



Ribbon
Academy



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)



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

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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	74% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be sustained and increase % over the years. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	74% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be sustained and increase % over the years. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	74% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be sustained and increase % over the years. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff confidence in teaching PE has significantly improved, with over 80% of teachers reporting that they feel confident delivering all areas of the PE curriculum. The implementation of the Get Set 4 PE programme has provided clear structure and high-quality resources, which staff have found supportive and easy to use. Teachers feel comfortable seeking guidance from the Sport and PE Lead, the school's coach, and external partners such as ESSP, enabling ongoing professional dialogue and targeted development. CPD opportunities have been prioritised effectively, ensuring staff have access to training that meets their needs and builds both knowledge and practical skills.</p>	<p>Learning Enquiries have consistently demonstrated that staff feel well-supported in their delivery of PE. Feedback highlights the positive impact of the Get Set 4 PE programme, which provides structured planning and resources that staff find easy to implement. Additionally, the availability of guidance from the Sports Coach and ESSP has reinforced staff confidence, offering opportunities for professional dialogue and targeted advice. Observations and enquiry outcomes show increased confidence in delivering lessons aligned with the planned curriculum, indicating that CPD and support strategies are effectively improving staff knowledge and skills.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Pupil engagement in physical activity during break and lunchtime remains consistently high, with children actively choosing to participate in a wide range of sports for both enjoyment and skill development. There has been a noticeable shift away from football being the dominant activity, as pupils now confidently engage in and lead games such as basketball, netball, cricket, dodgeball, and hockey. This variety reflects the success of initiatives aimed at broadening sporting experiences and equipping pupils with the skills and confidence to organise and deliver activities independently. The inclusive approach has ensured that more pupils are involved regularly, fostering positive attitudes towards physical</p>	<p>Participation registers consistently show a high level of pupil involvement in physical activities during the school day, indicating strong engagement across year groups. In addition, Pupil Voice feedback highlights an increased awareness and enjoyment of a wide variety of sports, demonstrating that pupils are not only participating regularly but are also developing positive attitudes towards physical activity. This evidence reflects the success of initiatives aimed at promoting inclusivity and variety in sporting opportunities.</p>

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Pupil engagement in physical activity during break and lunchtime remains consistently high, with children actively choosing to participate in a wide range of sports for both enjoyment and skill development. There has been a noticeable shift away from football being the dominant activity, as pupils now confidently engage in and lead games such as basketball, netball, cricket, dodgeball, and hockey. This variety reflects the success of initiatives aimed at broadening sporting experiences and equipping pupils with the skills and confidence to organise and deliver activities independently. The inclusive approach has ensured that more pupils are involved regularly, fostering positive attitudes towards physical activity.</p>	<p>Participation registers consistently show a high level of pupil involvement in physical activities during the school day, indicating strong engagement across year groups. In addition, Pupil Voice feedback highlights an increased awareness and enjoyment of a wide variety of sports, demonstrating that pupils are not only participating regularly but are also developing positive attitudes towards physical activity. This evidence reflects the success of initiatives aimed at promoting inclusivity and variety in sporting opportunities.</p>

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>The profile of PE and sport across the school has continued to rise, with notable improvements in inclusivity and participation. There has been a significant increase in girls engaging in football, reflected in the number of pupils trialling for the school team, which enabled the school to enter both an A and B team in local competitions. Opportunities for pupils with SEND have also expanded, with increased participation in local sporting events and greater engagement in competitive experiences. These pupils have contributed ideas for adapting activities, making them more accessible for all, which has strengthened the school's inclusive approach and promoted a culture where sport is valued by every child.</p>	<p>Pupil Voice feedback highlights a significant increase in girls' enjoyment of football, with clubs and team trials being fully attended. For the first time in Ribbon Academy's history, two girls' football teams were created, reflecting the growing interest and opportunities for female participation. SEND provision has also strengthened, with the school attending all available SEND sporting events during the 2024/25 academic year. Learning Enquiries confirm that pupils with SEND are fully engaged in PE lessons, and Pupil Voice further demonstrates their satisfaction with the adaptations made to ensure accessibility. These findings indicate that inclusive practices are embedded and positively impacting engagement and participation.</p>

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>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>Cricket has become a highly popular sport within the school, leading to increased participation both during and beyond the school day. The introduction of additional cricket sessions has sparked pupil interest, with many requesting to play more regularly during break and lunchtime. The after-school cricket club was well attended by both boys and girls, and the school successfully fielded teams for inter-school competitions. Both teams performed strongly, with the boys' team winning the competition and the girls' team achieving a commendable third place. Furthermore, several pupils have joined the local cricket club as a direct result of their positive in-school experiences, demonstrating the impact of providing equal opportunities and a broader sporting offer.</p>	<p>Competition results demonstrate strong performance from both boys' and girls' cricket teams, with the boys' team winning the East Durham Schools competition and the girls' team securing third place. Attendance records show that the cricket after-school club was fully subscribed, reflecting high levels of interest and engagement from pupils of both genders. Additionally, participation registers indicate consistently high involvement during break and lunchtime sessions, with pupils requesting more opportunities to play cricket. This evidence highlights the success of initiatives aimed at broadening sporting experiences and ensuring equal access for boys and girls.</p>

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>5. Increasing participation in competitive sport</p>	<p>The PE curriculum continues to be progressive and well-structured, supporting the development of pupils' skills across all areas. This has led to noticeable improvements in performance and confidence when competing. The school has achieved outstanding success in competitive sport throughout the year, consistently performing well across all events. Highlights include becoming champions in Netball, Basketball, Cricket, and both Indoor and Outdoor Athletics, alongside strong results in other sports. These achievements reflect the effectiveness of the curriculum and the commitment to providing pupils with opportunities to apply their skills in competitive contexts.</p>	<p>Learning Enquiries confirm that the PE curriculum provides comprehensive coverage of all areas outlined in the documentation, ensuring pupils are well-prepared for competitive opportunities. Attainment data shows a clear improvement in pupils' competence and confidence in applying key skills during lessons, supported by the progressive structure of the curriculum. This systematic approach has enabled pupils to develop the technical ability required for success in competitive contexts, contributing to the school's strong performance across a range of sporting events.</p>

Aims for the next academic year (2025/2026)



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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	At the end of year 5 and 6, 75% of pupils could swim 25m.	Top up swimming necessary for all year groups from 4 > 6 to develop confidence in swimming across upper school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 5 and 6, 75% of pupils could use a range of strokes effectively.	Top up swimming necessary for all year groups from 4 > 6 to develop confidence in swimming across upper school.
3. Perform safe self-rescue in different water-based situations	At the end of year 5 and 6,, 75% of pupils could perform a safe self rescues.	Top up swimming necessary for all year groups from 4 > 6 to develop confidence in swimming across upper school.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>1) Work in partnership with East Durham Fitness to engage a diverse range of pupils in functional fitness activities, promoting interest, enjoyment, and sustained participation in functional fitness.</p>	<p>The aim of offering a broader and more equal experience of a range of sports and physical activities to all pupils and ensuring equal access for boys and girls is essential because:</p> <p>Promotes Inclusivity: Ensures that all pupils, regardless of gender, have equal opportunities to participate and excel in sports.</p> <p>Encourages Lifelong Participation: Exposure to a variety of sports helps pupils discover activities they enjoy, increasing the likelihood of continued engagement beyond school.</p> <p>Supports Whole-Child Development: A diverse sporting offer builds confidence, teamwork, resilience, and physical literacy.</p> <p>Addresses Gender Stereotypes: Actively challenges traditional perceptions of certain sports being gender-specific, fostering equality.</p> <p>Improves Health and Wellbeing: Broader participation contributes to physical fitness and mental wellbeing for all pupils.</p>	<p>This aim aligns most closely with:</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>It also supports:</p> <p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p> <p>3. Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>Participation Registers: Track attendance at clubs, lunchtime activities, and competitions, broken down by gender and year group.</p> <p>Pupil Voice Surveys: Gather feedback on enjoyment, confidence, and perceived accessibility of different sports.</p> <p>Learning Enquiries & Lesson Observations: Monitor whether lessons provide equal opportunities for boys and girls and include a variety of sports.</p> <p>Club Sign-Up Data: Compare uptake for traditionally gendered sports (e.g., football, cricket) to measure progress in equality.</p>

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>2) Develop teachers' expertise in PE by equipping them with effective and adaptive teaching strategies that enhance lesson delivery and maximise pupil outcomes.</p>	<p>High-quality PE teaching ensures that all pupils, regardless of ability, make progress and enjoy physical activity. By strengthening staff expertise and confidence, lessons become more inclusive, engaging, and responsive to pupil needs, which supports whole-school priorities such as wellbeing, resilience, and attainment.</p>	<p>This aim directly links to:</p> <p>1) Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.</p>	<p>Learning Enquiries: Show improved lesson delivery aligned with curriculum plans and increased teacher confidence in adapting activities for different abilities. CPD Records: Evidence of staff attending targeted training sessions (e.g., Get Set 4 PE workshops, ESSP support). Staff Feedback/Pupil Voice: Teachers report feeling more confident and supported; pupils note lessons are varied and inclusive. Observation Notes: Demonstrate use of progressive teaching strategies and differentiation to meet diverse needs. Planning Documentation: Shows clear progression and responsive adjustments based on pupil performance.</p>

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>3) Increase pupil participation in competitive sports through events organised by ESSP, CNS, and Panathlon, while ensuring inclusivity for all pupils. This includes developing intra-school competitions linked to school 'Families' to broaden engagement and foster a sense of community.</p>	<p>Promotes Inclusivity: Competitive sport should be accessible to all pupils, including those with SEND and those less confident in traditional sports. Builds School Community: Intra-school competitions linked to school 'Families' strengthen relationships and teamwork across year groups. Encourages Aspiration and Resilience: Participation in competitive events helps pupils develop confidence, perseverance, and pride in achievement. Supports Whole-School Priorities: Enhances wellbeing, engagement, and positive attitudes towards physical activity.</p>	<p>5. Increasing participation in competitive sport (Also supports 3. Raising the profile of PE and sport across the school.)</p>	<p>Competition Records: Document entries and results for ESSP, CNS, Panathlon, and intra-school events. Participation Registers: Track attendance at competitive events, including breakdown by gender, SEND, and year group. Pupil Voice: Gather feedback on enjoyment, confidence, and inclusivity of competitive opportunities. Photographic Evidence: Showcase pupils participating in events and intra-school competitions. Learning Enquiries: Confirm that pupils are prepared for competition through progressive skill development in lessons. School 'Families' Data: Record engagement levels in intra-school competitions linked to family groups.</p>

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>4) Continue to embed the Get Set 4 PE scheme to strengthen teacher confidence and ensure clear progression across all PE disciplines.</p>	<p>A consistent, high-quality scheme provides structured lesson planning and progression pathways, reducing variability in delivery and supporting staff to teach PE with confidence. This directly impacts pupil outcomes by ensuring lessons are well-sequenced, inclusive, and aligned with national expectations.</p>	<p>This aim directly links to: 1) Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.</p>	<p>Learning Enquiries show staff are confident delivering lessons aligned with Get Set 4 PE plans. Pupil Outcomes demonstrate improved skill progression across year groups. Staff Feedback highlights satisfaction with the clarity and structure provided by the scheme. Observation Records confirm consistent use of the scheme and improved lesson quality.</p>
<p>5) Increase opportunities and participation for girls in football through structured clubs, team trials, and competitive events.</p>	<p>This aim addresses the need for gender equality and inclusivity in sport, ensuring that girls have equal access to football opportunities. It builds on last year's progress and supports the wider key area of "Raising the profile of PE and sport across the school to support whole school improvement." By promoting girls' football, the school encourages confidence, teamwork, and aspiration, aligning with national priorities for increasing female participation in sport.</p>	<p>Key Area: Raising the profile of PE and sport across the school This initiative contributes to whole-school improvement by fostering inclusivity, improving engagement, and creating a culture where sport is valued equally by all pupils.</p>	<p>Pupil Voice: Increased number of girls reporting enjoyment and confidence in football activities. Attendance Records: Full attendance at girls' football clubs and trials. Team Formation: Two girls' football teams created for the first time in school history. Competition Participation: Entry into local competitions with both teams performing well. Photographic Evidence & Event Logs: Records of matches, training sessions, and participation in inter-school events.</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 focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

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

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	1) Work in partnership with East Durham Fitness to engage a diverse range of pupils in functional fitness activities, promoting interest, enjoyment, and sustained participation in functional fitness.	<ul style="list-style-type: none"> • Build Partnerships: Establish a strong working relationship with East Durham Fitness to support functional fitness initiatives. • Organise Taster Sessions: Plan and deliver Year 4 educational visits to the gym to introduce pupils to functional fitness in a real-world setting. • Launch After-School Provision: Explore the feasibility of a dedicated functional fitness after-school club to extend opportunities beyond curriculum time. • Integrate into Competitions: Incorporate functional fitness activities into intra-school competitions to promote engagement and enjoyment. • Promote Widely: Share upcoming events and opportunities through Class Dojo and school social media platforms to maximise awareness and participation. 	We aim to see increased engagement from a diverse range of pupils in functional fitness activities, leading to improved physical literacy, strength, and overall fitness. Pupils should develop positive attitudes toward functional fitness, viewing it as enjoyable and accessible, which supports sustained participation both in school and beyond. This initiative will also contribute to improved confidence, resilience, and wellbeing for all pupils.	<ul style="list-style-type: none"> • Participation • Registers • Pupil Voice • Surveys • Learning Enquiries & Lesson Observations • Club Sign-Up Data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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 (Complete now and monitor)	2) Develop teachers' expertise in PE by equipping them with effective and adaptive teaching strategies that enhance lesson delivery and maximise pupil outcomes	<ul style="list-style-type: none"> • Partner with ESSP: Arrange targeted support sessions for class teachers, including expert modelling of high-quality PE delivery. • Leverage Sports Coach Expertise: Use the Sports Coach to demonstrate best practice, mentor staff, and provide ongoing support across the school. • Personalised Feedback: Deliver 1:1 feedback to teachers with clear, actionable steps for improvement, aligned with the school's coaching programme. 	Teachers will demonstrate greater confidence and competence in delivering PE lessons, using adaptive and effective strategies that meet the needs of all pupils. Lessons will be more inclusive, progressive, and engaging, resulting in improved pupil outcomes such as enhanced physical literacy, participation, and enjoyment of PE. This will also contribute to whole-school priorities around wellbeing and equality.	<ul style="list-style-type: none"> • Learning Enquiries • CPD Records • Staff Feedback/Pupil Voice • Observation Notes • Planning Documentation
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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 (Complete now and monitor)	<p>3) Increase pupil participation in competitive sports through events organised by ESSP, CNS and Panathlon, while ensuring inclusivity for all pupils. This includes developing intra-school competitions linked to school 'Families' to broaden engagement and foster a sense of community.</p>	<ul style="list-style-type: none"> • Plan Ahead: Integrate all sporting events into the wider school calendar to ensure timely preparation and maximum participation. • Establish Teams Early: Organise trials well in advance to select competition teams and provide clear pathways for pupils to get involved. • Use After-School Clubs for Development: Offer structured practice sessions where pupils can build skills, develop confidence, and receive targeted feedback. • Introduce End-of-Term Intra-School Competitions: Sports Coach and PE Lead to collaborate on organising competitions linked to sports taught in PE, fostering engagement and teamwork. • Promote Inclusivity through Panathlon: Work with ESSP to provide competitive opportunities tailored for pupils with SEND, ensuring accessibility and success for all. • Expand Football Opportunities: Form two boys' and two girls' football teams to compete in local leagues and competitions, promoting equality and raising the profile of school sport. 	<p>Higher Participation Rates: More pupils involved in competitive sports at local and intra-school levels, including SEND and less active pupils.</p> <p>Improved Inclusivity: Events like Panathlon ensure pupils of all abilities experience success and enjoyment in competition.</p> <p>Stronger School Community: Intra-school competitions linked to school 'Families' foster teamwork, belonging, and positive relationships across year groups.</p> <p>Enhanced Confidence and Resilience: Pupils develop key life skills such as perseverance, collaboration, and aspiration through competitive experiences.</p> <p>Raised Profile of Sport: Increased visibility of competitive opportunities promotes a culture where PE and sport are valued across the school.</p>	<ul style="list-style-type: none"> • Competition Records • Participation Registers • Pupil Voice • Photographic Evidence • Learning Enquiries • School 'Families' Data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

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 (Complete now and monitor)	4) Continue to embed the Get Set 4 PE scheme to strengthen teacher confidence and ensure clear progression across all PE disciplines.	<ul style="list-style-type: none"> • Re-purchase and renew the Get Set 4 PE scheme to ensure continued access to high-quality resources. • Provide individual logins for all class teachers so they can easily access lesson plans, resources, and progression documents. • Update and adapt working plans to support lesson structure, provide fresh ideas, and maintain clear progression and sequencing across all year groups. • Utilize the Sports Coach to model expert practice during lessons and offer targeted feedback and support to staff across the school. • Deliver personalised feedback to teachers on a 1:1 basis, including clear action steps to develop practice, aligned with the school's coaching programme. • Offer CPD sessions focused on maximising the use of Get Set 4 PE, ensuring staff understand how to implement the scheme effectively and adapt lessons for inclusivity. 	<p>Improved Teacher Confidence: Staff feel secure in delivering all PE disciplines using structured, progressive plans.</p> <p>Consistent Progression: Lessons follow a clear sequence, ensuring pupils build skills systematically across year groups.</p> <p>Higher Quality PE Delivery: Teachers apply best practice and differentiation strategies, resulting in inclusive and engaging lessons.</p> <p>Better Pupil Outcomes: Increased physical literacy, enjoyment, and attainment in PE due to consistent, high-quality teaching.</p>	<ul style="list-style-type: none"> • Learning Enquiries • Pupil Outcomes • Staff Feedback Observation Records
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Add text here	Add text here	Add text here	Add text here

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 (Complete now and monitor)	5) Increase opportunities and participation for girls in football through structured clubs, team trials, and competitive events.	<ul style="list-style-type: none"> • Host two structured trials for girls' football to support fair and informed team selection. • Enter two girls' football teams into local competitions, doubling opportunities for participation and competitive experience. • Include girls' football in the school's intra-school competition, ensuring equal representation and engagement. • Promote upcoming girls' football events and opportunities through Social Media and Class Dojo to maximise awareness and participation. 	Girls will have greater access to football opportunities through structured clubs, trials, and competitive events, leading to increased participation and enjoyment. This will promote gender equality in sport, build confidence and teamwork skills, and raise the profile of girls' football within the school. Over time, this should encourage sustained engagement and progression into community or competitive pathways.	<ul style="list-style-type: none"> • Pupil Voice. • Attendance Records Team Formation. • Competition Participation • Photographic Evidence & Event Logs
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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