



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



- 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)

<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	Swimming coaches provided targeted support and encouragement to help pupils develop their skills in front crawl, backstroke, and breaststroke. As a result, this led to a 77% pass rate across the year group.	A significant number of pupils were required to re-take their swimming assessment following an initially low pass rate across the year group.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming coaches provided targeted support and encouragement to help pupils develop their skills in front crawl, backstroke, and breaststroke. As a result, this led to a 77% pass rate across the year group.	Swimming coaches have advised that year groups should be divided into smaller groups to maximise the quality of instruction and support. As a result, this will require additional time and financial investment to facilitate the increased number of sessions.
3. Perform safe self-rescue in different water-based situations	A high percentage of pupils successfully met the requirements of the safe self-rescue assessment.	A significant number of pupils were required to re-take their swimming assessment following an initially low pass rate across the year group.

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 focussed spending on key groups such as SEND, girls and disadvantaged pupils.

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>Strategic development of the role of the new PE Lead.</p> <ul style="list-style-type: none"> PE Lead to participate in Staff CPD Lead by Allison Consultancy and GAT. <p>PE Lead has a deeper understanding of the expectation of how PE lessons should be taught and shares this with members of staff across the school to ensure the same high level of teaching is consistent. Sports Ambassadors are more confident in leading other students to play during lunchtime. More pupils are participating in games at lunchtime.</p>	<p>While there has been some consistency in the teaching of PE across the school, there remains scope for further improvement. Continuing Professional Development (CPD) will remain a key priority for the PE Lead to ensure consistent delivery of high-quality lessons and the effective implementation of the PPP scheme by all staff.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Improve the equipment available to students at lunch and playtimes.</p> <ul style="list-style-type: none"> Staff to complete an order form. Staff to complete a pupil voice to identify pupils' interests. PE Lead to order new equipment using the order forms. <p>Behavior has improved greatly at playtime and lunchtime. Incidences have decreased between students and friendships between year groups have improved. Students are becoming more active during lunch and playtimes. Pupils who were reluctant to go outside are now keen to participate in group activities.</p>	<p>It was identified that a significant proportion of equipment became damaged or lost throughout the year, limiting opportunities for effective use. In addition, it was noted that some of the replacement equipment did not fully reflect the interests of pupils, particularly those who were less physically active during lunchtime and breaktimes. This has highlighted the need for more purposeful selection of resources that engage a wider range of pupils and promote increased participation in physical activity. This information encouraged us to introduce Opel to the school.</p> <p>It was identified that leaving the goal ends unsupervised led to disagreements between year groups regarding access and the rules of play. It was also noted that the same pupils were consistently using this equipment and determining the activities, limiting wider participation. In response, a designated member of staff has been assigned to supervise this area, establishing clear rules and structuring the use of the equipment. This</p>

To improve the equipment available to students at lunch, playtimes and after school club.

- PE lead to order a new Goal End. This is to be placed into the playground. PE lead has observed that there are many football enthusiasts in the school and offering them a built in Goal end into the paved playground allows them to participate in playing a football game all year round.

Members of staff witnessed the pupils' passion for football and identified that we need a clear designated space for pupils to play. Goal ends were installed into the playground to allow them to play without interrupting others. A schedule was made to ensure arguments between year groups did not occur. This allowed for a seamless playtime with pupils being active and limiting the number of disputes. Pupils are active for longer

Top up swimming.

- Identify children who have not passed the 25m.
- Arrange extra swimming lessons for year 5 and 6.
- Arrange transport to and from splash.

By providing additional swimming sessions for pupils to practice the key skills needed to swim 25 meters, more

approach enables a rotation of games, ensuring that a broader range of pupil interests is accommodated and that all pupils have fair opportunities to participate.

	<p>pupils have successfully passed the required exercises.</p>	
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Support and develop leadership opportunities for Sports Ambassadors.</p> <ul style="list-style-type: none"> • Training for sports ambassadors. • Weekly meetings with sports ambassadors. • Establish a payment system for sports ambassadors (Use of Dojo) • Daily check in to ensure sports ambassadors are completing their job effectively. • Sports ambassador hoodies. <p>Younger pupils found it hard to identify who said Sports Ambassadors were and would not contribute with playtime activities. Since receiving the Sports Ambassador hoodies, we have found that more pupils are participating in lead play as they can identify who they are clearly. This means more students are being active during playtime.</p>	<p>It was identified that Sports Ambassadors were primarily supporting activities on the KS1 playground, with less impact observed in older year groups. It was also noted that some older pupils were less responsive to the guidance of Sports Ambassadors when working independently. As a result, Sports Ambassadors have been paired with members of staff, enabling them to develop their leadership skills while ensuring their role is supported and their guidance is reinforced effectively.</p>

<p>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</p>	<p>Improve the equipment available in the sensory room to help pupils regulate their emotions.</p> <ul style="list-style-type: none"> • Nest staff to complete an order form. • PE Lead to order the equipment. • Nest staff to complete a equipment survey to identify what equipment the pupils may need to help involve them in their daily learning. <p>Children within our internal provision and the wider school community use it to regulate themselves, brain breaks and occupational therapy sessions to help get them into the 'green' zone ready to learn. The sensory room has become part of the 'internal' provisions timetable for the children to use and gain their sensory input whilst sensory seeking.</p>	<p>It was identified that a proportion of equipment became damaged during moments when pupils required support with emotional regulation. However, it was also recognised that much of this equipment played a valuable role in supporting pupils to self-regulate and successfully return to a calm and ready-to-learn state. This highlights the importance of maintaining appropriate resources to support both physical activity and pupils' wellbeing.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p> <ul style="list-style-type: none"> • Children participate in range of sporting activities both in and out of school. • PE Lead to register for different activities throughout the year. • PE Lead to organize transport for the events. <p>More pupils are coming to members of staff to ask if they can participate in an outer-school competition. We have found that if teachers promote the</p>	<p>Greater emphasis is needed on promoting sporting events across all year groups to build enthusiasm and increase engagement in competitions. A more inclusive approach to selection will ensure that a wider range of pupils are given opportunities to participate, particularly those who may not engage in sport outside of school. This will support increased participation and encourage more pupils to develop an active lifestyle.</p>

competition at the start of each unit that we have a competition for throughout the year pupils increase their efforts in the lesson to be considered to participate in the competition.

Trophy engraving.

- Identify children who have not passed the 25m.

We have raised awareness of inter-school competitions.

- 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 focussing 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*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	42/59 81%	<i>We identified children who did not pass their 25 meters and provided them with top-up swimming sessions in year 5. This allowed them a further chance to achieve their 25 meters.</i>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	42/59 81%	<i>The swimming coaches teach front crawl, backstroke and Breaststroke.</i>



<p>3. Perform safe self-rescue in different water-based situations</p>	<p>40/59 68%</p>	<p>There was a clear increase in percentage in those who passed their safe self-rescue.</p>
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Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Continuing Professional Development (CPD) is a key priority for this year to ensure consistency in teaching and effective implementation of the PPP scheme. This will be supported through the ongoing development of the working relationship between the PE Lead and GAT, enabling continued guidance, collaboration, and sharing of best practice.</p>	<ol style="list-style-type: none"> 1. That there is consistency throughout the whole school that matches the scheme of 'Primary PE Planning'. 2. To maintain a strong working relationship between PE Leads and GAT, ensuring continued support and guidance. 	<p>Staff voice will be used to identify areas for development within teaching practice, as well as to highlight aspects staff would like to strengthen.</p> <p>Pupil voice will be gathered to identify any gaps or areas for improvement from the learners' perspective.</p> <p>The PE Lead will attend meetings provided by GAT to support ongoing professional development and ensure alignment with wider network priorities.</p>
<p>Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>It has been identified that a number of the same pupils are not engaging in lunchtime and breaktime activities. Increasing engagement and encouraging pupils to explore activities that match their interests will support improved participation and overall physical activity levels. Swimming remains a key focus across year groups to ensure that a greater proportion of pupils achieve the 25-metre standard.</p>	<ol style="list-style-type: none"> 1. To further develop lunchtime and breaktime provision through the OPAL programme. 2. Additional swimming sessions will be provided for pupils who have not yet achieved their 25 metres. 3. Increase enthusiasm and engagement in breaktime activities. 4. To continue payment for the Pe scheme Primary PE Planning (PPP). 	<p>Staff meetings will be delivered by a member of the Senior Leadership Team (SLT) to introduce the OPAL programme to all staff, ensuring a clear understanding of its aims and implementation. The Skipping Ninja will visit the school to perform an introductory assembly, followed by short taster sessions for each class to engage pupils and promote participation in skipping. Swimming attainment has also improved, with the percentage of pupils achieving the 25-metre standard increasing from 27/59 to 42/59</p> <p>All members of staff have access to the PPP website that contains all of the lesson plans.</p>

<p>Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>It has been identified that some pupils, particularly in the younger year groups, are not always able to identify Sports Ambassadors and may find playtimes less structured. By raising the profile of Sports Ambassadors, pupils will be better able to recognise them as key play leaders and know who to approach to access activities during lunchtime and breaktimes. Enhancing the quality and availability of equipment will further support this aim, enabling more pupils to engage in a wider range of activities and increasing participation during lunchtime and breaktimes.</p>	<ol style="list-style-type: none"> 1. To raise the profile of Sports Ambassadors. 2. To enhance the quality and availability of equipment. 	<p>Sports Ambassadors will wear their allocated hoodies during their designated 'shift' to ensure they are easily identifiable to other pupils. They will be provided with a timetable outlining their responsibilities, and on these days, they will wear their hoodies and actively encourage pupils to participate in the activities available during lunchtime and breaktimes. Following the equipment audit, resources requiring replacement or renewal have been identified, ensuring that pupils have access to appropriate and high-quality equipment to support active play.</p>
<p>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>It has been identified that a group of pupils are not consistently participating in certain physical activities. The introduction of multi-purpose goal ends will support increased engagement by providing opportunities for a wider range of activities, encouraging more pupils to take part in physical exercise.</p>	<p>To increase participation in a wider range of sports.</p>	<p>Two multi-purpose goal ends will be installed on the playground to support a wider range of physical activities. A designated member of staff will supervise this area, implementing a weekly rotation of ball sports to ensure a variety of games are offered. This approach will cater to diverse pupil interests and promote inclusive participation among both boys and girls.</p>
<p>Increasing participation in competitive sport.</p>	<p>To increase participation in competitive sports among a wider range of pupils, ensuring both boys and girls are actively encouraged and supported to engage in competitive opportunities.</p>	<p>To increase the number of pupils expressing an interest in, and participating in, competitive sports beyond the school environment.</p>	<p>The PE Lead will increase participation in competitive sport by enrolling the school in a wider range of sporting events, including pay-to-play opportunities, to ensure a broad and inclusive offer that reflects pupils' varied interests. Pupil voice will be used to identify these interests, enabling the PE Lead to select events that are relevant, engaging, and accessible to all.</p>

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 focussing 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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Your Objective: *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>That there is consistency throughout the whole school that matches the scheme of 'Primary PE Planning'.</p> <p>To maintain a strong working relationship between PE Leads and GAT, ensuring continued support and guidance.</p>	<p>To provide training and guidance delivered by an external company that is approved and endorsed by GAT. Karen will work on a one-to-one basis with each teacher within their own class, enabling them to observe and develop an understanding of best practice in the delivery of high-quality PE lessons.</p> <p>To ensure the ongoing provision of support and guidance for PE leads within GAT.</p>	<p>Teachers will embed appropriate exercises into their teaching practice and establish consistent routines for delivering high-quality PE lessons. As a result, teachers will feel increasingly confident in teaching PE units in areas where they previously had lower confidence.</p> <p>The PE Lead will continue to receive support and guidance from GAT and will have ongoing opportunities to seek advice as needed.</p>	<p>Staff voice will be used to identify areas for development within teaching practice, as well as to highlight aspects staff would like to strengthen.</p> <p>Pupil voice will be gathered to identify any gaps or areas for improvement from the learners' perspective.</p> <p>The PE Lead will attend meetings provided by GAT to support ongoing professional development and ensure alignment with wider network priorities.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

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<p>Evaluate</p>	<p>There has been a more consistent approach to the teaching of PE across the school. Teachers are implementing activities and strategies introduced through training into their practice. As a result, pupils demonstrate increased enthusiasm and engagement in PE lessons. The PE Lead has developed increased confidence in supporting and guiding staff, including leading and facilitating staff meetings. Teachers are using the PPP scheme and the resources available.</p>	<p>Continued training for staff throughout the year ensures that knowledge and skills are regularly refreshed and built upon. Termly pupil voice will be used to identify any gaps from the learners' perspective, while staff voice and lesson drop-ins will help to identify areas for development and ensure that the curriculum map is being followed consistently. In addition, the PE Lead will attend termly training sessions provided by GAT, ensuring they remain up to date with best practice and are well equipped to support and guide colleagues. Together, these measures create a cycle of continuous review and improvement, embedding high-quality PE provision across the school.</p>	<p>Lesson drop-ins indicate that staff are applying the guidance provided by Karen during training sessions. As a result, PE lessons are being delivered more consistently across the school. Pupil voice demonstrates that children are increasingly enthusiastic about participating in PE, reflecting the wider variety of sports offered and the improved consistency in teaching. Additionally, the PE Lead has attended all three (3/3) training sessions provided by GAT, ensuring continued professional development and alignment with best practice.</p>	<p>GAT Sports Package- £2200 Karen- £3000</p>
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Your Objective: *Increasing engagement of all pupils in regular physical activity and sporting activities*

	<p>Intent – what is your objective?</p>	<p>Implementation - How will you achieve this?</p>	<p>Impact - What do you hope to see?</p>	<p>Supporting evidence</p>
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<p>Plan and monitor</p>	<p>To further develop lunchtime and breaktime provision through the OPAL programme, increasing opportunities for pupils to be physically active. Additional swimming sessions will be provided for pupils who have not yet achieved their 25 metres, including transport to and from the venue. Efforts will also be made to increase enthusiasm and engagement in breaktime activities, such as skipping, by creating excitement and participation through initiatives like the Skipping Ninja and Limitless programme.</p>	<p>Members of SLT will complete training through OPAL to gain an in-depth understanding of how to effectively organise and develop the playground to maximise pupil participation. This knowledge will be shared with teaching and support staff through staff meetings, ensuring clarity around roles, expectations, and implementation. Additionally, the Skipping Ninja and Limitless programme will be introduced to the school to generate enthusiasm for skipping and encourage pupils to engage in a wider range of physical activities during breaktimes. The PE Lead will also coordinate additional swimming provision, including transport to and from the venue, to support pupils who have not yet achieved their 25-metre requirement. Members of staff have all the unit of learning for the year.</p>	<p>Pupils will have increased access to a range of activities during breaktimes, helping to develop their interests and encourage participation in a variety of sports. There will be an increase in participation in skipping across the whole school, with engagement broadened to include both boys and girls. Additionally, there will be a measurable increase in the percentage of pupils achieving the 25-metre swimming requirement. Members of staff continue to utilise the PPP scheme.</p>	<p>Staff meetings will be delivered by a member of the Senior Leadership Team (SLT) to introduce the OPAL programme to all staff, ensuring a clear understanding of its aims and implementation. The Skipping Ninja and Limitless will visit the school to perform an introductory assembly, followed by short taster sessions for each class to engage pupils and promote participation in skipping and other sports activities. Swimming attainment has also improved, with the percentage of pupils achieving the 25-metre standard increasing from 27/59 to 42/59.</p>
	<p>What impact have you seen?</p>	<p>Are the improvements sustainable? How?</p>	<p>Supporting evidence</p>	<p>Approx. cost</p>

Evaluate	<p>Pupils are more engaged during playtimes, with a noticeable reduction in playground incidents. There has been an increase in the number of children participating in physical activity, contributing to a more active and positive play environment. Participation in skipping has increased across the school, with both boys and girls actively involved. Additionally, a greater number of pupils have achieved the 25-metre swimming requirement.</p>	<p>OPAL staff meetings have been strategically scheduled across this academic year and into the next to ensure consistency and a secure understanding of the new playground provision. Additional support from OPAL will be accessed at staggered intervals to ensure all staff develop confidence and competence in implementing the playtime approach. Skipping has been incorporated into whole-school sporting events, such as Sports Day, to sustain enthusiasm and participation. Additional swimming provision will continue to be offered to pupils in Year 5 who have not yet achieved the 25-metre standard, ensuring ongoing opportunities to meet this requirement.</p>	<p>A greater proportion of pupils are engaged in active play during lunchtime and breaktimes. This has contributed to improved behaviour across the school, as more children are positively occupied in structured play, resulting in fewer incidents. There has been a notable increase in participation in skipping across the school, with engagement from both boys and girls. In addition, more members of staff are actively involved in play, which has been positively received by pupils and has further enhanced the quality of the playtime experience. There has also been an increase in the number of pupils achieving the 25-metre swimming requirement.</p>	<p>Opal- £3000</p> <p>Swimming Bus- £1080</p> <p>Top up Swimming- £1290</p> <p>Skipping Ninja- £500</p> <p>Limitless Sports & Activities - £950</p>
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Your Objective: *Raising the profile of PE and sport across the school, to support whole school improvement.*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
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Plan and monitor	<p>To raise the profile of Sports Ambassadors, ensuring all pupils can clearly identify them as play leaders during lunchtime and breaktimes.</p> <p>To enhance the quality and availability of equipment, ensuring pupils have access to up-to-date resources that support active and engaging play during breaktimes.</p>	<p>Sports Ambassadors will be provided with distinctive black hoodies, clearly labelled on the back, to differentiate them from other pupils and make them easily identifiable as play leaders during lunchtime and breaktimes.</p> <p>An equipment audit will also be conducted to identify any resources that require replacement or updating, ensuring pupils have access to high-quality equipment to support active play.</p>	<p>Pupils will be able to clearly identify Sports Ambassadors as designated play leaders, ensuring they know who to approach for support and to participate in structured activities during lunchtime and breaktimes. Pupils will be using the new equipment during break and lunch times.</p>	<p>Sports Ambassadors will wear their allocated hoodies during their designated 'shift' to ensure they are easily identifiable to other pupils. They will be provided with a timetable outlining their responsibilities, and on these days, they will wear their hoodies and actively encourage pupils to participate in the activities available during lunchtime and breaktimes.</p> <p>Following the equipment audit, resources requiring replacement or renewal have been identified, ensuring that pupils have access to appropriate and high-quality equipment to support active play.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>A greater number of pupils, particularly younger children, are actively engaging with Sports Ambassadors and seeking to be included in the activities they lead during playtimes.</p> <p>In addition, equipment identified through the audit has been successfully replaced, ensuring pupils have access to appropriate and high-quality resources to support active play.</p>	<p>Sports Ambassadors will receive annual training from Karen to prepare them for their role as play leaders and to ensure they are equipped with the skills required for the year ahead. The hoodies will be passed on to each new cohort, ensuring continued visibility and clear identification of Sports Ambassadors on the playground.</p> <p>An equipment audit will be conducted termly to identify any resources requiring replacement, ensuring pupils continue to have access to high-quality equipment that supports a wide range of engaging and active play opportunities.</p>	<p>An increasing number of pupils are accessing the Sports Ambassadors during lunchtime, actively seeking them out to participate in structured activities. This demonstrates growing engagement and the positive impact of the initiative.</p> <p>In addition, new and higher-quality equipment has been provided, further enhancing the range and quality of opportunities available for active play.</p>	<p>Equipment- £1294.91</p> <p>Hoodies- £85</p>

Your Objective: 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

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase participation in a wider range of sports, including basketball, netball, and football, ensuring that a broader group of pupils are actively engaged in physical activity.	Multi-purpose goal ends will be purchased to encourage pupils to participate in a wider range of sports and activities, supporting increased engagement and versatility in physical play.	There will be an increase in physical activity across the school during lunchtime and breaktimes. A structured rotation of ball sports will be implemented, informed by pupil interests, to promote engagement and encourage participation from both boys and girls.	Two multi-purpose goal ends will be installed on the playground to support a wider range of physical activities. A designated member of staff will supervise this area, implementing a weekly rotation of ball sports to ensure a variety of games are offered. This approach will cater to diverse pupil interests and promote inclusive participation among both boys and girls.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	There has been an increase in pupil participation in ball games, with many pupils actively seeking opportunities to take part. In some cases, pupils have requested to be added to waiting lists for upcoming games, demonstrating high levels of engagement and interest. Participation among girls has also increased, reflecting a more inclusive approach to physical activity. Additionally, pupils are contributing ideas and requesting specific ball games to be incorporated into future rotations, further promoting engagement and ownership of playtime activities.	These improvements are sustainable, as the installation of the multi-purpose goal ends provides a long-term resource that can be used for many years. Additionally, through the OPAL approach, each member of staff is assigned a designated playground zone to supervise, ensuring consistent adult presence. This structure guarantees that pupils will continue to be encouraged and supported to participate in ball games, promoting ongoing engagement in physical activity.	An increasing number of pupils are actively seeking opportunities to participate in sporting activities.	Goal End- £4678.

Your Objective: *Increasing participation in competitive sport*



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the number of pupils expressing an interest in, and participating in, competitive sports beyond the school environment. This will lead to increased levels of participation in external competitive sporting opportunities.	The school will increase engagement in competitive sport by entering a wider range of external tournaments and events. Upcoming opportunities will be shared with pupils in an engaging and motivating way to generate enthusiasm and encourage greater participation.	That more children want to participate in competitive sports.	The PE Lead will increase participation in competitive sport by enrolling the school in a wider range of sporting events, including pay-to-play opportunities, to ensure a broad and inclusive offer that reflects pupils' varied interests. Pupil voice will be used to identify these interests, enabling the PE Lead to select events that are relevant, engaging, and accessible to all.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	An increasing number of pupils are approaching staff to enquire about upcoming tournaments and expressing a strong interest in participating, demonstrating growing enthusiasm and engagement in competitive sports opportunities.	The school is part of a local sports partnership, which provides opportunities to compete against other schools in the area and is renewed annually. The PE Lead ensures that a proportion of the budget is allocated to transport and pay-to-play events, enabling pupils to access and participate in a range of competitive sporting opportunities throughout the year.	The school has participated in a range of tournaments throughout the year. Pupils have demonstrated high levels of enthusiasm for these opportunities, frequently enquiring about upcoming events and expressing a keen interest in taking part.	Pay to play- £400 Mini-buses- £760 (to and from competitions)

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