



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



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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)



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Swimming and Water Safety	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	Pupils at St Edward's demonstrated good progress in swimming, with 65% successfully swimming competently and proficiently over a distance of at least 25 metres. This reflects the strong foundation of water confidence that many pupils have, which is supported by the local demographic and access to swimming opportunities outside of school. This confidence enabled pupils to engage positively with swimming lessons, develop their technique, and achieve the expected standard.	Although 65% of pupils achieved the expected standard of swimming 25 metres, this means that 35% did not yet meet the required standard. The closure of Brough Park Swimming Pool had a significant impact on the school's ability to deliver the planned swimming programme. As a result, this cohort's swimming outcomes had to be reported based on their Year 5 results rather than additional opportunities in Year 6. The closure meant that pupils were only able to attend one double swimming session to provide further opportunities to achieve the expected standard. The next nearest leisure centre is over 30 minutes away, making regular access difficult and reducing the amount of swimming provision that could be delivered during the year. This limited pupils' opportunities to consolidate their skills and improve their swimming competency to the expected standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	78% of the Year 6 cohort could use a range of swimming strokes effectively, demonstrating strong swimming competence beyond simply achieving the 25-metre requirement. This reflects the high level of confidence and skill many pupils bring to school swimming, which is supported by the local demographic and the number of pupils who attend swimming lessons outside of school.	Although 78% of pupils were able to use a range of swimming strokes effectively, 22% were unable to demonstrate a range of strokes to the expected standard. The limited swimming provision caused by the closure of Brough Park Swimming Pool reduced opportunities for pupils to develop and consolidate their skills. This highlights the need for targeted swimming catch-up sessions once the leisure centre reopens, ensuring those pupils who have not yet met the expected standard are given additional support and opportunities to improve their confidence, technique, and overall swimming ability.
3. Perform safe self-rescue in different water-based situations	68% of the Year 6 cohort were able to perform safe self-rescue in different water-based situations. This is a positive outcome and demonstrates that the majority of pupils have developed the knowledge and practical skills needed to keep themselves safe in and around water. The inclusion of the school's water safety trip has further enhanced pupils' understanding of how to stay safe in local bodies of water, helping them apply their learning to real-life situations and increasing their awareness of potential risks.	It is a concern that 22% of pupils were unable to perform an efficient self-rescue in different water-based situations. Given the local area has several bodies of water, including Rudyard Lake, Tittesworth Reservoir and the River Churnet, it is important that all pupils develop the knowledge, confidence, and practical skills required to keep themselves safe around water and respond appropriately in an emergency situation. This area has been identified as a key priority for the 2025-26 academic year, with a focus on providing additional opportunities for pupils to develop water safety awareness, improve self-rescue techniques, and ensure they are better prepared to manage potential risks in and around water.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Lesson observations and line manager meetings have shown that staff have developed greater confidence and subject knowledge in delivering PE lessons. Non-specialist teachers are increasingly confident in teaching PE and leading extracurricular sports clubs, contributing to higher levels of pupil participation and engagement in both curriculum and extracurricular PE activities.	Some of the CPD opportunities offered to develop knowledge and confidence in KS2 PE were considered too general and not sufficiently sport-specific for Years 5 and 6. As a result, some training attended had a limited impact on enhancing staff knowledge and skills. However, staff voice feedback was positive, with teachers reporting that they enjoyed delivering PE across the school and felt confident in teaching PE lessons and leading activities.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil engagement in regular physical activity and sporting activities increased across Year 5 & 6 throughout the year. Participation in PE lessons remained high, with lesson observations showing pupils to be enthusiastic, motivated, and actively involved in their learning. The introduction and continuation of a range of extracurricular clubs provided opportunities for pupils of all abilities and interests to participate in sport and physical activity beyond curriculum time. Staff reported increased confidence in delivering PE, which contributed to more engaging and varied lessons. Pupil voice indicated that children enjoyed PE and valued the opportunity to take part in clubs, competitions, and physical activities. The use of active playtime equipment and structured activities also encouraged pupils to be more physically active during break and lunchtime periods. As a result, more Year 5 & 6 pupils regularly engaged in physical activity and developed positive attitudes towards sport and healthy lifestyles.	Although overall engagement increased, participation in some extracurricular clubs was inconsistent across different year groups and pupil groups. A small number of pupils remained less engaged in physical activity and required additional encouragement and targeted support to participate regularly. While a range of opportunities were offered, some activities attracted significantly higher numbers than others, making it difficult to ensure equal participation across all provisions. Staff identified that some professional development opportunities were too general and did not always provide the sport-specific knowledge needed to further increase engagement, particularly in Upper Key Stage 2. In addition, factors such as poor weather, limited indoor space, and competing commitments occasionally reduced opportunities for pupils to participate in physical activity outside of PE lessons. Further work is required to identify barriers to participation for less active pupils and to develop targeted interventions that ensure all children engage in regular physical activity throughout the school day.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and sport maintained a high profile across the school through clubs, competitions, assemblies, newsletters, and social media. Pupils were enthusiastic about participating in sporting opportunities, and successes were celebrated regularly. Lesson observations and pupil voice showed positive attitudes towards PE and an increased awareness of the benefits of being active.	While PE and sport were promoted effectively, participation in some clubs and activities varied across year 5 & 6 and pupil groups. Competing curriculum priorities occasionally limited opportunities to further raise the profile of sport. There is also scope to increase parental engagement and provide more opportunities for less active pupils to become involved in sporting events and leadership roles.
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	A broader range of sports and physical activities was offered throughout the year, increasing opportunities for all pupils to participate. The variety of clubs, competitions, and enrichment activities helped engage pupils with different interests and abilities. Participation from both boys and girls increased, with opportunities promoted equally across Year 5 & 6. Pupil voice showed that children enjoyed having access to a wider range of activities and felt included in PE and school sport.	Although a wider range of activities was available, participation in some sports remained uneven, with certain clubs attracting more boys or girls than others. Some pupils were still reluctant to try unfamiliar activities and required additional encouragement to participate. Further work is needed to monitor participation rates and ensure all pupils, regardless of gender, confidence, or ability, access the full range of sporting opportunities on offer.
5. Increasing participation in competitive sport	Participation in competitive sport increased, with more pupils representing the school in competitions, festivals, and inter-school events. A wider range of competitive opportunities enabled pupils of different abilities to take part and experience success. Pupil confidence, teamwork, and enjoyment of sport improved, and many pupils were keen to participate in events throughout the year.	Although participation increased overall, some pupils were still underrepresented in competitive sport, particularly those who were less confident or less engaged in physical activity. Availability of events and transport arrangements occasionally limited participation opportunities. Further work is needed to broaden competitive opportunities and encourage even greater involvement from all pupil groups.

Aims for the next academic year (2025/2026)



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Swimming and Water Safety	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	Year 6 pupils attended a Water Safety and Water Confidence Day at Tittesworth Reservoir, a local body of water within the St Edward's community. This provided valuable opportunities for pupils to develop their confidence, water safety awareness, and practical skills in an open-water environment. Throughout the year, pupils also benefited from visits from guest speakers, including representatives from the Fire Service and the local leisure centre, who reinforced key water safety messages and promoted the importance of swimming and staying safe around water. These experiences helped increase pupils' knowledge, confidence, and understanding of safe participation in water-based activities.	Due to the closure of the local leisure centre, the school was unable to provide swimming lessons during the academic year. As a result, pupils did not have the opportunity to further develop their swimming skills through curriculum swimming provision. To ensure accurate reporting, the school used the swimming attainment data collected when the current Year 6 cohort were in Year 5, as the anticipated closure of the facility meant no updated swimming assessments could be completed.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 6 pupils attended a Water Safety and Water Confidence Day at Tittesworth Reservoir, which helped to develop their confidence in the water and broaden their understanding of water safety in an open-water environment. Guest speakers from the Fire Service and local leisure centre also provided valuable water safety education throughout the year. These experiences supported pupils in developing their knowledge of different swimming techniques and how to apply these safely in a variety of water-based situations.	Due to the closure of the local leisure centre, no school swimming lessons were able to take place during the academic year. This limited opportunities for pupils to further develop and refine a range of swimming strokes, including front crawl, backstroke, and breaststroke. Consequently, the school was unable to assess swimming progress during Year 6 and relied on attainment data collected when the cohort was in Year 5. This made it difficult to provide targeted support for pupils who required further development in specific swimming skills and stroke technique.
3. Perform safe self-rescue in different water-based situations	Pupils developed a strong understanding of how to stay safe in and around water through a variety of enrichment opportunities and safety-focused learning experiences. The Water Safety and Water Confidence Day at Tittesworth Reservoir provided pupils with practical knowledge of potential hazards associated with open water and how to respond safely in unfamiliar situations. Feedback from pupils demonstrated increased awareness of personal safety, risk assessment, and the actions to take if they or others encounter difficulties in the water. The additional input from external agencies, including the Fire Service, further enhanced pupils' understanding of water safety and emergency procedures.	While pupils developed a good theoretical understanding of water safety and self-rescue principles, opportunities for practical application were limited. The closure of the local leisure centre meant that pupils were unable to practise and demonstrate self-rescue techniques in a controlled swimming environment. As a result, the school was unable to assess pupils' competency in performing safe self-rescue skills and identify those who may have benefited from further support or intervention.

Aim	Why?	Key Area	Supporting evidence
To maintain and enhance a high-quality extra-curricular programme that is inclusive, engaging, and consistently well attended by pupils.	This aim was chosen to ensure that the school continues to provide a high-quality extracurricular programme that reflects its commitment to inclusion and pupil engagement. The school prides itself on offering a wide range of sporting and physical activity opportunities that are accessible to all pupils, regardless of ability, gender, or background. By maintaining and enhancing this provision, the school aims to promote positive wellbeing, increase participation in physical activity, and provide enriching experiences that support pupils' personal, social, and physical development. Consistently high attendance at clubs demonstrates the value pupils place on these opportunities and the importance of sustaining a varied and inclusive offer.	Increasing engagement of all pupils in regular physical activity and sporting activities.	- Clubs were accessible to all pupils in year 5 & 6, ensuring an inclusive approach to participation. - Links with external providers enhanced the range and quality of opportunities available to pupils. - Club provision was regularly reviewed and adapted in response to pupil interests and demand. - A broad range of sports was offered, enabling pupils to experience activities beyond the PE curriculum.
To increase the profile of Physical Education across the whole school and foster a lifelong love of sport and physical activity among all pupils	This aim was chosen to further raise the profile of Physical Education across the school and ensure that all pupils recognise the value of leading active and healthy lifestyles. It aligns closely with the school's 10:10 Vision and commitment to "living life to the fullest", encouraging pupils to develop their God-given talents, embrace new opportunities, and thrive both physically and emotionally. By promoting PE and sport as an important part of school life, we aim to foster a lifelong love of physical activity, improve wellbeing, build resilience and confidence, and encourage pupils to develop positive habits that will benefit them beyond their primary education. Through a wide range of inclusive sporting opportunities, pupils are empowered to challenge themselves, achieve personal success, and fully engage in school life.	Raising the profile of PE and sport across the school, to support whole-school improvement	- Sports leaders and pupil leadership opportunities promoted PE and physical activity across the school. - Lesson observations showed high levels of engagement, enthusiasm, and participation in PE lessons. - Increased visibility of PE and sport supported the school's 10:10 Vision and encouraged pupils to "live life to the fullest."
To ensure all pupils have access to enriching, high-quality Physical Education, School Sport, and Physical Activity (PESSPA) opportunities that support their physical, social, and emotional development.	This aim was chosen to ensure that every pupil has access to high-quality Physical Education, School Sport and Physical Activity (PESSPA) opportunities, regardless of their ability, background, or starting point. As an inclusive school, we recognise the important role that physical activity plays in supporting pupils' physical health, wellbeing, confidence, resilience, and social development.	Offering a broader and more equal experience of a range of sports and physical activities to all pupils	- Inclusive provision ensured that all pupils, including SEND and disadvantaged pupils, could access PESSPA opportunities. - A broad and balanced PE curriculum provided opportunities for pupils to develop a wide range of physical skills. - High-quality PE lessons delivered across all year groups, supported by staff CPD and specialist coaching where appropriate.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To continue increasing pupil participation in both intra-school and inter-school sports competitions and events, including School Games and wider opportunities across Staffordshire	This aim was chosen to build on the school's commitment to providing all pupils in year 5 & 6 with opportunities to experience competitive sport and represent the school in a range of events. Participation in intra-school and inter-school competitions helps pupils to develop resilience, teamwork, leadership, sportsmanship, and self-confidence, while also promoting enjoyment and engagement in physical activity.	Increasing participation in competitive sport	- Increased numbers of pupils participated in both intra-school and inter-school competitions throughout the academic year. - Opportunities were provided for pupils of varying abilities to take part in both competitive and non-competitive events. - Pupils represented the school in a range of School Games events, festivals, and competitive sporting opportunities.
To ensure all pupils have access to enriching, high-quality Physical Education, School Sport, and Physical Activity (PESSPA) opportunities that support their physical, social, and emotional development.	This aim was chosen to ensure all pupils have access to high-quality and inclusive PESSPA opportunities that support their physical health, wellbeing, confidence, and personal development. Through a broad range of PE, sport, and physical activity experiences, we aim to help every pupil develop positive habits, build resilience, and enjoy an active lifestyle in line with our school's 10:10 Vision of living life to the fullest.	Increasing confidence, knowledge and skills of all staff in teaching PE and sport	- Pupil voice showed positive attitudes towards PE, school sport, and physical activity. - External providers and community partnerships enhanced the quality and variety of opportunities available. - Lesson observations demonstrated high levels of pupil engagement, participation, and enjoyment.

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*

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To provide high-quality, challenging PE and sporting opportunities that enable all pupils to achieve their full potential.	Deliver a high-quality, progressive PE curriculum that provides appropriate challenge for all pupils. Support staff through targeted CPD and specialist coaching to enhance teaching and learning. Offer a wide range of inclusive extracurricular clubs, competitions, and enrichment opportunities to develop skills and confidence. Regularly monitor pupil participation and progress to ensure all children are supported, challenged, and given opportunities to achieve their personal best	Pupils will demonstrate increased confidence, competence, and enjoyment in PE and sport. High-quality teaching and a range of challenging opportunities will enable all pupils to make progress, develop their skills, and achieve their personal best. Participation in PE, extracurricular activities, and competitions will increase, with pupils displaying positive attitudes, resilience, and a greater commitment to leading active, healthy lifestyles. Ultimately, all pupils will be supported to reach their full potential and experience success in physical activity and sport.	- Lesson observations demonstrate high-quality PE teaching and appropriate challenge for all pupils. - Assessment and monitoring show pupils making good progress and developing key PE and sporting skills. - Participation data shows high engagement in PE lessons, extracurricular clubs, and competitions. - Pupil voice highlights increased confidence, enjoyment, and motivation in PE and sport.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	By July, pupils were consistently engaged in PE lessons and demonstrated a willingness to challenge themselves when learning new skills and activities. Participation in extracurricular clubs, competitions, and sporting events increased, with a greater number of pupils regularly accessing opportunities beyond the PE curriculum. Pupils showed improved confidence, resilience, teamwork, and sportsmanship, both in lessons and when representing the school in competitive events. Pupil voice reflected positive attitudes towards PE and sport, with children reporting that they enjoyed the wide range of opportunities available. Staff confidence in delivering PE also increased, contributing to high-quality lessons and enhanced outcomes for pupils. Overall, PE and sport continued to play a significant role in supporting pupils' physical development, wellbeing, and enjoyment of an active lifestyle.	The improvements are sustainable as staff confidence in delivering PE has increased and high-quality teaching is now embedded across the school. A well-established programme of clubs, competitions, and sporting events provides ongoing opportunities for pupils to participate and achieve success. Regular monitoring of participation and pupil voice will help ensure activities continue to meet the needs and interests of pupils. PE and sport remain a key part of the school's commitment to promoting healthy, active lifestyles and supporting the 10:10 Vision.	- Lesson observations. - Pupil voice. - Participation data. - Club registers. - PE assessments. - Competition entries. - Staff CPD records. - Sports leader involvement. - Celebration assemblies. - Newsletter and social media posts.	- CPD - £120 - Extra-Curricular Opportunities - £4447.38 - Equipment – £8452.62 - Memberships - £340 - SGO - £365 - External school sport competition - £255 - External Coaching - £5420

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To ensure all pupils, including those with SEND, have access to inclusive, high-quality PE, sport and physical activity opportunities that promote engagement, progress and wellbeing.	Provide inclusive, high-quality PE lessons that are adapted to meet the needs of all pupils, including those with SEND. Offer a wide range of accessible extracurricular clubs, festivals, and sporting opportunities. Support staff through CPD and monitor participation to ensure all pupils are engaged, challenged, and able to achieve success.	All pupils, including those with SEND, will actively participate in PE, sport, and physical activity. Pupils will demonstrate increased confidence, enjoyment, wellbeing, and skill development, with greater levels of engagement and equal access to a range of enriching sporting opportunities.	- Participation data - Lesson observations - Pupil voice - SEND pupil engagement - Club registers - PE assessments - Staff CPD records - Competition participation data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	By July, pupils were more engaged in PE lessons and demonstrated a greater willingness to challenge themselves when developing new skills. Participation in extracurricular clubs, competitions, and sporting events increased, with more pupils taking advantage of opportunities beyond curriculum PE. Pupils showed improved confidence, resilience, teamwork, and sportsmanship, while pupil voice highlighted high levels of enjoyment and positive attitudes towards PE and physical activity.	Yes. Staff confidence in delivering PE has increased, leading to consistently high-quality provision across the school. A well-established programme of clubs, competitions, and enrichment activities is now embedded within the school calendar, ensuring ongoing opportunities for participation. Regular monitoring of participation and pupil feedback will help ensure the offer continues to meet the needs of all pupils.	- Lesson observations showed high levels of engagement, participation, and challenge. - Increased attendance at extracurricular clubs and sporting events. - Increased participation in intra-school and inter-school competitions. - Pupil voice demonstrated improved confidence, enjoyment, and enthusiasm for PE. - Staff reported increased confidence in delivering PE lessons and extracurricular activities. - A broad range of inclusive sporting opportunities was maintained throughout the year.	- CPD - £120 - Extra-Curricular Opportunities - £4447.38 - Equipment – £8452.62 - Memberships - £340 - SGO - £365 - External school sport competition - £255 - External Coaching - £5420

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase participation, engagement, and achievement in PE, sport and physical activity among disadvantaged and vulnerable pupils, ensuring equitable access to opportunities for all.	Identify disadvantaged and vulnerable pupils and actively promote their involvement in PE, extracurricular clubs, competitions, and physical activity opportunities. Remove barriers to participation through targeted support, inclusive provision, and access to appropriate resources. Monitor participation levels throughout the year and provide additional opportunities to ensure all pupils can engage, achieve success, and experience the benefits of an active lifestyle.	Increased participation and engagement in PE, sport, and physical activity among disadvantaged and vulnerable pupils. Improved confidence, wellbeing, attendance at clubs, and enjoyment of physical activity. Reduced participation gaps between disadvantaged pupils and their peers, ensuring all pupils have equal opportunities to succeed and achieve their potential.	• Participation data • Club registers • Pupil voice • Competition participation records • Lesson observations • PE assessments • Attendance records • Targeted intervention records
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Disadvantaged and vulnerable pupils demonstrated increased participation in PE lessons, extracurricular clubs, and sporting events throughout the year. Monitoring showed that a greater number of pupils regularly engaged in physical activity, with many attending clubs and representing the school in competitions. Pupil voice highlighted increased confidence, enjoyment, and a sense of belonging within sporting activities. Participation gaps between disadvantaged pupils and their peers reduced, with more pupils accessing the wider opportunities available across the school.	Yes. Inclusive practices, targeted monitoring, and a broad extracurricular offer are now embedded within school provision. Staff continue to identify and support pupils who may face barriers to participation, ensuring opportunities remain accessible to all. Established links with external providers and a commitment to inclusive participation will help sustain and build upon these improvements in future years.	• Increased club attendance data for disadvantaged pupils • Competition and festival participation records • Pupil voice feedback • Monitoring of targeted pupil groups • Lesson observation records • PE assessment data • Staff feedback • Case studies of individual pupils • Celebration assemblies, newsletters, and social media recognition of participation and achievement	• CPD - £120 • Extra-Curricular Opportunities - £4447.38 • Equipment – £8452.62 • Memberships - £340 • SGO - £365 • External school sport competition - £255 • External Coaching - £5420

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase participation in PE, sport and physical activity among disadvantaged and vulnerable pupils, ensuring all children can access and benefit from an active lifestyle.	Target disadvantaged and vulnerable pupils through inclusive PE lessons, extracurricular clubs, active play opportunities, and competitive sporting events. Monitor participation levels regularly to identify barriers and provide additional support where needed. Promote opportunities through pupil voice, staff encouragement, and parental communication to ensure all pupils can access and engage in physical activity.	Increased participation and engagement in PE, sport, and physical activity among disadvantaged and vulnerable pupils. Improved confidence, wellbeing, resilience, and physical competence, alongside greater involvement in extracurricular clubs, competitions, and wider sporting opportunities. Reduced gaps in participation between disadvantaged pupils and their peers.	- Participation registers from extracurricular clubs. - Competition and festival attendance data. - Pupil voice surveys and feedback. - Lesson observations showing engagement and participation. - Tracking of disadvantaged pupil involvement in PE and sport. - Increased representation of disadvantaged pupils in sporting events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	By July, participation rates among disadvantaged and vulnerable pupils had increased across PE lessons, extracurricular clubs, and sporting competitions. More pupils were accessing opportunities beyond curriculum PE and were willing to represent the school at festivals and events. Pupils demonstrated increased confidence, resilience, and enjoyment of physical activity, while pupil voice showed that they felt included and valued within PE and sport. The gap in participation between disadvantaged pupils and their peers had reduced.	Yes. Inclusive PE provision, targeted support, and a well-established extracurricular programme are now embedded within school practice. Regular monitoring of participation ensures that disadvantaged and vulnerable pupils continue to be identified and supported. Staff remain committed to promoting equal access to PE and sport, ensuring these opportunities continue to benefit all pupils.	- Increased club attendance from disadvantaged and vulnerable pupils. - Higher participation rates in competitions, festivals, and enrichment activities. - Pupil voice demonstrating increased enjoyment, confidence, and sense of belonging. - Lesson observations showing high engagement and participation. - Tracking data showing reduced participation gaps. - Positive feedback from pupils, staff, and parents regarding access to sporting opportunities.	- CPD - £120 - Extra-Curricular Opportunities - £4447.38 - Equipment – £8452.62 - Memberships - £340 - SGO - £365 - External school sport competition - £255 - External Coaching - £5420

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To promote pupils' spiritual, social, and emotional development through inclusive PE, sport and physical activity opportunities, supporting them to flourish in line with our 10:10 vision.	Deliver high-quality PE lessons and a wide range of inclusive sporting opportunities that encourage teamwork, resilience, respect, leadership, and self-reflection. Provide extracurricular clubs, competitions, Sports Leader roles, and enrichment activities that support personal growth, confidence, and wellbeing. Use PE and sport to promote the school's 10:10 Vision by encouraging pupils to challenge themselves, celebrate success, and support others.	Pupils will develop greater confidence, resilience, self-belief, and emotional wellbeing. They will demonstrate positive relationships, teamwork, respect, and leadership skills both in PE and across school life. Pupils will enjoy participating in physical activity and develop the skills and attitudes needed to flourish and live life to the fullest.	- Pupil voice demonstrating increased confidence and enjoyment. - Lesson observations showing positive attitudes, teamwork, and resilience. - Increased participation in extracurricular clubs and sporting events. - Sports Leaders actively supporting physical activity across the school. - Positive behaviour and engagement during PE lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	By July, pupils demonstrated increased confidence, resilience, and teamwork during PE lessons, extracurricular activities, and sporting events. Pupils were more willing to challenge themselves, take on leadership responsibilities, and support their peers. Pupil voice indicated that children enjoyed PE and valued the opportunities to participate in sport and physical activity. Many pupils showed improved social skills, self-esteem, and emotional wellbeing, reflecting the school's commitment to the 10:10 Vision.	Yes. Opportunities to develop pupils' personal, social, and emotional skills through PE are now embedded within lessons, clubs, competitions, and leadership roles. Staff consistently promote the values of teamwork, resilience, respect, and inclusion, ensuring these experiences remain a regular part of school life. PE and sport continue to support the school's wider vision and personal development curriculum.	- Pupil voice reflecting increased confidence, wellbeing, and enjoyment. - Lesson observations showing resilience, teamwork, and positive engagement. - Increased numbers of pupils participating in clubs, competitions, and leadership opportunities. - Sports Leader involvement across the school. - Positive staff feedback regarding pupils' social and emotional development. - High levels of engagement and participation in PE and sporting activities.	- CPD - £120 - Extra-Curricular Opportunities - £4447.38 - Equipment – £8452.62 - Memberships - £340 - SGO - £365 - External school sport competition - £255 - External Coaching - £5420

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