

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

Commissioned by



Department
for Education

Created by



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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)

- 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.

<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 moved to Y3 in order to expose the children to critical skills at a younger age. Chn were accompanied by an additional qualified swimming teacher targeting those who were not meeting expectations. 60% of chn can swim 25m.	As many children had a lower starting point than previously, data wasn't as high as it has been historically but the children made equivalent progress – assessment tracking shows this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	50% can swim 3 strokes it work well that the children were exposed to these skills much younger and that children could be effectively targeted by splitting the classes into three groups with a teacher.	Two of the teachers were qualified swimming teachers, the third teacher had some swimming experience and required the support of the coaches to have the subject knowledge to teach this effectively. This teacher has now left so further training will be required for new members of staff.
3. Perform safe self-rescue in different water-based situations	25% can demonstrate self rescue – supported by assessment criteria and support of swimming coaches. It was highlighted to parents which children would benefit from further swimming and what the children had achieved.	As many of the children had lower starting point than previous years, not as many children achieved this this will be targeted this coming year with an additional adult attending swimming sessions. Certificates given to children.

Review of the last academic year (2024/2025)



Offered an additional 270 active minutes to KS2 'inactive' children

Developed whole school dance planning and opportunities

Trained and supported middays in active play and game management

Bikeability Level 1 and 2 accessed for all eligible children

8 teachers received mentoring and support to provide high quality PE lessons

All KS1 and KS2 pupil premium children offered a free six week sport block

All KS1 and KS2 GDS children offer a free six week sport block

9 children offered an inspirational experience at the Molineux Stadium becoming PSPL finalists

480 children offered an out of school physical activity opportunity with the aim to inspire

All children offered an additional 270 active lunch directed by a coach in KS2

New lunch and play equipment purchased to facilitate active play

Two high quality PE sessions timetabled for each child per week

50 children provided opportunity at targeted festivals throughout the year

Nurture unit offered additional 270 minutes of targeted active time

12 KS1 children completed a targeted physical literacy programme focusing on core strength which improved from their baseline by 75%

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	9 teachers were given mentoring sessions in order to facilitate subject knowledge and engagement. Drop ins from PE Lead showed high quality teaching practice throughout the school. Feedback from staff was positive and upskilled teachers.	Staff voice showed more teachers have requested support than the budget allows so this will be compensated in 25_26. From drop ins and staff voice, due to a change of roles in TAs to HLTAs , support staff also require support but this is difficult when they don't have a timetabled 'teaching' PE slot.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All KS2 children provided and additional 270 minutes of targeted active time at lunch. 60 'inactive' children highlighted and completed and additional 270 minutes of multisport activity. A cheerleading course delivered in Y6 which resulted in 6 children joining an additional extra curricular club twice per week. Equipment purchased for lunch and play has shown, through drop ins, to promote increased physical activity during free time. 480 children exposed to festivals to promote and inspire a love of physical activity. At least two extra curricular sports clubs available for children each week. 10 more children chose to join netball club this year than previous years. Girls football engagement increased by 25%. Drop ins showed excellent engagement and participation in PE lessons.	Due to limited space, it is difficult to offer a wider range of after school opportunities so regular information is sent to parent to signpost opportunities. Lunch time clubs have been incorporated to tackle this but required management from the PE Lead so this has been embedded into leadership time. LG to offer additional support time where required. Weather and hall timetable sometimes reduced PE time.

	All classes now complete The Daily Mile at least once per week. All schemes of work show clear progressions and inclusion opportunities.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Display board to promote children's achievements and weekly updates in Celebration Assembly. Strong PE plan in place across the school given to SLT and evidenced on school website. Posts on Dojo to celebrate successes. Mini leaders support younger children engage in purposeful active play that promotes inclusivity. PE opportunities are linked to behaviour and wellbeing of our children, showing better concentration and emotional regulation. (Staff feedback from lunch clubs) Head, Heart and Hand objectives promote teamwork, leadership, resilience, fair play and an understanding of our bodies. Staff development and CPD supports	Cost of buses has raised significantly which meant we were able to attend less events than previous years so this was targeted at whole classes. Tracking of attendance showed less engagement from our SEND children, so KW to monitor and target this next year. Harder to evidence impact on pupils' health, confidence or wellbeing. KW to complete a pupil voice next year.

	teachers to deliver high- quality, confident PE lessons. Children given the opportunity to pick their lunchtime clubs to increase engagement and confidence in the aim this transfer to the classroom. Community links with DCCT, Derbyshire Cricket, Mickleover Gymnastics and Dancebeat. Aspirational as chn from our school reached PSPL final at Premier League ground. Opportunities for 480 children to engage with children from other schools and socio economic backgrounds. School has built an ethos of participation, pride and aspiration with positive attitudes to learning.	
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	MPS has worked hard to ensure all pupils have equal access to a wide range of sporting opportunities. From tracking attendance, less girls are likely to engage in clubs. From pupil voice it was identified that choosing the activity would support this so lunchtime clubs change weekly depending on requests of children. Netball has historically been female dominated. This year an additional 2 boys	Children have requested gender only lunchtime clubs this can hinder the promotion of mixed gender sport. KW to target in next action plan.

	attended. Both boys and girls attended city footballing events. Girls won every round and attended the PSPL final at the Molineux Stadium. No girls played extra curricular rugby outside of school. Since school sessions data shows 3 children now attend outside girls rugby clubs. A variety of sports are delivered across the curriculum to appeal to different interests. Equal access to competitions and festivals for both boys and girls. Girls only taster sessions offered to KS2 girls	
5. Increasing participation in competitive sport	A wide range of clubs is offered to children, including after school football each week as well as one other sport. Netball is offered over three half terms to upper KS2 children. Multisport clubs are available for all KS2 children for 6 weeks per year. A coach has been available on the lunchtime playground for a term to promote engagement in competitive sport. Competitive elements were included in sports days across the school. Targeted clubs for PP, SEND and GDS provide suitable opportunities for all	Offering a wider range of after school extra curricular sport with limited indoor space. More opportunities have been provided in summer months.

	children. Daily mile and active brain breaks are encouraged for all. Mini leaders promote engagement and build confidence for all and act as ambassadors. Active play is promoted with equipment and trained staff. Pupil given the opportunity to feedback to school council on how to improve play at lunch. Success (and losses!) shared on dojo to promote sport. Trends monitored by PE Lead. Participation in school sport has risen across all year groups, with noticeable increases in less active children.	
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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 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	60%	This year group may still have been affected by covid implications when younger with swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60%	Moving swimming to Year 3 has strengthened early skill development for future year groups. Additional targeted support, regular assessment and staff training will continue to improve stroke technique, confidence and stamina, ensuring more pupils achieve the expected standard across a range of strokes.
3. Perform safe self-rescue in different water-based situations	52%	Although 52% of pupils achieved the expected standard, earlier swimming provision has improved water confidence and safety awareness. Targeted support, regular assessment and communication with parents will help increase the number of pupils achieving self-rescue skills in 2025/26.

Aim	Why?	Key area	Supporting evidence
To increase all KS2 children's active minutes by 270 minutes.	To improve children's overall health, fitness and wellbeing by increasing daily fitness levels.	Engagement of all pupils in regular physical activity.	CMO guidelines in 60 minutes per day. Drop ins, pupil and staff voice. Invoice and attendance register.
To provide GDS children 270 additional multisport coaching to inspire.	To ensure children and challenged and provide opportunities to extend their skills, develop leadership, teamwork and experience a broader range of sports at a higher level.	Broader experience of a range of sports and physical activities to all pupils. Increasing participation in competitive sport.	Attendance register.
Provide curriculum support for ECTs and HLTAs.	To build confidence and subject knowledge in teaching high-quality PE.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Drop ins Staff confidence
To attend events across the DCCT calendar. Increase engagement across school sports activities and training for staff.	Increase pupil participation in different sports, competitions and festivals consequently increasing the number of pupils engaging in physical activity.	Increasing participation in competitive sport.	Photos Staff and pupil voice Attendance registers.
Provide an additional block of 270 active minutes for all PP children after school through targeted clubs.	Equity of access, improving health and fitness, boost engagement and confidence, support academic and social development.	Increasing engagement of all pupils in regular physical activity and sporting activities Increasing participation in competitive sport.	Registers Session plans Feedback



Provide additional opportunities for girls sport in line with boys opportunities.	Equity of access for both boys and girls.	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	Registers Pupil voice
Increase engagement and opportunities of SEND in line with SIP. Priorities of inclusion, wellbeing and personal development.	Provide tailored opportunities to support inclusion and a school community. Develop physical health and mental wellbeing in all children as well as developing social skills. Align with SIP.	Raising the profile of PE and sport across the school, to support whole school improvement	Observations Registers Pupil voice

Aims for the next academic year (2025/2026)

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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)

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs	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.	Pupil voice data through half-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
Evaluate	This has been effective 98% of KS2 children had access to an additional 270 minutes of active play. This was also within focused specific sports to develop skills. School Council have been involved in purchasing nearly £1000 worth of money on items that have been picked by the children. A confident and competent team of activity leaders who take initiative to create a more active, inclusive and engaging playground for all pupils. Midday supervisors and staff confidently lead a range of physical activities, modelling positive participation and active lifestyles. A happier, calmer and more active playground that meets the needs of all pupils, particularly SEND, girls and previously inactive children. Increased participation in purposeful physical activity leads to improved behaviour, social interaction, teamwork and emotional regulation, with pupils returning to class settled, focused and ready to learn. Pupil voice demonstrates increased enjoyment of lunchtimes, while learning walks show consistently high engagement and effective use of playground equipment.	95% of parents surveyed felt their child had access to targeted physical activity at lunch. We are in the process of trying to secure a package for this to continue next year based on funding as it benefits all children. Staff felt children come in calm after lunch and 'like they have burnt off energy.' On a PE Lead walkthrough 100% of equipment was being used.	Registers Pupil voice Staff voice	Physical Resources - £600 CPD for staff - £0

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
Plan and monitor	To provide GDS children 270 additional multisport coaching to inspire and develop multisport skills.	Pay SS to deliver a x6 weekly after school club. Provide a six-week after-school multisport programme delivered by a qualified sports coach, targeting Greater Depth pupils across KS2. Sessions will expose pupils to a range of sports, including invasion games, netball, athletics, cricket, hockey and striking and fielding activities, developing advanced tactical awareness, leadership, teamwork and sport-specific skills. Pupils will be identified through teacher assessment and PE data, with opportunities to represent the school at competitions and festivals. Progress will be monitored through attendance registers, pupil voice, observations and competition participation.	To extend opportunities for GDS pupils to develop advanced skills, confidence and enjoyment of sport. Providing extra clubs will allow them to experience new challenges, refine technique, and sustain motivation.	Registers Pupil voice Observations

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	85% uptake across the KS2 Greater Depth clubs meant an increased number of pupils had access to specialist coaching at a higher level. Pupils developed advanced sport-specific skills, tactical awareness and confidence through high-quality coaching across a range of sports. Teachers reported increased confidence and resilience in PE lessons, with many pupils applying newly developed skills during curriculum lessons and inter-school competitions. Pupil voice highlighted high levels of enjoyment and motivation, with several children expressing an increased interest in joining community sports clubs and representing the school in competitive events. The programme successfully extended and challenged higher-attaining pupils, ensuring they continued to make progress beyond the PE curriculum.	We will not be able to continue this offer until we are aware of the implications from the new offer.	Registers Pupil Voice	£540 also spread across curriculum support for teachers.

Your Objective:

	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 all KS2 children's active minutes by 270 minutes.	Fund a qualified sports coach to deliver four lunchtime multisport sessions each week for KS2 pupils. Sessions will provide an additional 270 active minutes through a structured programme of inclusive physical activities, targeting the least active pupils while remaining open to all children. Activities will develop physical literacy, teamwork, resilience and fundamental movement skills, with a different sport introduced each half term to maintain engagement. Participation will be monitored through registers, learning walks, pupil voice and PE Lead observations to ensure all groups, including SEND, girls and disadvantaged pupils, are actively engaged and barriers to participation are identified and addressed.	Increased overall fitness and reduced sedentary time. Children more willing to participate in active time and increased participation in clubs.	Observations Registers Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

	Children are returning from lunch calmer and more regulated, demonstrating improved readiness to learn in afternoon sessions. Pupils are developing a greater awareness of different sports and are increasingly confident in discussing activities they would like to try beyond school. Regular participation in the Daily Mile has also contributed to improved fitness levels, stamina and positive attitudes towards being active.	The PE Lead and SLT recognise that this provision has a significant positive impact on all children and is therefore important to continue. Discussions are currently taking place with the provider to explore future costs and ensure the provision remains financially sustainable. The impact on children's physical activity levels, wellbeing, regulation and engagement will continue to be monitored to support future decision-making.	Registers Pupil Voice Invoices	£2800
Evaluate				

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide curriculum support for ECTs and HLTAs..	Provide targeted PE curriculum support for ECTs and HLTAs to develop their confidence, subject knowledge and understanding of effective PE delivery. Each ECT will receive two six-week blocks of team-teaching support, working alongside experienced practitioners to develop their planning, lesson delivery, differentiation and assessment skills. The PE Lead will provide ongoing support, guidance and coaching throughout the year, including opportunities to discuss planning, observe lessons, provide feedback and	ECTs and HLTAs will develop increased confidence, knowledge and skills in planning and delivering high-quality PE lessons that are progressive, inclusive and aligned with curriculum aims. Staff will feel more confident adapting lessons to meet the needs of all pupils, ensuring children are engaged, challenged and able to make progress in their physical development. Through ongoing support from the PE Lead and team-teaching opportunities, staff will develop greater independence and consistency in PE delivery across the school. This will result in improved	Drop ins Mentor feedback Discussions with staff

		share good practice. Support will focus on developing staff confidence in delivering progressive, inclusive and engaging PE lessons that meet curriculum aims and support the needs of all pupils. One HLTA will attend ECT PE training to further develop their subject knowledge and confidence, enabling them to contribute to consistent, high-quality PE provision across the school.	quality of PE lessons, increased pupil participation and enjoyment, and more children developing the skills, confidence and positive attitudes needed to be physically active.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	ECTs and HLTAs have developed increased confidence, knowledge and understanding of how to plan and deliver effective PE lessons that meet curriculum expectations and support the needs of all pupils. Through targeted curriculum support and PE training, staff have strengthened their subject knowledge, improved lesson delivery and are better equipped to provide engaging, inclusive opportunities for all children. The HLTA attending PE training has also developed the skills to support consistent PE provision across the school.	This support is not currently sustainable beyond the funding period due to the anticipated reduction in available PE funding next year. The targeted support, including team-teaching blocks and external training opportunities, relies on additional funding to release staff time and access specialist expertise. The PE Lead will continue to provide ongoing guidance, resources and support to staff to maintain the improvements made; however, further funded support may be limited unless additional funding becomes available.	Evidence will include ECT PE confidence and development records following team-teaching support, alongside feedback from ECTs and HLTAs regarding increased confidence and subject knowledge. PE Lead monitoring notes, lesson observations and coaching discussions will demonstrate staff development and the impact of ongoing support. Further evidence will include staff planning showing improved use of progression, differentiation and inclusive strategies, attendance records and feedback from PE training sessions. Pupil voice will demonstrate increased enjoyment, engagement and confidence in PE, while curriculum monitoring will show greater consistency in the delivery of high-	£1500

			quality PE lessons across year groups.	
			Evidence of adaptations and support for pupils with additional needs will also demonstrate improved access and participation for all children.	

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To attend events across the DCCT calendar. Increase engagement across school sports activities.	Provide opportunities for pupils across the school to participate in a range of events throughout the DCCT calendar, increasing engagement and participation in competitive and inclusive sporting activities. The school attended 16 events across the year, ensuring representation from all year groups except Reception, with targeted opportunities provided for children who may not usually access competitive sport, including those working towards achievement	Pupils across the school will have increased opportunities to participate in a wider range of sporting events, developing confidence, teamwork, resilience and positive attitudes towards physical activity. Participation will increase across all year groups, including children who may not typically engage in competitive sport, helping to ensure a more inclusive approach to school sport. Children will develop their sporting skills through competition and	Registers Feedback Photos

		pathways. A range of events were selected to develop pupils' confidence, teamwork, resilience and enjoyment of physical activity, while ensuring that opportunities were available for a broad range of abilities and interests. The PE Lead worked alongside staff to identify and encourage pupils to take part, removing barriers and increasing participation across the school.	collaboration with other schools, while also building self-esteem and a sense of pride in representing the school. Increased engagement in events will support the development of lifelong positive attitudes towards being active.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Over 350 children have attended events across the DCCT calendar, providing pupils with increased opportunities to participate in a wide range of sporting activities and competitions. This has promoted sport across the school, increased engagement and encouraged children to develop confidence, teamwork, resilience and a positive attitude towards physical activity.	The sustainability of this provision is currently uncertain as future PE funding arrangements have not yet been confirmed. Once new funding guidance is available, the PE Lead and SLT will review the available budget and explore options to continue providing opportunities through the DCCT calendar. The impact and value of these events will be considered when making future decisions to ensure that sporting opportunities remain accessible for pupils wherever possible.	Pupil voice Photos Invoices	5000

	The inclusive approach has enabled pupils of different abilities and interests to take part, including children who may not usually access competitive opportunities. This has helped to develop a stronger sporting culture across school, with pupils showing increased enthusiasm and pride when representing the school. Parent feedback also highlights the impact of these opportunities, with 86% of parents agreeing that their child had access to additional curriculum opportunities. This demonstrates that the wider sporting offer has been valued by families and has successfully increased opportunities for children beyond the core PE curriculum.			
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Your Objective:

	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	Provide an additional block of 270 active minutes for all PP children after school through targeted clubs.	Provide an additional block of 270 active minutes for all Pupil Premium children through targeted after-school sporting clubs. Fund specialist sports provision from SS to deliver six after-school sessions across the year, ensuring opportunities are available for children from all year groups. Sessions will be designed to increase physical activity levels, develop confidence and physical skills, and remove barriers to participation for disadvantaged pupils. The PE Lead will monitor attendance and engagement to ensure that PP children are accessing additional opportunities and benefiting from increased active minutes beyond the curriculum.	I hope to see Pupil Premium children benefiting from increased opportunities to be physically active through targeted after-school provision, resulting in improved fitness levels, physical skills and overall wellbeing. Children will develop greater confidence, resilience and engagement, with more pupils feeling motivated and positive about participating in sport. I hope to see increased participation in school sport, particularly for children who may face barriers to accessing physical activity opportunities. The clubs will provide children with a wider range of experiences, allowing them to try new activities, develop teamwork and communication skills, and build confidence in their own abilities. Through regular participation, children will develop positive attitudes towards being active, supporting the development of healthy habits and encouraging lifelong involvement in sport and physical activity.	Register Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

	100% of Pupil Premium	SLT and the PE Lead recognise the	Registers	£540
Evaluate	children have had the opportunity to access an additional 270 active minutes through targeted after-school provision, helping to increase access to physical activity beyond the curriculum. The clubs supported children's fitness, wellbeing, confidence and engagement in sport. The provision achieved a 60% uptake from Pupil Premium pupils, demonstrating that a significant number of children benefited from these additional opportunities. Children developed new skills, experienced a wider range of sporting activities and increased their confidence in participating in school sport. The targeted approach helped to reduce barriers to participation and encouraged more pupils to develop positive attitudes towards being active. .	positive impact this provision has had on Pupil Premium children and will prioritise continuing this opportunity where possible. The value of providing additional active minutes, improving wellbeing and increasing engagement in sport will be considered when allocating future funding. Sustainability will be reviewed alongside future PE funding arrangements to ensure that targeted opportunities for Pupil Premium children can continue to be supported and maintained.		

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide additional opportunities for girls sport in line with boys opportunities.	Provide additional opportunities for girls to participate in sport and ensure equality of access in line with the opportunities available for boys. Fund SS to deliver four girls-only sporting sessions across KS2, providing a supportive environment where girls can develop their skills, confidence and enjoyment of physical activity. Continue to promote and celebrate girls' participation in sport through regular communication on Class Dojo, assemblies and the school sports celebration board. The PE Lead will continue to raise the profile of girls' sport, challenge stereotypes and encourage increased participation and engagement across the school.	I hope to see increased participation and engagement in sport from girls across KS2, with more children feeling confident, motivated and encouraged to take part in physical activity. The targeted girls-only sessions will provide a supportive environment where pupils can develop their skills, confidence and enjoyment of sport. I hope to see greater equality between boys' and girls' sporting opportunities, with girls recognising that sport is accessible and inclusive for everyone. Increased promotion through Class Dojo, assemblies and the sports celebration board will raise the profile of girls' achievements and inspire more pupils to participate in a wider range of sporting activities.	Registers Pupil voice Celebration methods.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate	50 girls took part in targeted rugby and football sessions, providing them with increased opportunities to develop their skills, confidence and enjoyment of sport in a supportive environment. As a result of these sessions, 8 additional girls went on to join school sports clubs, demonstrating increased engagement and a positive impact on participation beyond the targeted provision. There has also been a 12% increase in girls applying for after-school sports clubs, showing that the provision has helped to raise the profile of girls' sport and encouraged more pupils to participate. The sessions have supported a more inclusive sporting culture across school, challenging stereotypes and helping girls to feel confident, valued and motivated to take part in physical activity. Girls have developed greater confidence, teamwork skills and resilience through participation, while the increased uptake of sporting opportunities demonstrates the positive impact of providing targeted opportunities for girls.	The PE Lead and SLT will aim to maintain these opportunities for girls' sport in future years, ensuring that equality of access remains a priority across the school. Continuation of targeted girls' sessions will be reviewed in line with available Sport England funding and future PE budget allocations. The increased engagement and positive impact demonstrated through pupil participation, club uptake and parent feedback will be considered when prioritising future spending. The school will continue to promote girls' participation through assemblies, Class Dojo and celebration of achievements to ensure the profile of girls' sport remains high.	Drop ins Pupil voice	£180
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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	Increase engagement and opportunities of SEND in line with SIP. Priorities of inclusion, wellbeing and personal development.	Increase engagement and opportunities for SEND pupils in physical activity, in line with the School Improvement Plan priorities of inclusion, wellbeing and personal development. Follow SIP strategies to support all staff in developing inclusive practice, ensuring that PE and sporting opportunities are adapted to meet the needs of all pupils. Provide additional active minutes and targeted physical activity opportunities for SEND children identified by the Inclusion Manager, supporting the development of physical skills,	I hope to see increased engagement and participation in physical activity for SEND pupils, with children developing greater confidence, independence and enjoyment when taking part in PE and sporting opportunities. Targeted support will help to reduce barriers to participation and ensure that all pupils feel included and able to experience success in physical activity. I hope to see improvements in physical literacy, particularly for the six Year 1 pupils accessing the targeted intervention, including increased coordination, balance,	Pupil voice SIP Drop ins

		confidence, social interaction and wellbeing. This will include a six-week targeted physical literacy intervention for six Year 1 pupils, focusing on developing fundamental movement skills, coordination, balance and confidence in physical activity. SEND support will also form part of the wider SIP approach, ensuring appropriate strategies, staff support and interventions are in place to remove barriers and enable all pupils to access and enjoy physical activity. The PE Lead will work alongside the Inclusion Manager and staff to identify needs, monitor participation and ensure provision continues to support the individual needs of SEND pupils across the school.	fundamental movement skills and confidence. Through inclusive practice and wider SIP support, staff will develop a stronger understanding of how to adapt activities and provide appropriate support, resulting in improved access and opportunities for SEND pupils. This will contribute to positive outcomes in wellbeing, personal development, social interaction and children's overall confidence in being active.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Targeted SEND provision has increased opportunities for pupils to engage in physical activity and develop confidence, physical skills and wellbeing. Six Year 1 pupils accessed a six-week targeted physical literacy intervention, resulting in improved fundamental movement skills, coordination, balance and confidence when participating	This will remain an ongoing school priority as part of the SIP focus on inclusion, wellbeing and personal development. The PE Lead and Inclusion Manager will continue to work together to identify barriers, monitor participation and ensure that SEND pupils have appropriate opportunities to engage in physical activity. Inclusive practice will continue to be embedded across the school	SIP Pupil voice	£180

	in physical activities. SEND pupils have benefited from additional active minutes and more inclusive opportunities, helping to remove barriers and increase engagement in PE and sport. Staff have developed a greater understanding of inclusive practice through SIP strategies, leading to more effective adaptations and support for pupils with additional needs. The wider approach has supported pupils' personal development, wellbeing and sense of belonging, with more SEND children able to participate successfully and experience enjoyment and achievement in physical activity.	through staff support, adaptations and shared strategies, ensuring that improvements are sustained beyond individual interventions. Future targeted physical activity opportunities will be reviewed alongside school priorities and available funding to maintain support for SEND pupils wherever possible.		
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