportunities and have introduced children to sports that are not on the school curriculum.</li> <li>Positive feedback from staff about enrichment that has supported engagement of all children (including those reluctant to participate in PE sessions)</li> </ul> | <p>The introduction of an after-school dance club has increased opportunities for pupils to engage in regular physical activity and develop skills beyond the curriculum. The club can continue to run in future years, supporting ongoing participation and enjoyment.</p> <p>The purchase of scooters for playground use has provided a lasting resource that promotes active play, physical development and increased activity levels during break and lunchtime periods.</p> <p>The equipment can be used by successive cohorts of pupils, ensuring long-term benefits and value for money.</p> <p>Both initiatives have contributed to establishing positive habits and increasing opportunities for daily physical activity across the school.</p> | <p>Pupil voice demonstrates that children have enjoyed the enrichment opportunities and have been introduced to a wider range of sports beyond those offered within the curriculum, increasing interest and engagement in physical activity.</p> <p>Staff feedback indicates that enrichment activities have successfully engaged a broad range of pupils, including those who are typically reluctant to participate in PE lessons.</p> <p>Increased pupil confidence and positive attitudes towards physical activity are likely to support continued participation in school sport and physical activity.</p> <p>A varied enrichment programme has established a culture of participation and provided opportunities for children to discover sports they may continue to pursue in the future.</p> | <p>£4,000 for enrichment days</p> <ul style="list-style-type: none"> <li>BMX Bikes (Autumn 1) - £660</li> <li>Skateboard &amp; Scooter (Autumn 2)</li> <li>Dance (Spring 1) - £609 + VAT</li> <li>Dance (Summer 2) - £450</li> </ul> <p>£2,000 for new sports delivered by external coaches (CPD for staff)</p> |

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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                      | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                               | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting evidence                                                           |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Staff CPD and assessment of children's progress                                                                                                                                                                                                                                                                                                                                       | To use PE planning platform to develop assessments that inform subject leader/teachers of children who would benefit from PE based interventions to support skills development and confidence in sports taught in the curriculum.<br>To further develop use of PE planning platform to support staff confidence, an offer of a wider range of sports, ensure clear progression across the key areas of the PE curriculum. | Staff confidence increased<br>Progression of skills for all children monitored and supported where needed (greater visibility of data)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teacher voice<br>Subject leader – data analysis and monitoring of PE sessions |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                            | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                    | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Approx. cost                                                                  |
| <b>Evaluate</b><br>(Complete in July)                 | PE planning platform has given teachers the resources and planning to deliver PE sessions with support for all ability children.<br>More children are successfully engaged in PE sessions.<br>Progression of skills is supported through the planning platform and due to the use of this we are beginning to see the cyclical benefits of the sports being taught across the school. | This improvements are highly sustainable because the impact is embedded in teaching practice and curriculum delivery.                                                                                                                                                                                                                                                                                                     | The PE planning platform has provided teachers with high-quality resources and structured planning, increasing their confidence and competence in delivering PE lessons.<br>Teachers are better equipped to adapt activities and support pupils of all abilities, leading to increased engagement and participation in PE sessions.<br>The platform supports clear progression of skills across year groups, ensuring a consistent and well-sequenced PE curriculum.<br>The embedded curriculum framework is helping to develop pupils' knowledge, skills and confidence over time, creating lasting improvements in PE provision.<br>As the programme becomes established, pupils are building on previously taught skills, demonstrating the cyclical and cumulative benefits of a progressive PE curriculum.<br>☐ The planning resources remain available for future staff and cohorts, helping to sustain high-quality PE teaching across the school. | Primary PE Planning £700                                                      |

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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                              | Implementation - How will you achieve this?                                                                                                                                                                                      | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting evidence                                           |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | To implement a consistent approach to Active 60 across the school -aim of having all children active in line with government recommendations.                                                                                                                                                                                                                                 | Playground equipment to support active children<br>Clubs<br>Staff training – active 60 and active playground<br>Children take on leadership roles to encourage active breaktimes<br>Resources for active breaks in the classroom | Children more active to support engagement in learning, physical and mental well-being.<br>Teachers see improvement in engagement and behaviour in the classroom.<br>Supportive and collaborative activities on the playground at break and lunchtime<br>Leadership roles that encourage children to be more active                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Pupil voice<br>Teacher voice<br>Subject leader - monitoring   |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                    | Are the improvements sustainable? How?                                                                                                                                                                                           | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Approx. cost                                                  |
| <b>Evaluate</b><br>(Complete in July)                 | More activities for children to take part on the playground – supported by year 5 play leaders and through investment in equipment.<br>Fully-funded after school clubs for children – football, netball and multi-sports – providing additional opportunities for children to be active.<br>Children are regularly taking movement breaks using resources available to staff. | <b>These improvements are moderately to highly sustainable</b> , particularly because the equipment, staff resources, and pupil leadership model can continue to have an impact after the initial funding has been spent.        | Investment in playground equipment has increased opportunities for active play during break and lunchtime, providing a lasting resource that can be used by future cohorts of pupils.<br>The Year 5 Play Leader programme has developed pupil leadership and supports the ongoing delivery of active playground opportunities, helping to embed physical activity into daily school life.<br>Fully funded after-school clubs in football, netball and multi-sports have increased participation in physical activity and established a broader extra-curricular offer that can continue to benefit pupils in future years.<br>Staff have access to movement break resources, enabling physical activity to be integrated regularly throughout the school day and supporting pupils' concentration, wellbeing and activity levels.<br>☑ These initiatives have helped create a culture of physical activity across the school, encouraging children to be active both during and beyond curriculum PE lessons. | Equipment to support active 60<br>£2,250<br>Teach Active £750 |

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