

PE and sport premium monitoring and tracking form *2026/2027*

Commissioned by



Department
for Education

Created by



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PHYSICAL EDUCATION



Review of the last academic year (2025/2026)

<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	- By the end of Year 6, 28 out of 30 (93%) pupils were able to swim confidently and competently over a distance of at least 25 metres using a recognised stroke. They demonstrated improved stamina, confidence in the water and good technique throughout lessons. - End-of-unit swimming assessments completed by qualified instructors showed that 28 pupils met the National Curriculum expectation. Assessment records and instructor reports confirmed pupils could swim at least 25 metres independently. The 2 children completed an extra block of lessons to improve their confidence and competence. Progress was identified.	- A small number of pupils did not achieve the expected standard of swimming 25 metres independently by the end of the programme. - 2 out of 30 pupils (7%) were unable to consistently swim 25 metres during the final assessment, primarily due to a lack of confidence in the water rather than their physical ability. These pupils would benefit from additional opportunities to build confidence and practise swimming independently.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	- By the end of Year 6, 28 out of 30 pupils (93%) effectively demonstrated a range of recognised swimming strokes, including front crawl, backstroke and breaststroke. Most pupils showed good control, coordination and confidence when selecting and performing different strokes during lessons. - End-of-unit assessments were completed by qualified	- A small number of pupils found it difficult to demonstrate consistent technique across all three recognised strokes, particularly breaststroke, where coordination and timing were more challenging. - End-of-unit assessments showed that 2 out of 30 pupils (7%) were not yet able to perform two or more recognised strokes with consistent technique.

	swimming instructors. Assessment records also showed improvements in stroke technique, breathing and body position compared with the start of the programme.	Instructor observations identified difficulties with breaststroke timing, breathing and leg action, indicating that these pupils would benefit from additional practice to improve efficiency and confidence.
3. Perform safe self-rescue in different water-based situations	- By the end of Year 6, 30 out of 30 pupils (100%) successfully demonstrated safe self-rescue skills during the final swimming assessment. Pupils were able to explain key water safety messages and practically demonstrate techniques including floating on their back, treading water, conserving energy and safely exiting the pool. - Assessment records from swimming instructors confirmed that 100% of pupils met the National Curriculum expectation for safe self-rescue.	

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	What went well: - Ashperton has continued to develop staff confidence, knowledge and skills in delivering high-quality PE and sporting activities. Staff have been supported through high-quality resources, professional development opportunities and collaborative working, ensuring teachers feel increasingly confident in planning, delivering and adapting PE lessons to meet the needs of all pupils. Two members of staff have completed a swimming course. - The continued implementation of Get Set 4 PE has provided teachers with a clear and progressive curriculum, supporting consistency in PE delivery across the school. Staff have developed a stronger understanding of skill progression, assessment and lesson sequencing, enabling pupils to build knowledge and skills over time. - A focus has been placed on developing sustainable expertise within school, ensuring staff have the confidence and subject knowledge to deliver high-quality PE independently and continue to promote physical activity across the curriculum. Supporting evidence:	What didn't go well: -Although staff confidence has continued to improve, there remains some variation in confidence when delivering less familiar units of work, adapting PE lessons effectively to meet the needs of pupils with SEND, providing inclusive opportunities for participation and competition, and assessing pupils' progress consistently across all areas of the PE curriculum. Supporting evidence: - Staff discussions and CPD evaluations identified that some teachers would benefit from further training in specific activity areas and assessment to further develop subject knowledge and confidence. - Opportunities for staff to observe high-quality PE teaching across different year groups were limited due to time constraints.

	-The continued use of Get Set 4 PE, alongside Get Set 4 PE training, has supported both class teachers and teaching assistants in delivering a progressive and well-sequenced PE curriculum, providing clear lesson plans, skill progression and assessment guidance. This has improved staff confidence and ensured consistency in PE delivery across all year groups. - Staff have developed greater confidence in adapting PE lessons, through discussions and modelling, to meet the needs of different learners, enabling activities to be modified appropriately so that all pupils can access high-quality PE and make progress. - PE knowledge and effective practice have been shared through staff discussions and collaboration, enabling teachers to exchange successful teaching strategies, lesson ideas and approaches to maximise pupil engagement and progress. - The PE subject leader has provided ongoing guidance, resource sharing and professional support, helping staff to develop their subject knowledge, identify areas for improvement and maintain high standards in PE across the school.	
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2. Increasing engagement of all pupils in regular physical activity and sporting activities	What went well: - Ashperton has developed a stronger culture of daily physical activity, ensuring pupils have regular opportunities to move, play and participate in sporting activities beyond timetabled PE lessons. A wider range of activities has been introduced to appeal to different interests and abilities, encouraging pupils who may not always engage in traditional sports to participate and develop a positive attitude towards being active. - Physical activity has been embedded throughout the school day through movement opportunities, structured activities and targeted provision, allowing pupils to regularly develop their movement skills, confidence and enjoyment of physical activity. This has helped create a more active school environment where pupils are encouraged to make positive choices around movement and participation. - Pupil voice has been used to help shape physical activity provision at Ashperton, ensuring opportunities reflect pupils' interests and support continued engagement in sport and physical activity. Supporting evidence:	What didn't go well: -Although participation in regular physical activity increased, lunchtime observations identified that some pupils remained less active during unstructured play and would benefit from additional targeted opportunities to encourage participation. Supporting evidence: - Lunchtime observations showed that some pupils preferred sedentary activities rather than engaging in active play. - Sports Leader and School Council questionnaires identified requests for a wider variety of lunchtime activities and equipment to encourage greater participation. - Participation in some after-school clubs varied across the year, suggesting that further pupil consultation could help tailor provision to pupils' interests.
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| | <ul style="list-style-type: none">- A broader range of sporting opportunities were introduced beyond traditional team sports, including after-school dance clubs, table tennis, summer sports, invasion games, UniHock, hockey, cricket and Explorers. These opportunities provided pupils with different ways to engage in physical activity and develop a wider range of skills.- Regular movement breaks were integrated into the school day, providing pupils with additional opportunities to be active and supporting the development of positive habits around physical activity.- Structured playground activities were introduced during break and lunchtime, with playground staff leading organised games and encouraging pupils to participate in active play. This increased opportunities for pupils to develop movement skills, teamwork and confidence outside of lesson time.- Targeted KS1 provision supported younger pupils in developing fundamental movement skills, using sporting equipment to develop balance, coordination, agility and confidence. This provided pupils with strong foundations for future participation in physical activity.- Alternative physical activity opportunities were provided to engage pupils who may not always choose traditional sporting activities, helping to build confidence, enjoyment and positive attitudes towards being active. | |
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	- Pupil voice informed the development of physical activity opportunities, with questionnaires completed by Sports Leaders and the School Council to gather pupils' views on current provision and identify activities they would like to see introduced or developed further. Questionnaire responses will be used to shape next year's extra-curricular programme. - Weekly lunchtime observations were completed to monitor how actively pupils were engaging during break and lunch periods. These observations helped identify strengths within current provision and areas for future development to further increase participation and improve active play opportunities. As a result, structured playground games and additional equipment will be introduced next year.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	What went well: - Physical Education, sport and physical activity are an integral part of school life, with a stronger focus on how being active supports pupils' physical and mental wellbeing, confidence, behaviour, teamwork and readiness to learn. Physical activity has been embedded within the school's vision and values, recognising its contribution to wider school improvement and the development of happy, healthy and confident learners. - The school has successfully developed a positive sporting culture where pupils are encouraged to	What didn't go well: -Whilst PE and sport have a high profile across the school, there are further opportunities to increase pupil leadership and provide additional whole-school physical activity events throughout the academic year to further embed an active culture. Supporting evidence: - The Year 6 Sports Leaders successfully supported key events; however, there is scope to provide them with additional leadership

participate, celebrate achievements and understand the benefits of maintaining an active lifestyle. Whole-school events and inclusive sporting opportunities have enabled pupils of all ages and abilities to experience success, develop confidence and feel a sense of belonging through PE and sport.

- Investment in high-quality resources has strengthened PE provision and increased opportunities for pupils to be active throughout the school day. New equipment has enhanced curriculum delivery, supported active play and provided younger pupils with opportunities to develop fundamental movement skills, coordination and confidence from an early age.
- Pupil leadership has also been developed through the introduction of a Year 6 Sports Leaders group. This has enabled pupils to take greater ownership of PE and sport provision, supporting events, encouraging participation among younger pupils and developing valuable leadership, communication and organisational skills.
- Pupils' sporting achievements and participation have been regularly celebrated.
- The continued implementation of Get Set 4 PE has supported teachers in delivering a consistent, progressive and high-quality PE curriculum. This has increased staff confidence, improved subject

responsibilities, such as organising lunchtime activities and leading intra-school competitions.

- Whole-school events such as the Colour Run, Sports Day, KS2 Dodgeball and KS1 Just Dance were successful and pupil voice identified an interest in additional whole-school sporting events across the academic year.

knowledge and ensured pupils receive a broad and ambitious PE experience across the school.

Supporting evidence:

- A whole-school Colour Run was organised, involving 202 pupils and staff across the school. The event promoted enjoyment of physical activity, encouraged participation from all year groups and raised funds for both Ashperton and Karangai, the school's link school in Tanzania, strengthening community links and demonstrating the wider impact of sport.
- Inclusive whole-school sporting opportunities were organised to ensure pupils of different ages and abilities could participate, including a KS2 Dodgeball Tournament and a KS1 Just Dance session. These events encouraged participation, teamwork and enjoyment of physical activity in a supportive environment.
- Ashperton participated in the 'Walk to School' initiative, encouraging pupils to increase daily physical activity, develop healthy travel habits and recognise the benefits of incorporating movement into their everyday routines.
- The Year 6 Sports Leaders group supported the organisation and delivery of key events, including Sports Day, the Colour Run, the KS2 Dodgeball Tournament and KS1 Just Dance. This provided pupils with meaningful leadership opportunities

	while encouraging younger pupils to engage positively with sport. - Sports Day was designed to maximise participation, with activities adapted to meet the needs of all 202 pupils and ensure children of different abilities could contribute, achieve success and develop confidence in a positive competitive environment. Track and field events were included to provide pupils with opportunities to showcase a range of physical skills, including speed, endurance, coordination and teamwork. Events were structured to allow pupils to compete against their peers while ensuring all children had the opportunity to participate, represent their team and celebrate their achievements. - Funding was used to purchase new PE and sporting equipment to improve the quality and accessibility of provision. This included additional balls, bibs and football goals for KS1 and KS2, enabling pupils to develop skills through lessons, competitions and recreational opportunities. In KS1, equipment has supported the integration of physical activity into daily routines, helping pupils develop fundamental movement skills, balance, coordination and confidence through active play. - New playground resources, including Connect 4, stilts, bean bags, hoops and balance boards, have increased opportunities for active play during break and lunchtimes, supporting pupils' physical development, creativity, cooperation and	
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	enjoyment of movement beyond timetabled PE lessons. - A Boccia kit was purchased to further enhance inclusive provision, ensuring pupils with different physical abilities and needs have opportunities to participate, develop skills and experience success in sport. - Sporting achievements and participation opportunities have been celebrated through the school's social media platforms (Facebook and Instagram) and weekly newsletters, ensuring pupils' successes are recognised and promoting the importance of PE, sport and physical activity across the school. - The continued use of Get Set 4 PE has supported teachers in delivering progressive and high-quality PE lessons, ensuring consistency across year groups and developing staff confidence in teaching physical education. - Staff have shared effective practice and developed their confidence through collaboration, discussions and the use of high-quality resources, supporting the delivery of PE and active learning opportunities throughout the curriculum. - Communication with parents and the wider community has been strengthened through events such as the Colour Run, Sports Day and sporting activities, helping families understand the benefits of physical activity and encouraging wider engagement with pupils' health and wellbeing.	
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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	What went well: - The school has successfully broadened access and participation in a wider range of sporting opportunities, ensuring pupils of all abilities, genders and backgrounds have opportunities to represent the school and experience competitive sport. Targeted opportunities have helped remove barriers to participation, particularly for disadvantaged pupils, pupils with SEND and girls, leading to increased confidence, engagement and enjoyment in physical activity. Supporting evidence: - Pupils accessed a wide range of School Games opportunities, including water polo, climbing for confidence, Quicksticks hockey and the Here Girls Can Festival. Targeted places ensured disadvantaged pupils and children with SEND were able to access experiences that developed	What didn't go well: - Although Ashperton provided a broad range of sporting opportunities, participation in some events was limited by transport arrangements and restrictions on team sizes at external competitions. This meant participation of a range of children was limited. Supporting evidence: - The availability of transport and staff occasionally restricted the number of pupils able to attend external competitions, particularly where venues were further away or events took place during the school day.

confidence, teamwork and enjoyment of physical activity.

- Ashperton hosted and attended a variety of competitions across football, netball, tag rugby, athletics and cricket, providing opportunities for pupils with different interests, abilities and levels of experience to represent the school and develop their skills in competitive environments.

- Girls' participation was actively promoted through initiatives such as the Barclays Girls' Football Tournament and dedicated girls' cricket opportunities and girls' friendlies and competitive tournaments, helping to address gender participation gaps and increase confidence and engagement traditionally less represented sports.

- Weekly cluster school friendlies enabled a wider range of pupils to regularly represent the school and develop confidence in competitive environments. The sporting focus changed each term to align with upcoming competitions and events, ensuring pupils had relevant opportunities to develop their skills across sports including football, netball, tag rugby, cricket and athletics.

- Opportunities were targeted to encourage participation from pupils who may not traditionally access competitive sport, ensuring a wider range of children experienced representing the school and developing confidence through physical activity.

- Participation registers, competition records and School Games data were used to monitor

	engagement, ensuring pupils across different groups, abilities and backgrounds accessed a broader range of sporting experiences	
5. Increasing participation in competitive sport	What went well: - Ashperton has increased participation in competitive sport by providing pupils across a range of year groups with more regular opportunities to represent the school in fixtures, tournaments and festivals. This has enabled a wider range of pupils to experience competitive environments, develop sporting skills and build confidence, resilience, teamwork and communication through representing their school. - Competitive opportunities have been carefully planned throughout the academic year, allowing pupils to apply their skills in meaningful sporting situations and experience different formats of competition. Through participation in a variety of sports, pupils have developed a positive attitude towards competition, learned the importance of	What didn't go well: -Although participation in competitive sport increased across the school, there is scope to provide even more competitive opportunities for younger pupils and to increase the frequency of fixtures in some sports. Supporting evidence: -Competitive opportunities were more readily available for KS2 than KS1 due to the structure of local competitions. -Fixture availability depended on local competition calendars and the availability of partner schools. -Competition records demonstrate that further opportunities to develop additional friendly fixtures would enable more pupils to experience regular competitive sport.

teamwork and celebrated their achievements as part of representing Ashperton.

Supporting evidence:

- Pupils from a range of year groups represented Ashperton in a variety of competitive events, including the Pyramid Tournaments for netball and football, providing opportunities for pupils to compete against other schools and develop their skills in a competitive setting.
- Three tag rugby festivals were attended, with a particular focus on increasing girls' participation and confidence within the sport. This provided more pupils with the opportunity to experience competitive rugby and develop their skills in a supportive environment.
- Football teams participated in multiple competitive tournaments, allowing pupils to develop teamwork, decision-making, tactical awareness and match-play skills through regular competition. With a number of matches having mixed gender and girls only teams.
- Cricket participation was increased through both mixed and girls-only cricket festivals, providing pupils with opportunities to compete in different formats of the sport and encouraging wider engagement.
- Pupils participated in a water polo competition, providing an opportunity to experience competition in an alternative sporting

	environment and extend their range of sporting experiences. - Ashperton participated in a netball league, providing pupils with regular competitive fixtures throughout the year and enabling them to develop consistency, confidence and teamwork over time. - Competition records, fixture registers and participation data demonstrate increased engagement in competitive sport, with pupils across different year groups representing Ashperton in a range of fixtures and events throughout the academic year.	
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Aims for the next academic year (2026/2027)

- 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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key area	Supporting evidence
-Increase staff confidence by providing targeted CPD opportunities, including adapting PE lessons for pupils with SEND, assessment moderation and inclusive competition.	- To further strengthen staff confidence in delivering high-quality, inclusive PE and accurately assessing pupils' progress	- Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	
- Build on the success of girls' sporting opportunities by identifying and engaging less active girls through targeted activities, confidence-building experiences and increased opportunities to participate in physical activity.	-To ensure less active girls develop confidence, enjoyment and positive attitudes towards sport, helping them to participate more regularly and access a wider range of physical activity opportunities.	- 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.	
- Build on the success of whole-school sporting events by strengthening links with families and the wider community, providing further opportunities for pupils to celebrate participation, develop positive attitudes towards physical activity and access opportunities to be active beyond the school day.	-To encourage pupils to continue being active beyond school by strengthening links with local clubs, community providers and families. - To support the wider aim of creating a whole-school culture around health, wellbeing and physical activity.	- Raising the profile of PE and sport across the school, to support whole school improvement.	

-Further develop opportunities for daily physical activity by expanding active lunchtime provision, increasing the role of Sports Leaders and introducing additional pupil-led activities based on pupil voice.	- To increase participation in structured lunchtime activities. - Sports Leaders regularly organise and lead active sessions for younger pupils. - To increase enjoyment of physical activity during the school day.	- Increasing engagement of all pupils in regular physical activity and sporting activities.	
-Increase competitive experiences for younger pupils by developing more KS1 and lower KS2 fixtures and intra-school competitions.	- To provide children with earlier experiences of competition, building confidence and positive attitudes towards sport from a younger age.	- Increasing participation in competitive sport.	
Diversify the range of sports offered to increase participation, particularly among disadvantaged and less active pupils, by introducing children to less traditional and unfamiliar sports and activities.	-To encourage all children including disadvantaged children to be more active and have a positive attitude towards sport	-Increase participation in being more active for ALL children	

Plan, monitor and evaluate (2026/2027)



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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 (2026/2027)

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	-Deliver and evaluate targeted CPD for teachers.	-By the end of the academic year, deliver a minimum of three high-quality PE CPD sessions focused on: - adapting PE for pupils with SEND. - Consistent assessment and moderation - inclusive competition and participation. - Measure impact through staff confidence questionnaires before and after training.	- At least 80% of staff reporting increased confidence in planning and delivering inclusive PE. - Staff effectively adapt lessons for pupils with SEND, use assessment confidently and consistently, and provide inclusive opportunities for all pupils to participate and achieve in PE and competitive sport, resulting in improved pupil engagement and positive learning experiences.	-CPD programme/calendar outlining planned training sessions. - Staff attendance registers. - Staff evaluations/feedback forms following each CPD session.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				
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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	-Embed CPD into classroom practice.	- By the end of the academic year, lesson observations, modelling and pupil voice will show that all teaching staff consistently apply strategies from CPD, including appropriate adaptations for SEND pupils, accurate assessment against school progression documents, and opportunities for inclusive participation in PE lessons and competitions.	- All staff consistently apply CPD strategies in their teaching, resulting in high-quality, inclusive PE lessons, accurate assessment and effective adaptations for pupils with SEND. Pupils are fully engaged, make good progress across the PE curriculum and have equitable opportunities to participate and succeed in PE and competitive sport.	-Pupil voice (particularly from pupils with SEND). - Staff confidence surveys - Lesson observations - Participation data in intra- and inter-school competitions.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	- Increase family and community involvement in school sporting events by providing additional opportunities for parents, carers and local partners to engage in physical activity alongside pupils.	-Develop a partnership with the local Parkrun to promote and support pupil and family participation in weekly community runs, providing an accessible opportunity for families to be active together outside of school. -Host a family activity evening (rounders, yoga, cricket). -Use pupil sports leaders to promote events and encourage peers to attend. - Use pupil voice surveys to ask which activities pupils and families would like to take part in. -Monitor participation of different groups of pupils, including less active pupils and pupils with SEND.	- Increased participation from parents, carers and the wider community in school sporting events. - Stronger relationships between school, families and local sporting organisations. - Pupils develop more positive attitudes towards physical activity through shared experiences with families and the wider community. - More pupils and families accessing opportunities to be active beyond the school day.	-Parent/carers and pupil feedback surveys. - Photos and records of sporting events and activities delivered. - Communications promoting events (newsletters, website, social media). - Links and partnership records with local sports clubs/community providers. - Pupil voice evidence showing increased enjoyment and engagement in physical activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				
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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	-Expand participation in extracurricular sport and physical activity opportunities, including links with local clubs and community providers.	-Expand the range of after-school clubs offered across the year, such as yoga, boccia, orienteering and circus skills. -Promote clubs through assemblies, newsletters, pupil sports leaders and parent communication platforms to increase awareness and uptake. - Create links with local clubs and community providers to offer taster sessions, coaching opportunities and signposting to activities beyond school.	- At least a 30% increase in numbers of pupils participating in extracurricular sport and physical activity beyond curriculum PE. - A wider range of pupils accessing clubs, including less active pupils, girls and pupils with SEND. - Improved pupil confidence, enjoyment and positive attitudes towards physical activity. - Stronger links with local sports clubs, creating	- After-school club registers showing participation levels and increased engagement. - Comparison of participation data across the academic year. - Records of links and activities delivered with local sports clubs/community providers. - Photos and records of extracurricular activities and events. - Competition participation records and club referral/pathway information.

		- Establish a pathway from school clubs to local community clubs to encourage sustained participation. - Monitor club attendance each half term and adapt the offer based on pupil interest, feedback and participation levels.	sustainable opportunities for pupils to continue being active outside of school. - Increased participation in competitions and community sporting opportunities.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	-Train Sports Leaders to plan and deliver regular pupil-led activities during lunchtimes.	-Train a team of Sports Leaders from upper KS2 pupils to develop confidence, communication and leadership skills. - Deliver Sports Leader training covering: - how to organise and explain games -adapting activities for different ages and abilities - encouraging inclusion and fair play - managing small groups safely -Provide Sports Leaders with planning templates and activity ideas to support them in creating and leading sessions. - Allocate Sports Leaders specific responsibilities, such as leading playground games, supporting activity zones or running weekly challenges. - Introduce a Sports Leader rota to ensure regular pupil-	-Increased pupil ownership and engagement in lunchtime physical activity. - Sports Leaders demonstrate improved confidence, communication and leadership skills. - At least 3 pupil-led activities available during lunchtimes, increasing participation across different year groups. - Pupils develop positive attitudes towards teamwork, responsibility and supporting others. - A 50% increase in pupil taking part in physical activity through positive peer influence and role modelling. - Increased confidence and inclusion among pupils who may be less likely to participate in traditional sports.	-Sports Leader rota and activity plans. - Records/photos of pupil-led lunchtime activities. - Sports Leader reflections - Staff observations of Sports Leaders delivering sessions. - Certificates or recognition of Sports Leader achievements.

		led activities take place during lunchtimes. - Encourage Sports Leaders to use pupil voice to design activities that reflect what pupils enjoy and want to participate in. - Provide opportunities for Sports Leaders to reflect on sessions and develop their leadership skills through feedback from staff and pupils.		
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	-Increase daily physical activity opportunities at lunchtime by introducing a wider range of structured activities, including inclusive games and sports sessions. Diversify the sports to encourage less active and the disadvantaged children to increase their participation rates.	- Use pupil voice to identify the activities pupils would like to access at lunchtime and review provision each term. - Develop a zoned playground to provide a variety of structured opportunities, including: Multi-skills Zone- throwing, catching, balance and agility challenges. Inclusive Games Zone-boccia, target games and cooperative activities. Sports Skills Zone- football, basketball, cricket and netball skill stations. Creative Movement Zone- dance, skipping and movement-to-music activities. Challenge Zone- personal best challenges, obstacle courses and active circuits. - Deploy trained Sports Leaders to support the delivery of activities within each zone, encourage	- At least 30% of pupils choosing to take part in structured physical activity during lunchtimes. - A wider range of pupils, including less active pupils and pupils with SEND, regularly accessing lunchtime activity zones. - Pupils demonstrate improved engagement, cooperation and enjoyment during lunchtime physical activity. - Lunchtime provision reflects pupil interests and offers a broad range of inclusive activities that encourage sustained participation. - A more active, inclusive and positive playground environment, supporting pupils' physical wellbeing and enjoyment of being active.	- Lunchtime activity timetable and activity zone plan. - Participation registers or monitoring records. - Pupil voice surveys demonstrating increased enjoyment and participation. - PE lead monitoring records evaluating the quality of lunchtime provision. - Staff and midday supervisor observations. - Photographs of activity zones and pupils participating. - Equipment inventories and records of resources purchased to support the expanded lunchtime offer. - Termly reviews of participation data used to adapt and improve provision.

		participation and model positive teamwork and fair play. - Introduce a half-termly rotation of activities to maintain engagement and respond to pupil interests. - Purchase and organise additional playground equipment so each activity zone is fully resourced and accessible. - Adapt activities, equipment and rules to ensure pupils of all abilities, including pupils with SEND, can participate successfully. - Monitor usage of each activity zone through participation records and observations, using findings to refine the lunchtime offer.		
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				
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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	-Deliver at least one KS1 and lower KS2 intra-school competition each term, involving a range of pupils and activities.	- Create a competition calendar for KS1 and lower KS2, ensuring regular opportunities for pupils to take part in competitive experiences. - Introduce termly intra-school competitions such as: KS1 multi-skills festivals focusing on running, jumping, throwing, balancing and teamwork. Friendlies such as football and tag rugby matches. Dodgeball or bench ball competitions to develop	- At least a 50% increase in numbers of KS1 and lower KS2 pupils participating in competitive sporting opportunities. -Younger pupils develop confidence, resilience, teamwork and an understanding of competition. - Pupils demonstrate positive attitudes towards winning, losing and supporting others. - Increased participation from pupils who may not traditionally engage in competitive sport.	- Competition calendar and event plans. - Participation registers showing pupil involvement across KS1 and lower KS2. - Photos and records of competitions and festivals. - Pupil voice feedback on confidence, enjoyment and experiences of competition. - Sports Leader records showing support with organisation and officiating.

teamwork and tactical awareness.

Athletics competitions
including sprint races, relay events, jumping and throwing challenges.

Target games competitions
such as boccia or throwing challenges to ensure inclusive opportunities.

- Use PE lessons, pupil voice and staff feedback to identify activities that engage a wide range of pupils.
- Ensure competitions are inclusive by adapting rules, equipment and formats to enable pupils of all abilities, including pupils with SEND, to participate.
- Work with Sports Leaders to support organisation, scoring, officiating and encouraging fair play.
- Rotate participation opportunities to ensure different groups of pupils experience competitive sport throughout the year.

- Improved progression into external fixtures and festivals as pupils develop confidence and skills.
- A stronger culture of competition and celebration of achievement across the school.

		teamwork and tactical awareness. Athletics competitions including sprint races, relay events, jumping and throwing challenges. Target games competitions such as boccia or throwing challenges to ensure inclusive opportunities. - Use PE lessons, pupil voice and staff feedback to identify activities that engage a wide range of pupils. -Ensure competitions are inclusive by adapting rules, equipment and formats to enable pupils of all abilities, including pupils with SEND, to participate. - Work with Sports Leaders to support organisation, scoring, officiating and encouraging fair play. - Rotate participation opportunities to ensure different groups of pupils experience competitive sport throughout the year.	- Improved progression into external fixtures and festivals as pupils develop confidence and skills. - A stronger culture of competition and celebration of achievement across the school.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				
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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 KS1 and lower KS2 participation in external fixtures and festivals by establishing regular links with local schools and sports providers.	- Establish links with local primary schools, school sport networks and local sports providers to identify suitable KS1 and lower KS2 fixtures and festivals. - Create a yearly calendar of external competitive opportunities, including events such as: KS1 multi-skills festivals with local schools. Year 1/2 football of tag rugby matches.	- At least a 50% increase in numbers of KS1 and lower KS2 pupils experiencing competitive sport beyond school. - Younger pupils develop confidence, resilience and positive attitudes towards representing the school. - A wider range of pupils, including less confident pupils and pupils with SEND, access external sporting opportunities. - Stronger relationships with local schools and community sports providers, creating	- External fixture and festival calendar. - Records of links and communication with local schools, School Sport Partnerships and sports providers. - Participation registers showing pupil involvement in external events. - Photos from fixtures and festivals. - Pupil voice feedback on confidence, enjoyment and representing the school. - Staff evaluations of events and pupil progress.

		Lower KS2 athletics, cricket, football or tag rugby matches. - Attend local school sport partnership meetings to access a wider range of opportunities for younger pupils. - Prepare pupils for external events through PE lessons and targeted clubs, focusing on teamwork, rules, confidence and sportsmanship. - Select a wider range of pupils to represent the school, ensuring opportunities are not limited to the most skilled performers. - Use staff feedback and pupil voice to identify pupils who would benefit from experiencing external competition. - Celebrate participation and achievements through assemblies, newsletters and school social media platforms.	sustainable competition pathways. - Improved transition into future competitive opportunities as pupils develop experience and confidence.	- Competition records, certificates and recognition of pupil achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				
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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 participation of identified less active girls in targeted clubs, activities or sporting experiences.	- Complete a short pupil voice activity with identified girls to understand barriers to participation (e.g. confidence, fear of competition, preferred activities, friendship groups or previous experiences). - Create a targeted Girls' Activity Pathway for identified pupils, offering low-pressure, confidence-building opportunities such as: Girls' Active Club- focusing on fun, teamwork and developing basic skills rather than competition.	-At least 50% of identified less active girls engage in targeted physical activity clubs, activities or sporting experiences across the academic year. - Identified girls demonstrate increased confidence, enjoyment and willingness to participate in PE, extracurricular activities and competitive opportunities. - Girls who previously lacked confidence or engagement begin to take part more regularly in physical activity beyond the targeted sessions.	- Baseline and follow-up participation data identifying changes in engagement levels. - Registers from targeted girls' clubs, activities and sporting experiences. - Pupil voice surveys/interviews showing changes in confidence, enjoyment and attitudes towards physical activity. - Staff observations and feedback on pupil engagement and confidence. - Records of girls progressing into wider extracurricular clubs, competitions or community activities.

		Dance and movement sessions- to encourage creativity, self-expression and confidence. Wellbeing and fitness sessions- including yoga, circuits and personal challenges. -Provide opportunities for identified girls to attend taster sessions with local sports clubs to experience new activities in a supportive environment. -Use female role models, Sports Leaders and staff encouragement to build confidence and create a positive sporting culture. - Track attendance of identified girls each half term and provide additional support or alternative opportunities where engagement remains low. - Revisit pupil voice termly to check whether confidence, enjoyment and willingness to participate are improving.	- Reduced barriers to participation, with pupils feeling more included, supported and positive about being active. - Increased progression from targeted activities into wider school clubs, competitions and community sporting opportunities. - A stronger culture where all girls view physical activity as enjoyable, achievable and something they can succeed in.	- Photos, newsletters and celebration records highlighting participation and achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				
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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	-Develop confidence, leadership and sporting ambition among participating girls.	- Provide regular opportunities for girls to take on leadership roles, like continuing to train girls as Sports Leaders to support younger pupils, appointing girls as team captains or event leaders and involving girls in organising and leading lunchtime activities. - Continue to increase girls' involvement in competitive opportunities through entering girls' teams into local fixtures and festivals, providing intra-school competitions and offering	- At least 50% of participating girls report increased confidence and enjoyment in physical activity. - Girls show greater confidence when taking part in PE lessons, clubs, competitions and leadership opportunities. - Increased numbers of girls volunteering for leadership roles and representing the school in sporting events. - More girls develop resilience, teamwork and positive attitudes towards competition. - Girls recognise their own achievements and feel	- Registers from girls-only clubs, leadership opportunities and competitions. - Pupil confidence and enjoyment questionnaires. - Pupil voice interviews demonstrating increased confidence and positive attitudes towards physical activity. - Sports Leader training records and leadership logs. - Records of girls representing the school in competitions and sporting events. - Staff observations of pupils' confidence, engagement and

		inclusive competitions where all abilities can participate. - Celebrate girls' achievements and progress through assemblies, newsletters, displays and school communication channels. - Use positive female role models, including staff, local athletes and community coaches, to inspire confidence and ambition. - Provide opportunities for girls to reflect on their progress through pupil voice and leadership feedback.	empowered to continue participating in physical activity beyond school. - A sustainable culture where girls are confident role models and advocates for sport across the school.	willingness to participate in PE and extracurricular activities. - Celebration records (assemblies, newsletters, displays and social media) recognising girls' achievements and leadership.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				