

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

Commissioned by



Department  
for Education

Created by



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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       | <p>The Y6 cohort (10 children) passed the three sections</p> <p>We looked at all the strokes even including butterfly. But had more focus on Front crawl, back stroke and breast stroke.</p> <p>The children swam in clothes and we did floatation and looked at self rescuing.</p> | <p>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.</p> |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | <p>All the boys in the group could very comfortably swim 25 metres</p>                                                                                                                                                                                                              |                                                                                                                                                            |
| 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 | <p>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.</p> <p>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.</p> <p>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.</p> | <p>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.</p>                                                                                           |
| 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                   | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>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.</p> |

## Review of the last academic year (2024/2025)



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| Key areas as outlined in PE and sport premium guidance                                                                                                             | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What didn't go well? Supporting evidence? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>3.</b> 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, as evidenced through increased staff engagement and a greater focus on high-quality provision. This has enabled the subject leader to identify clear, strategic areas for improvement, driving ongoing development in teaching and learning.                                                                                                                                                                                                                                                                                                                                                 |                                           |
| <b>4.</b> 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 | The introduction of a wider range of inclusive activities enabled more pupils to experience success in PE and physical activity. Alternative sports and non-competitive activities proved particularly effective for pupils with SEMH needs, improving engagement, emotional regulation and confidence. Opportunities such as swimming, Forest School, Bikeability, outdoor education and adapted team games ensured every pupil was able to participate regardless of ability or previous experience. Staff reported increased enjoyment, improved behaviour during physical activity and greater willingness from pupils to try new challenges. |                                           |
| <b>5.</b> Increasing participation in competitive sport                                                                                                            | Pupils were provided with regular opportunities to participate in competitive activities that were adapted to meet their individual needs. The focus on personal bests, teamwork and positive competition encouraged pupils to challenge themselves while developing resilience and emotional regulation. Many pupils who had previously been reluctant to take part in competitive activities participated successfully, showing improved confidence, communication and sportsmanship. Competition was used as a tool to develop social skills and self-belief rather than simply focusing on winning.                                           |                                           |

## 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:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
  5. *Increasing participation in competitive sport*

| <u>Swimming and Water Safety</u>                                                              | What went well? Supporting evidence? | What didn't go well? Supporting evidence? |
|-----------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------|
| 1. Swim competently, confidently and proficiently over a distance of at least 25 metres       |                                      |                                           |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) |                                      |                                           |
| 3. Perform safe self-rescue in different 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 wellbeing. 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<br><br>Fewer behaviour incidents during PE lessons Observations showing improved engagement and focus Pupils demonstrating better regulation during structured activities Improved cooperation and teamwork |

# Review of the last academic year (2024/2025)



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| Aim                                                                                                                                              | Why?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Area                                                                                       | Supporting evidence                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide Young Leader Training to Y6                                                                                                              | <p>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.</p> <p>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.</p> <p>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.</p> | The profile of PE and sport is raised across the school as a tool for whole-school improvement | <b>Pupil voice</b> showing increased confidence, responsibility and enjoyment Case studies of individual pupils demonstrating improved self-esteem or behaviour Observations of pupils leading activities, showing 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                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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 termly prize will be raffled to children with healthy snacks.</p> | <p>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.</p> <p>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.</p> | <p>Engagement of all pupils in regular physical activity</p>                            | <p>While this initiative has not been implemented this year due to funding priorities, it has been identified as an area for future development.</p>                                    |
| <p>Further staff confidence and staff subject knowledge through specific C.P.D. opportunities. Dance &amp; gymnastics identified as an area of low staff confidence and so whole staff training would be useful</p>                                                            | <p>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.</p>                           | <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Pupils demonstrating improved confidence and willingness to perform Increased participation in group activities Improved behaviour and self-regulation during structured lessons</p> |

# Review of the last academic year (2024/2025)



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| Aim                                                                                                                                                                                                                                                                                                                                  | Why?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key Area                                                                                                                                                 | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p>                                                                                                                                                                                            | <p>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</p>                                                                                                                                 | <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>The engagement of all pupils in regular physical activity</p> | <p>Evidence of PE Passport subscription and whole-school use</p> <p>Long-term and medium-term planning generated through the app</p> <p>Staff login/usage data showing consistent use</p> <p>Assessment data recorded within PE Passport</p> <p>Evidence of tracking pupil progress over time</p> <p>Identification of pupils requiring additional support Reports generated from the app</p> |
| <p>Further investment in EYFS physical development – Balance ability course run by Pro-Sport Coaching, CPD for staff and a fleet of Balance bikes. Equipment and resources for EYFS physical development to run within P.E. sessions and to be factored into continuous provision both inside the classroom and in outside area.</p> | <p>Investing in EYFS 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.</p> | <p>The engagement of all pupils in regular physical activity</p> <p>Increased confidence, knowledge and skills of all staff</p>                          | <p>Timetables showing Balance ability sessions delivered by Pro-Sport Coaching.</p> <p>Evidence of CPD attended by EYFS staff</p> <p>Inventory of balance bikes and physical development equipment</p> <p>Planning showing physical development embedded in PE and continuous provision</p> <p>Photos/videos of provision in both indoor and outdoor environments</p>                         |

## Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:

- 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- 2. Increasing engagement of all pupils in regular physical activity and sporting activities*
- 3. Raising the profile of PE and sport across the school, to support whole school improvement*
- 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
- 5. Increasing participation in competitive sport*

**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                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | 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.                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Deliver targeted CPD based on staff audits focusing on identified areas of need (e.g. dance, gymnastics, inclusive practice)</li> <li>• 1:1 guidance and staff meetings</li> <li>• Utilise PE Passport to support planning, progression and assessment</li> <li>• Allocate subject leader time to monitor provision and support staff development</li> <li>• Signpost staff to additional training and resources to further develop subject knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Increased staff confidence and subject knowledge in delivering PE</li> <li>• More consistent, high-quality PE lessons across all classes</li> <li>• Reduced reliance on external coaches as staff expertise improves</li> <li>• Increased pupil engagement, participation and enjoyment in PE</li> <li>• Improved pupil behaviour and self-regulation during lessons Pupils make better progress due to more effective teaching and structured provision</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Staff voice/audits showing increased confidence</li> <li>• CPD records and attendance</li> <li>• Evidence of staff applying training in lessons</li> <li>• Increased participation in PE lessons</li> <li>• Pupil voice reflecting enjoyment and confidence</li> <li>• Assessment data showing improved progress</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Approx. cost                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evaluate</b><br>(Complete in July)                 | Staff confidence in delivering PE has increased, with more teachers independently planning and delivering high-quality lessons. Lessons are more consistent across the school and demonstrate clear progression using PE Passport. Pupils are more engaged in PE, with increased participation, improved behaviour during lessons and greater confidence to try new activities. The introduction of inclusive resources has enabled more pupils, including those with SEND, to access lessons successfully. Staff are making better use of assessment information to inform future planning. | Yes, PE Passport is now embedded across the school and provides a consistent framework for planning, assessment and progression. New equipment has significantly improved the quality and inclusivity of lessons and will continue to benefit pupils for years to come. Staff have received ongoing CPD and have greater subject knowledge, reducing reliance on external providers. Subject leadership time, regular monitoring and continued staff support will ensure standards continue to improve.   | <ul style="list-style-type: none"> <li>• Staff voice showing increased confidence</li> <li>• Lesson observations and learning walks</li> <li>• PE Passport planning and assessment records</li> <li>• Pupil voice demonstrating increased enjoyment and confidence</li> <li>• Increased participation in PE lessons and extracurricular activities</li> <li>• Monitoring records showing improved consistency</li> <li>• Photographs and evidence of new equipment being used</li> <li>• Assessment data showing improved pupil progress</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                      |

**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                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | 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.                                                                                                                                 | <ul style="list-style-type: none"> <li>Invest in high-quality, appropriate and adaptable PE equipment to support a wide range of activities</li> <li>Provide a variety of inclusive, non-competitive and low-pressure activities (e.g. team challenges, dodgeball, fitness circuits)</li> <li>Adapt traditional competitive activities to focus on participation, teamwork and personal success</li> <li>Ensure activities are differentiated to meet the needs of all pupils</li> <li>Embed physical activity opportunities throughout the school day to support regulation (e.g. active breaks, structured play)</li> <li>Use staff training and guidance to ensure equipment is used effectively and inclusively</li> </ul> | <ul style="list-style-type: none"> <li>Increased pupil engagement and participation in PE and physical activity</li> <li>Pupils demonstrate improved confidence, resilience and willingness to take part</li> <li>Improved behaviour and self-regulation during PE and across the school day More pupils able to access a wider range of activities successfully</li> <li>Development of positive peer relationships through inclusive activities</li> <li>A more inclusive and supportive PE environment that meets the needs of all learners</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Equipment audits and records of new resources purchased</li> <li>Timetables and planning showing a wider range of activities</li> <li>Photos/videos of pupils engaging in varied activities</li> <li>Registers showing increased participation</li> <li>Pupil voice reflecting enjoyment and confidence</li> <li>Evidence of previously disengaged pupils taking part</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Evaluate</b><br>(Complete in July)                 | Investment in new PE equipment has significantly increased pupil engagement, participation and enjoyment in physical activity. The wider range of inclusive resources has enabled staff to better meet the needs of pupils with SEND and SEMH, providing activities that promote self-regulation, teamwork and confidence. Pupils who were previously reluctant to engage in PE are now participating more regularly, demonstrating improved resilience, communication and willingness to try new activities. | Yes. The equipment is durable, high quality and suitable for use across all year groups and abilities. Staff are now confident in using the resources to deliver inclusive, engaging lessons and structured movement breaks throughout the school day. The equipment has become embedded within PE lessons, intervention programmes and wellbeing activities, ensuring long-term value. Regular audits and replacement of consumable items will ensure the provision remains effective for future cohorts.                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Equipment audit showing new resources purchased and in use</li> <li>Lesson observations demonstrating increased engagement and participation</li> <li>Pupil voice reflecting greater enjoyment, confidence and inclusion</li> <li>Behaviour records showing improved self-regulation during PE and movement breaks</li> <li>Registers demonstrating increased participation in physical activities</li> <li>Photographs and videos of pupils using new equipment</li> <li>Staff feedback on the effectiveness of resources in supporting pupils with SEND and SEMH</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                         |

**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                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | 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                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Review current swimming provision to identify gaps in participation, progress and outcomes</li> <li>Provide targeted support for pupils with low confidence or additional needs (e.g. smaller groups, additional staff support)</li> <li>Ensure regular access to swimming for all relevant pupils, with a focus on consistency</li> <li>Use qualified instructors alongside staff to support both pupil progress and staff confidence</li> <li>Track pupil progress in swimming (e.g. distance, water confidence, basic skills)</li> <li>Prepare pupils for swimming sessions through pre-teaching and clear routines to reduce anxiety</li> <li>Celebrate pupil achievements to build confidence and motivation</li> </ul> | <ul style="list-style-type: none"> <li>Increased pupil participation in swimming sessions</li> <li>Improved water confidence and basic swimming skills</li> <li>Pupils demonstrate increased resilience and willingness to try new activities</li> <li>Reduced anxiety around swimming and water-based activities</li> <li>Pupils experience success, leading to improved confidence and self-esteem</li> <li>More pupils meet expected swimming outcomes by the end of KS2</li> </ul> | <ul style="list-style-type: none"> <li>Swimming timetables and registers showing pupil participation</li> <li>Records of groupings and targeted support</li> <li>Evidence of consistent access to sessions</li> <li>Assessment records showing progress in swimming ability and water confidence</li> <li>Tracking of pupils achieving key milestones (e.g. 25m, floating, basic strokes)</li> <li>Comparison data over time</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Evaluate</b><br>(Complete in July)                 | Pupils who were previously reluctant or anxious about entering the water now participate confidently and engage positively throughout lessons. Regular swimming has improved resilience, confidence and emotional regulation, with many pupils demonstrating increased independence in the water. The consistent routines, small-group teaching and specialist instruction have enabled pupils with SEND and SEMH needs to experience success and make individual progress towards their swimming goals. | Yes. Strong links have been established with the swimming provider, ensuring high-quality provision can continue. Staff have developed greater confidence in supporting pupils during sessions, while assessment information provides clear next steps for future cohorts. Established routines, pre-teaching and targeted support strategies will continue to reduce anxiety and improve participation. The programme is now embedded within the school's curriculum and can be adapted to meet the needs of future pupils.                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Swimming assessment records showing pupil progress</li> <li>Registers demonstrating consistently high attendance</li> <li>Records of pupils achieving key milestones (e.g. water confidence, floating, stroke development, distance swum)</li> <li>Pupil voice highlighting increased confidence and enjoyment</li> </ul>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**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.



association for  
PHYSICAL EDUCATION



|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | 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.                                                                                                   | <ul style="list-style-type: none"> <li>• Provide daily opportunities for pupils to access healthy food options (e.g. fruit at break times where possible)</li> <li>• Deliver in-curricular lessons focused on healthy eating and nutrition</li> <li>• Promote a healthy snack policy across the school</li> <li>• Introduce incentives (e.g. termly rewards) to encourage healthy choices</li> <li>• Use assemblies and class discussions to reinforce key messages around health and wellbeing</li> <li>• Engage staff in modelling and promoting healthy habits</li> <li>• Link healthy eating to wider wellbeing and physical activity initiatives</li> </ul> | <ul style="list-style-type: none"> <li>• Increased pupil awareness and understanding of healthy eating</li> <li>• Pupils make healthier food choices during the school day</li> <li>• Improved concentration, energy levels and readiness to learn</li> <li>• Positive impact on behaviour and emotional regulation</li> <li>• Development of long-term healthy habits</li> <li>• A more consistent whole-school approach to health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil voice showing increased understanding of healthy eating</li> <li>• Observations of pupils choosing healthier snacks</li> <li>• Staff feedback on pupil engagement and readiness to learn</li> <li>• Consistency in approach across classes</li> <li>• Evidence of healthy eating messages embedded across the curriculum</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                          | Approx. cost                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Evaluate</b><br>(Complete in July)                 | Pupils have developed a greater understanding of healthy eating and are making more informed food choices throughout the school day. Healthy eating messages have become embedded across the curriculum, with pupils confidently discussing balanced diets, hydration and the importance of nutrition for learning and physical activity. The whole-school approach has strengthened pupils' understanding of the link between nutrition, physical health and emotional wellbeing. | Yes. Healthy eating is now embedded within the curriculum, assemblies and wider school culture. Staff consistently reinforce healthy lifestyle messages and model positive choices. Resources and teaching materials can continue to be used with future cohorts, while links with PE, PSHE and wellbeing ensure healthy eating remains a regular part of school life. Continued promotion through snack times, curriculum opportunities and parent engagement will help maintain these improvements.                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Pupil voice showing improved knowledge of healthy lifestyles</li> <li>• Lesson observations and work samples from PSHE, Science and PE</li> </ul>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                    |

**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.



association for  
PHYSICAL EDUCATION



|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | 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                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Provide regular, timetabled Forest School sessions for all pupils</li> <li>• Ensure sessions are led by trained staff</li> <li>• Develop a structured programme that includes physical activity, teamwork and problem-solving</li> <li>• Invest in appropriate outdoor resources and equipment to support learning</li> <li>• Use Forest School as a targeted intervention for pupils with SEMH needs</li> <li>• Link activities to wider curriculum areas where appropriate</li> <li>• Provide staff with CPD to support delivery and maximise impact</li> </ul> | <ul style="list-style-type: none"> <li>• Improved pupil engagement and participation in outdoor learning</li> <li>• Increased confidence, resilience and independence</li> <li>• Improved self-regulation and emotional wellbeing</li> <li>• Positive impact on behaviour and readiness to learn</li> <li>• Development of physical skills through active, outdoor experiences</li> <li>• Stronger peer relationships and teamwork</li> </ul> | <ul style="list-style-type: none"> <li>• Timetables showing regular Forest School sessions</li> <li>• Planning documents outlining activities and progression</li> <li>• Evidence of staff training or Forest School qualifications</li> <li>• Photos/videos of sessions (where appropriate)</li> <li>• Staff feedback on improved engagement and readiness to learn</li> <li>• Evidence of Forest School supporting wider curriculum engagement</li> <li>• Increased use of outdoor learning across the school</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                           | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Evaluate</b><br>(Complete in July)                 | Forest School has become a valuable part of the curriculum, providing pupils with regular opportunities to develop resilience, confidence and teamwork through outdoor learning. Pupils have shown improved emotional regulation, communication and problem-solving skills, with many demonstrating greater independence and willingness to take on new challenges. Staff have reported improved engagement, behaviour and readiness to learn following Forest School sessions. | Yes. Forest School is now embedded within the school's wider curriculum and wellbeing provision. Staff have developed the knowledge and confidence to support outdoor learning, while resources and equipment can continue to be used for future cohorts. Activities are linked to the curriculum and can be adapted to meet the needs of individual pupils. Ongoing staff training, timetabled sessions and continued investment in outdoor resources will ensure the provision remains sustainable and continues to benefit pupils year after year.                                                      | <ul style="list-style-type: none"> <li>• Forest School timetables and planning documents</li> <li>• Pupil voice showing increased confidence, resilience and enjoyment</li> <li>• Staff observations demonstrating improved behaviour, engagement and emotional regulation</li> <li>• Photographs and evidence from Forest School sessions</li> </ul>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |