

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

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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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	The Y6 cohort (10 children) passed the three sections We looked at all the strokes even including butterfly. But had more focus on Front crawl, backstroke and breast stroke. The children swam in clothes and we did floatation and looked at self rescuing.	The children were put into two groups. Group A achieved the 3 areas at a good standard. Group A also achieved the 3 areas, however slightly weaker.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All the boys in the group could very comfortably swim 25 metres	
3. Perform safe self-rescue in different water-based situations		

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	The subject leader has established a programme of support through the effective use of external coaches, who work in partnership with teaching staff to model high-quality teaching and develop staff confidence and subject knowledge. Additional leadership time has been allocated to enable the subject leader to deliver regular updates during staff meetings, ensuring all staff are informed of current developments, curriculum expectations and best practice in PE. Targeted support has been provided for staff who require further development. This includes 1:1 guidance, signposting to relevant CPD opportunities, and access to appropriate resources. As a result, staff feel more confident in delivering PE lessons and are better equipped to teach a broader range of skills effectively.	Golden Hill is working towards ensuring all staff are confident and competent in delivering high-quality PE lessons independently. Impact will be measured through staff audits, lesson observations, and pupil outcomes, alongside an increase in teacher-led PE lessons. A reduction in the use of external coaches will demonstrate improved staff confidence and the sustainability of provision.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The implementation of PE Passport has improved the accuracy of assessment, making it easier to identify pupils requiring targeted support. This allows the subject leader and class teachers to plan more effectively for areas of development. Provision is better tailored to individual needs, leading to improved pupil progress.	The subject leader has identified that the current long-term plan lacks sufficient breadth and progression across year groups, and that a clearer, more cohesive vision is required. From September 2026, a revised long-term plan will be implemented for each year group, ensuring a well-structured and progressive curriculum. This will provide clear progression from EYFS to Year 6, supporting the consistent development of skills, knowledge and understanding across all key stages.

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	The profile of PE has been raised across the school through the introduction of PE Passport, increased staff engagement and a greater focus on high-quality, inclusive provision. Staff confidence and subject knowledge have improved, and colleagues feel able to seek support from the PE Subject Leader and share effective practice. The Subject Leader has also completed a progressive whole-school curriculum map for the next academic year. Evidence: staff feedback, PE Passport planning, lesson monitoring, curriculum documentation and subject-leader records	The quality and consistency of PE provision have not always been the same across every class. Some staff required further support with adapting lessons, assessing progress and meeting pupils' complex needs. Opportunities to celebrate PE achievements across the wider school have also been limited. Continued monitoring, staff development and celebration of pupils' achievements will remain priorities.
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	Pupils experienced swimming lessons at Nuffield Health Gym, with additional provision offered to pupils identified as weaker swimmers. Investment in new equipment. This broadened the activities available and created excitement among pupils. Evidence: invoices, equipment audit, swimming records, photographs, PE planning, attendance information and pupil voice.	Attendance, anxiety, sensory needs, emotional regulation and individual behaviour sometimes prevented pupils from accessing the full range of activities. Some pupils required significant adaptations and adult support to participate. Although the range of equipment increased, some new activities had not yet become fully embedded. The mapped curriculum and planned Forest School provision will address this next year.
5. Increasing participation in competitive sport	Pupils were given opportunities to experience competition through structured team games, personal challenges and activities within PE lessons. Staff adapted competitive activities to make them supportive and achievable, with an emphasis on participation, teamwork, resilience and personal improvement. Evidence: PE planning, photographs, staff observations and pupil participation records.	Participation in external competitive sport remained limited. Some pupils found the pressure of competition, unfamiliar environments and managing winning or losing challenging. Attendance, transport, staffing and pupils' individual SEMH needs also affected participation. Next year, the school will develop more low-pressure internal competitions, personal-best challenges and carefully selected external opportunities.

Aims for the next academic year (2025/2026)



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

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	Some pupils can swim 25 metres confidently on their backs. One pupil can complete 25 metres using both front crawl and backstroke with rhythmical breathing. Other pupils have progressed from being very nervous in the water to swimming independently for 5–10 metres or paddling for up to 25 metres.	Not all pupils can yet swim 25 metres using a proficient swimming technique. Some continue to rely on paddling or survival-style swimming with their heads above the water. Confidence and attendance have affected the progress of some pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils have developed skills in front crawl and backstroke. Some can swim 5–10 metres on their fronts with their faces in the water and can continue for 25 metres on their backs. One pupil can complete 25 metres using front crawl and backstroke with rhythmical breathing.	The effectiveness and consistency of strokes vary. Some pupils use a mixture of arm and leg movements rather than a recognised, controlled stroke. Front crawl breathing and technique require further development. There is no evidence yet of pupils using breaststroke effectively.
3. Perform safe self-rescue in different water-based situations	Pupils have developed important water-safety skills, including entering the water safely, jumping in, submerging, floating independently and returning to an upright position. Some can scull, and one pupil is beginning to tread water.	Some pupils remain anxious when floating or placing their faces in the water. Sculling and treading water require further practice. Pupils have not yet demonstrated a complete self-rescue sequence confidently across a range of water-based situations.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To improve water confidence and swimming	Improving water confidence helps pupils overcome fears and anxiety, building self-esteem and resilience. This has often had a positive impact on participation in other areas of PE.	Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils' attainment data
A more comprehensive 'Active schools offer'	A more comprehensive "Active Schools Offer" is important to ensure that all pupils have regular, varied opportunities to be physically active throughout the school day. In a PRU setting, this is particularly valuable as many pupils benefit from structured movement to support regulation, focus and overall well-being. A broader offer—such as active lessons, movement breaks, targeted interventions and enrichment activities—helps to embed physical activity beyond PE lessons. This supports pupils in managing emotions, reducing anxiety and improving behaviour, which can positively impact engagement in learning across the curriculum. It also ensures inclusivity, allowing all pupils to access activities that suit their needs, interests and abilities. This is especially important for pupils who may not engage with traditional sports but can benefit from alternative or less competitive activities.	The engagement of all pupils in regular physical activity	Staff voice noting improved classroom behaviour and engagement. Observations showing smoother transitions after movement breaks. Increased use of active strategies across different subjects. Evidence that physical activity is embedded across the school day.
Ensuring that staff and pupils have good quality sports equipment in order to confidently and effectively teach and participate in PE and for all pupils to access all areas of the PE curriculum.	Access to suitable equipment enables pupils to experience success in physical activities. This is vital in a PRU, where building confidence and positive self-image is often a key priority. Appropriate equipment allows pupils to develop fundamental movement skills and progress at their own level. This supports both physical development and wider learning outcomes.	The engagement of all pupils in regular physical activity	Staff voice indicating increased confidence in delivering PE. Lesson observations showing more effective use of equipment. Reduced reliance on external coaches due to improved resources. CPD records linked to using equipment effectively. Fewer behavioural incidents during PE lessons. Observations showing improved engagement and focus. Pupils demonstrating better regulation during structured activities. Improved cooperation and teamwork.
Provide Young Leader Training to Y6	Providing Young Leader training for Year 6 pupils is particularly important within a PRU setting, as it supports the development of key SEMH skills, including self-regulation, resilience and positive communication. It gives pupils the opportunity to take on responsibility in a structured and supportive environment, helping to build confidence, self-esteem and a sense of achievement. Through leading activities, pupils are encouraged to model positive behaviours, develop emotional control and practise appropriate social interactions. This is especially valuable for pupils who may find these skills challenging in the classroom. Young Leaders also play a key role in supporting and engaging younger pupils, helping to create a calm, inclusive and purposeful environment during physical activity. This can lead to improved behaviour, increased participation and more positive peer relationships across the school.	The profile of PE and sport is raised across the school as a tool for whole-school improvement	Pupil voice showing increased confidence, responsibility and enjoyment. Case studies of individual pupils demonstrating improved self-esteem or behaviour. Observations of pupils leading activities, showing good communication and teamwork. Evidence of pupils modelling positive behaviour and supporting peers.
Provide a wider range of sporting opportunities or activities that promote physical activity. Glow Dodgeball Days, Inter-House Competitions etc.	Providing a wider range of sporting opportunities has increased pupil engagement and participation in physical activity. Pupils are more motivated to take part, demonstrate improved behaviour and develop key SEMH skills such as teamwork and self-regulation. These activities have also supported positive relationships and contributed to a more inclusive and enjoyable PE environment.	Broader experience of a range of sports and activities offered to all pupils	Registers showing repeated engagement from previously reluctant pupils. Reduction in behaviour incidents during PE or structured activity sessions. Attendance data showing improved attendance on activity/event days. Number of pupils accessing a wider range of activities compared to previous terms.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Provide all children in KS2 with daily free fruit at break times to promote healthy eating. This will be linked with additional in-curricular healthy eating lessons and a healthy snack campaign where a trolley prize will be raffled to children with healthy snacks.	Providing all KS2 pupils with daily free fruit at break times is important to promote healthy eating habits and support pupils' overall physical health and wellbeing. In a PRU setting, where pupils may have varied experiences and routines around food, this ensures all children have consistent access to a healthy option. Linking this with in-curricular healthy eating lessons and a healthy snack campaign helps to reinforce positive behaviours and develop pupils' understanding of nutrition. This supports pupils in making informed choices, both in school and beyond.	Engagement of all pupils in regular physical activity	While this initiative has not been implemented this year due to funding priorities, it has been identified as an area for future development.
Further staff confidence and staff subject knowledge through specific CPD opportunities. Dance & gymnastics identified as an area of low staff confidence and so whole staff training would be useful.	Further developing staff confidence and subject knowledge in PE is essential to ensure high-quality teaching and consistent provision across the school. Dance and gymnastics have been identified as areas of lower staff confidence; targeted CPD will support staff in delivering these aspects of the curriculum more effectively. This will lead to improved pupil outcomes, increased engagement and greater consistency in teaching, particularly important in a PRU where confidence, structure and clear delivery support pupil behaviour and participation.	Increased confidence, knowledge and skills of all staff in teaching PE and sport	Pupils demonstrating improved confidence and willingness to perform in increased participation in group activities. Improved behaviour and self-regulation during structured lessons.
Further investment in EYF's physical development – Balance ability cycle run by Pro-Sport Coaching CPD for staff and a fleet of Balance bikes. Equipment and resources for EYF's physical development to run with in P.E. sessions and to be factored into continuous provision both inside the classroom and in outside area.	Investing in EYF's physical development is crucial in supporting pupils to develop fundamental movement skills, balance and coordination from an early age. In a PRU setting, early physical development also plays a key role in supporting self-regulation, confidence and engagement in learning. The introduction of Balance ability sessions, alongside targeted CPD for staff and appropriate resources, ensures that staff are equipped to deliver high-quality provision. Embedding physical development within both PE sessions and continuous provision (indoors and outdoors) supports consistent opportunities for movement, helping pupils to develop core skills that underpin future learning and participation in sport.	The engagement of all pupils in regular physical activity Increased confidence, knowledge and skills of all staff	Timetables showing Balance ability sessions delivered by Pro-Sport Coaching Evidence of CPD attended by EYF's staff Inventory of balance bikes and physical development equipment Planning showing physical development embedded in PE and continuous provision Photos/videos of provision in both indoor and outdoor environments
Purchase of P.E. Passport App to be used across school as a scheme of learning for in-curricular P.E. and for assessment purposes.	The purchase of the PE Passport app supports the delivery of a structured and progressive PE curriculum across the school. It provides staff with clear planning, assessment tools and resources, which helps to improve confidence and consistency in teaching. In a PRU setting, having a clear and accessible scheme of learning ensures lessons are well-structured and inclusive, supporting pupil engagement and behaviour. The assessment element allows staff to accurately track progress, identify gaps in learning and provide targeted support, ensuring all pupils can make progress in PE.	Increased confidence, knowledge and skills of all staff in teaching PE and sport The engagement of all pupils in regular physical activity	Evidence of PE Passport subscription and whole-school use Long-term and medium-term planning generated through the app Staff login/usage data showing consistent use Assessment data recorded within PE Passport Evidence of tracking pupil progress over time Identification of pupils requiring additional support Reports generated from the app

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*

Your objective: To develop a consistent, inclusive and high-quality PE provision across the school by increasing staff confidence and subject knowledge through targeted CPD



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Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To develop a consistent, inclusive and high-quality PE provision across the school by increasing staff confidence and subject knowledge through targeted CPD. This will ensure all staff are equipped to deliver engaging, structured and inclusive PE lessons that support pupils' SEMH needs, promote self-regulation and enable all pupils to experience success.	• Deliver targeted CPD based on staff audits focusing on identified areas of need (e.g. dance, gymnastics, inclusive practice) • 1:1 guidance and staff meetings • Utilise PE Passport to support planning, progression and assessment • Allocate subject leader time to monitor provision and support staff development • Signpost staff to additional training and resources to further develop subject knowledge	• Increased staff confidence and subject knowledge in delivering PE • More consistent, high-quality PE lessons across all classes • Reduced reliance on external coaches as staff expertise improves • Increased pupil engagement, participation and enjoyment in PE • Improved pupil behaviour and self-regulation during lessons Pupils make better progress due to more effective teaching and structured provision	• Staff voice/audits showing increased confidence • CPD records and attendance • Evidence of staff applying training in lessons • Increased participation in PE lessons • Pupil voice reflecting enjoyment and confidence • Assessment data showing improved progress

Your objective: To develop a consistent, inclusive and high-quality PE provision across the school by increasing staff confidence and subject knowledge through targeted CPD



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What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
- PE Passport is now used consistently across the whole school, providing staff with clear, progressive lesson plans and assessment guidance. - Staff confidence and subject knowledge have increased, enabling them to deliver PE more effectively. Staff feel confident seeking support from the PE Subject Leader and sharing effective teaching practice with colleagues. - Inclusive practice is used effectively, enabling the majority of pupils, including those with additional needs, to access a broad range of physical activities. - A varied and progressive PE curriculum has been mapped out for the next academic year.	- Yes. PE Passport provides a consistent whole-school approach that can be followed by current and new staff. - The mapped curriculum ensures that pupils experience a broad and balanced range of activities with clear progression across the school. - Continued support from the PE Subject Leader, staff collaboration, lesson monitoring and regular reviews of planning and assessment will help maintain and further develop improvements.	- PE Passport planning and assessment records Completed whole-school curriculum map for the next academic year - Staff feedback demonstrating increased confidence and subject knowledge - Lesson observations and monitoring showing consistent use of the scheme - Evidence of staff adapting activities to meet pupils' individual needs - Examples of shared practice and professional discussions between staff Pupil participation and engagement during PE lessons	£200 a year PE Passport and Max Whitlock Gymnastics

Your objective: Enhance resources and equipment, and providing a broad, non-threatening range of physical activities that support pupils' SEMH needs, engagement and self-regulation.



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Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To enhance resources and equipment and provide a broad, inclusive and non-threatening range of physical activities that support pupils' SEMH needs. This will increase engagement, promote self-regulation and ensure all pupils can access and enjoy PE in a safe and supportive environment, enabling them to experience success regardless of ability or prior experience.	- Invest in high-quality, appropriate and adaptable PE equipment to support a wide range of activities - Provide a variety of inclusive, non-competitive and low-pressure activities (e.g. team challenges, dodgeball, fitness circuits) - Adapt traditional competitive activities to focus on participation, teamwork and personal success - Ensure activities are differentiated to meet the needs of all pupils - Embed physical activity opportunities throughout the school day to support regulation (e.g. active breaks, structured play) - Use staff training and guidance to ensure equipment is used effectively and inclusively	- Increased pupil engagement and participation in PE and physical activity - Pupils demonstrate improved confidence, resilience and willingness to take part - Improved behaviour and self-regulation during PE and across the school day More pupils able to access a wider range of activities successfully - Development of positive peer relationships through inclusive activities - A more inclusive and supportive PE environment that meets the needs of all learners	- Equipment audits and records of new resources purchased - Timetables and planning showing a wider range of activities - Photos/videos of pupils engaging in varied activities - Registers showing increased participation - Pupil voice reflecting enjoyment and confidence - Evidence of previously disengaged pupils taking part - Behaviour logs showing reduced incidents during PE - Staff observations of improved self-regulation and focus - Case studies of pupils benefiting from structured activity

Your objective: Enhance resources and equipment, and providing a broad, non-threatening range of physical activities that support pupils' SEMH needs, engagement and self-regulation.



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What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
• An investment of approximately £3,000 has significantly improved the quality and range of PE equipment available across the school. • New footballs, basketballs, cricket sets, pickleball sets and padel sets have enabled pupils to experience a broader range of sports and physical activities. • The new equipment has generated excitement and increased pupils' motivation to participate in PE. • Sensory and adaptable resources have supported inclusive practice, helping pupils with different physical, sensory and SEMH needs to participate successfully. • Additional bibs, cones and equipment have allowed staff to organise a wider variety of structured games and team activities. • New trolleys and baskets have improved the organisation, accessibility and safe storage of resources.	Yes. The equipment is suitable for use across different classes, age groups and activities. Storage trolleys and baskets will help keep resources organised, accessible and in good condition. Regular equipment audits will identify any damaged or missing items, while clear expectations for using and returning equipment will extend its lifespan. The resources will be incorporated into the whole-school PE curriculum to ensure they are used regularly and effectively.	• Purchase orders, invoices and equipment records • Updated PE equipment audit • Photographs of the new equipment and improved storage • PE planning showing a broader range of sports and activities • Staff observations of increased enthusiasm and participation • Pupil voice demonstrating excitement about trying new equipment and sports • Evidence of sensory and adaptable resources being used to support inclusion • Photographs or videos of pupils participating in new activities	Approximately £3,000 for new PE and sensory equipment, inclusive resources and storage solutions.

Your objective: Improve the effectiveness of swimming provision and creating opportunities for all pupils to participate, build resilience and experience success in a supportive environment.



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Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To improve the effectiveness of swimming provision and ensure all pupils have the opportunity to participate, build resilience and experience success in a safe and supportive environment. This will support the development of essential life skills, increase water confidence and promote both physical and emotional wellbeing	• Review current swimming provision to identify gaps in participation, progress and outcomes • Provide targeted support for pupils with low confidence or additional needs (e.g. smaller groups, additional staff support) • Ensure regular access to swimming for all relevant pupils, with a focus on consistency • Use qualified instructors alongside staff to support both pupil progress and staff confidence • Track pupil progress in swimming (e.g. distance, water confidence, basic skills) • Prepare pupils for swimming sessions through pre-teaching and clear routines to reduce anxiety • Celebrate pupil achievements to build confidence and motivation	• Increased pupil participation in swimming sessions • Improved water confidence and basic swimming skills • Pupils demonstrate increased resilience and willingness to try new activities • Reduced anxiety around swimming and water-based activities • Pupils experience success, leading to improved confidence and self-esteem • More pupils meet expected swimming outcomes by the end of KS2	• Swimming timetables and registers showing pupil participation • Records of groupings and targeted support • Evidence of consistent access to sessions • Assessment records showing progress in swimming ability and water confidence • Tracking of pupils achieving key milestones (e.g. 25m, floating, basic strokes) • Comparison data over time

Your objective :Improve the effectiveness of swimming provision and creating opportunities for all pupils to participate, build resilience and experience success in a supportive environment.



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What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
- Each year group received swimming lessons for one full term at Nuffield Health Gym. - High-quality instruction enabled pupils to make good progress in their swimming ability, water confidence and water-safety skills. - Pupils requiring additional support were identified and received targeted teaching appropriate to their needs. - One class received additional swimming lessons because assessments identified them as weaker swimmers who would benefit from further instruction. - Attendance and participation in swimming increased across the school. - Pupils showed enthusiasm for swimming lessons and enjoyed learning new skills while regularly revisiting and building upon previously taught skills. - Pupils became increasingly confident, resilient and willing to participate in water-based activities.	- Yes, provided that swimming and transport costs continue to be included within school budget - The termly programme allows each year group to receive consistent swimming provision. - Ongoing assessment will identify pupils who need targeted support or additional lessons. - Continued partnership with qualified swimming instructors at Nuffield Health Gym will ensure that pupils receive high-quality, progressive teaching.	- Swimming timetables and attendance registersRecords showing increased pupil participation - Swimming instructors' assessments and progress notes - Identification and tracking of pupils requiring additional support - Records of the additional lessons provided to weaker swimmers - Pupil voice demonstrating enjoyment and increased confidence - Staff observations from swimming sessions - Swimming attainment data showing progress in distance, technique and water safety	£35 x week Transport?

Your objective: To enhance the use of Forest School provision to support pupils' physical development, emotional wellbeing and self-regulation, by providing regular outdoor learning opportunities that build resilience, confidence and engagement in a safe and nurturing environment.



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Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To embed Forest School provision as a key approach to supporting pupils' SEMH needs, promoting self-regulation, resilience and positive engagement through structured outdoor learning experiences	• Provide regular, timetabled Forest School sessions for all pupils • Ensure sessions are led by trained staff • Develop a structured programme that includes physical activity, teamwork and problem-solving • Invest in appropriate outdoor resources and equipment to support learning • Use Forest School as a targeted intervention for pupils with SEMH needs • Link activities to wider curriculum areas where appropriate • Provide staff with CPD to support delivery and maximise impact	• Improved pupil engagement and participation in outdoor learning • Increased confidence, resilience and independence • Improved self-regulation and emotional wellbeing • Positive impact on behaviour and readiness to learn • Development of physical skills through active, outdoor experiences • Stronger peer relationships and teamwork	• Timetables showing regular Forest School sessions • Planning documents outlining activities and progression • Evidence of staff training or Forest School qualifications • Photos/videos of sessions (where appropriate) • Staff feedback on improved engagement and readiness to learn • Evidence of Forest School supporting wider curriculum engagement • Increased use of outdoor learning across the school

Your objective: To enhance the use of Forest School provision to support pupils' physical development, emotional wellbeing and self-regulation, by providing regular outdoor learning opportunities that build resilience, confidence and engagement in a safe and nurturing environment.



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What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
• Extensive discussions between the PE Subject Leader, Forest School Lead and relevant staff have resulted in Forest School being formally incorporated into the PE curriculum from September 2026. • Weekly Forest School sessions have been allocated within pupils' two hours of PE provision. • A clear and consistent approach has been established, with staff working collaboratively to plan purposeful outdoor learning. • The provision will create additional opportunities for pupils to be physically active in a less formal and non-threatening environment. • As implementation begins in September 2026, the impact on pupils will be monitored throughout the next academic year. • Anticipated outcomes include improved emotional wellbeing, self-regulation, resilience, confidence and engagement.	• Yes. The PE Subject Leader and Forest School Lead have jointly planned the provision to continue throughout 2027, with the intention of embedding it within the PE curriculum in future years. • A protected weekly session, collaborative planning and regular monitoring will support its long-term delivery. • The school's values-based curriculum will also be incorporated into sessions to develop resilience, confidence, teamwork and positive engagement	• Meeting notes and records of discussions between relevant staff • The whole-school PE curriculum map for 2026–27 • Timetables showing weekly Forest School provision • Joint planning completed by the PE and Forest School leads • Forest School lesson plans and risk assessments • Photographs and records of activities once delivery begins • Pupil voice and staff observations • Behaviour, engagement and wellbeing records used to monitor impact • Evidence of pupils demonstrating the school's values during sessions	Linda?

Your objective: To improve pupils' health and wellbeing by promoting healthy eating habits and increasing awareness of nutrition, enabling pupils to make positive choices that support concentration, behaviour and learning.



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Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To promote a whole-school approach to healthy eating by developing pupils' understanding of nutrition and encouraging positive food choices. This aims to support pupils' physical health, emotional wellbeing and readiness to learn, particularly within a PRU setting where consistent routines and healthy habits can have a significant impact on behaviour and engagement.	• Provide daily opportunities for pupils to access healthy food options (e.g. fruit at break times where possible) • Deliver in-curricular lessons focused on healthy eating and nutrition • Promote a healthy snack policy across the school • Introduce incentives (e.g. termly rewards) to encourage healthy choices • Use assemblies and class discussions to reinforce key messages around health and wellbeing • Engage staff in modelling and promoting healthy habits • Link healthy eating to wider wellbeing and physical activity initiatives	• Increased pupil awareness and understanding of healthy eating • Pupils make healthier food choices during the school day • Improved concentration, energy levels and readiness to learn • Positive impact on behaviour and emotional regulation • Development of long-term healthy habits • A more consistent whole-school approach to health and wellbeing	• Pupil voice showing increased understanding of healthy eating • Observations of pupils choosing healthier snacks • Staff feedback on pupil engagement and readiness to learn • Consistency in approach across classes • Evidence of healthy eating messages embedded across the curriculum

Your objective: To improve pupils' health and wellbeing by promoting healthy eating habits and increasing awareness of nutrition, enabling pupils to make positive choices that support concentration, behaviour and learning.



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What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
- Pupils have daily access to a varied selection of fruit and vegetables, including raisins, apples, oranges, pears, carrots and green beans. - Healthy eating is promoted consistently through everyday routines and the PSHCE curriculum. - Pupils are developing a greater awareness of balanced diets and how food choices can affect their health, concentration and energy levels. - The school has arranged bespoke Nutrition Mission sessions from SRBC for pupils identified as particularly vulnerable in relation to diet and lifestyle. - Some pupils remain reluctant to try healthier foods due to sensory needs, restricted diets and other individual factors. - Progress can therefore be gradual, but staff continue to encourage positive choices without creating additional anxiety.	- Yes. Daily fruit and vegetable provision is embedded within school routines, while healthy eating remains part of the PSHCE curriculum. - Staff will continue to model and encourage healthy choices sensitively and consistently. - The Nutrition Mission sessions will provide additional targeted support, and staff can reinforce this learning throughout the school day. - Provision will be reviewed through pupil voice, observations and discussions with pupils and families.	- Records of daily fruit and vegetable provision - PSHCE planning and pupils' completed work - Nutrition Mission lesson plans and attendance records - Pupil voice demonstrating increased nutritional awareness - Staff observations of pupils trying or selecting healthier foods - Photographs of healthy-eating activities and food choices - Feedback from SRBC following targeted sessions - Staff observations relating to pupils' concentration and energy levels	Daily fruit and vegetable provision and Nutrition Mission sessions: £_____