



# 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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

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



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

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

<u>Swimming and Water Safety</u>	<b>What went well? Supporting evidence?</b>	<b>What didn't go well? Supporting evidence?</b>
<b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres	<ul style="list-style-type: none"><li>Year 4 pupils attended swimming lessons from September to June with Year 6 attending in Summer term 2 for catch up sessions.</li><li>Progression from Year 4 up to Year 6 pupils is visible</li><li>45% of our Year 6 pupils can swim 25 metres. Based on information from Swimming teacher</li></ul>	<ul style="list-style-type: none"><li>Cost of transport to Salt Ayre swimming pool</li><li>Ideally, we would like 100% of children to achieve this</li><li>The pool only allocates 30minutes for a lesson with no spaces for top-ups</li></ul>
<b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Same as above	Same as above
<b>3.</b> Perform safe self-rescue in different water-based situations	All year 4 pupils attending swimming lessons achieved water safety rescue awards	Same as above Water safety in Year 6 was not tested and there were no results for year 6 due to time in pool.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> <li>LHSSN middle membership offered support and training for PE leader and staff</li> <li>Subject leader used Inclusive health checks to check for areas of improvement and accessed necessary training to support these areas</li> <li>Inclusion webinars were shared with staff members</li> <li>Subject Leader held whole staff training linked to evidencing PE, assessing PE and using STEP in PE lessons</li> <li>OLCC (Dan Lofthouse) came in to coach staff</li> <li>Coaching for staff on Gymnastics based on staff voices/needs</li> <li>Yr6 and Yr3 teacher sent on an active learning course</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and lesson walkthroughs could have taken place more to support staff</li> <li>Monitoring of PE passport (The app didn't work effectively staff needed new ipads for newer app versions)</li> <li>Because PE passport didn't work staff were trained on using Evidence me to observe and assess PE but the subscription needed to be cancelled</li> <li>Staff changes</li> </ul>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> <li>2 hours of PE in place for all pupils from EYFS-YR6</li> <li>School well resourced for pupils to engage in a range of sports</li> <li>Pupil voices engaged more pupils and gave them more choice</li> <li>Children took part in a range of events (Athletics, inclusion, dodgeball, crown green bowls)</li> <li>Inclusive health check completed and advice taken from results to become more inclusive for a range of pupils</li> <li>15 PUPILS BECAME (mixed YR5&amp;6) Sports Leaders - timetabled to work with children during lunchtimes to be more active</li> <li>Children provided with opportunities for brain breaks within curriculum time.</li> </ul>	<ul style="list-style-type: none"> <li>There was not 100% of children participating in sporting activities on offer.</li> <li>Lack of extra curricular sporting clubs</li> <li>Behaviour at Lunchtime made it quite difficult for Sports leaders to work with children around games/sports</li> <li>Daily mile track damaged – too expensive to repair</li> </ul>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> <li>• All children in KS2 baseline assessed against FMS to select children with gaps in skills</li> <li>• Judo education supplied coaching sessions and clubs for Judo and Archery – assemblies for all year groups to raise the profile of these sports</li> <li>• Whole school sporting events to fundraise for local charities and fundraise for school sporting equipment</li> <li>• Certificates and awards sent out to pupils achieving in sports</li> <li>• Sports Leaders in place to raise the profile of PE and sports</li> <li>• Sports day and an wards assembly</li> <li>• Internal competitions each term with a winning team winning a salt ayre climbing wall experience</li> </ul>	<ul style="list-style-type: none"> <li>• Not all pupils are active for 60 minutes every day, every week</li> <li>• Not all pupils are representing the school</li> </ul>
<p><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</p>	<ul style="list-style-type: none"> <li>• Pupil voice of clubs and activities available to children</li> <li>• Sports leaders offering a range of sports and activities during lunchtimes</li> <li>• Forest school up and running an a club and for selected classes to take part in</li> <li>• Money spent on Forest school to offer a broader experience</li> <li>• Children took part in a range of events (Athletics, inclusion, dodgeball, crown green bowls)</li> <li>• Extra curricular sporting activities included <ul style="list-style-type: none"> <li>• Team games</li> <li>• Dance</li> <li>• Forest School</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Not many sporting clubs on offer from members of staff had to use external providers which was costly</li> <li>• Sports leaders only available to KS2 pupils as lunch times are different</li> <li>• We are not attracting all children to after school clubs</li> <li>• We offer a first come first served basis and some children attend every club available whereas others do not attend (are on waiting list) because lack of spaces.</li> </ul>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<b>5. Increasing participation in competitive sport</b>	<ul style="list-style-type: none"> <li>Children took part in a range of competitive events (Athletics, inclusion, dodgeball, crown green bowls)</li> <li>All children put into teams for competitions</li> <li>Internal competitions held each term for all pupils to win team points overall winner awarded with a trip to Salt Ayre Climbing wall</li> <li>Successful sports day with children in teams</li> </ul>	<ul style="list-style-type: none"> <li>Staffing issues when events were taking place not enough staff to take children to events</li> <li>Cost of transport to attend events</li> </ul>

# Aims for the next academic year (2025/2026)



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

Swimming and Water Safety	Swimming Data	Reflections?
<b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres		
<b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
<b>3.</b> Perform safe self-rescue in different water-based situations		

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	<b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Use PE passport app to inform planning and assessment of Physical Education.	To ensure consistency in planning and delivery in high-quality PE lessons and to ensure assessment is effective with good outcomes	<b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff confidence surveys, lesson observations, reviews, PE subject lead to make regular checks on assessment data using the app
STEP differentiation in planning	To ensure PE lessons are inclusive and high-quality for all pupils. Staff are confident to deliver high-quality for all pupils.	<b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed  <b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities	Staff confidence surveys, lesson observations, reviews, pupil voice, inclusion webinars shared with staff, staff training to support effective implementation STEP
Every pupil to participate in 2 hours a week of PE	To engage all pupils in active high-quality PE lessons that are enjoyed by all.	<b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities	A LTP tailored to the needs of our children through pupil voice. A LTP that covers all core subject areas plus a broad range of experiences. Timetabling for 2 hours, lesson walkthrough
An improvement on attendance in extra-curricular sporting clubs	To encourage pupils to take part in a new sport and increase the amount of pupils who are attending active after school clubs. Ensure all children are given the opportunity to access a sports club.	<b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice, a range of sporting clubs on offer, Club checklists, Active 60 minutes club, show pathways to clubs in the wider community.

Aim	Why?	Key Area	Supporting evidence
To train Sports leaders and make use of them effectively at lunchtimes.	To encourage other children to engage in regular physical activity and sporting activities during lunchtime breaks.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Offer training to children, regular meet ups with sports Leaders, timetables and planning provided. Reviews, pupil voice.
Continue internal competitions in teams with rewards for sporting achievements.	More children active through internal competitions, raising the profile through team building and competitive sports.	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  5. Increasing participation in competitive sport	Pupil voice, awards and celebration assemblies. Facebook and newsletters celebrating/showcasing.
Governors will be more aware of PE and school sport and our achievements.	Sports and sporting achievements celebrated with wider community.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Sharing with the lead Governor action plans, the reflections from previous years and share upcoming events with governors, can they participate in any way?
Join SSCO and LHSSN and keep track of events and experiences available.	To ensure a broad range of experiences and sporting events.	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	Sporting events and experiences tracked on pupil tracker to check who is attending and what we have attended. Pupil voice. Facebook and newsletters celebrating/showcasing.
To organise friendly competitions with local schools in a range of sports through the academic year	To increase the opportunities to take part in competitive sport. Be aware of sport in the wider community and gain sporting values.	5. Increasing participation in competitive sport	Planning with other local schools, Competition calendar and track the participants using our tracker Facebook and newsletters celebrating/showcasing.

- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
  1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
  2. Increasing engagement of all pupils in regular physical activity and sporting activities
  3. Raising the profile of PE and sport across the school, to support whole school improvement
  4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
  5. Increasing participation in competitive sport

# Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CPD to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: <ul style="list-style-type: none"><li>- Am I involved with games at lunch time - 89% Yes</li><li>- Do I enjoy lunch time? 97% Yes</li><li>- Have I joined in with a game with the activity leaders? 100% Yes</li></ul>	Physical Resources - £1000  CPD for staff - £500  OPAL - £8000

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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> (Complete now and monitor)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	<p>Check LPDS for courses, training and updates.</p> <p>Join LHSSN and SSCO and take up on training opportunities, coaching opportunities.</p> <p>Tailor training and support to staff PE leader to attend courses and feedback to staff.</p> <p>PE passport annual membership is paid to ensure teachers can access HQ planning and supporting resources</p>	<p>Confidence in staff when delivering teaching of sports/PE</p> <p>Children achieving and enjoying PE lessons and sporting events</p>	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	<p>LHSSN membership</p> <p>SSCO membership</p> <p>PE passport renewal</p>

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Use PE passport app to inform planning and assessment of Physical Education.	All staff to receive class Ipads with PE passport. Training on PE passport which is then delivered to all teaching staff. Update our curriculum map onto PE passport. PE lead to monitor PE lessons and ensure consistency between teachings and PE passport planning. PE lead to monitor evidence on PE passport ensure observations and assessments are taking place.	Consistent planning that allows children to progress through skills Staff confident to use the PE passport app for planning and assessment. Observations and assessments that show children progress, achievements and skill level Observations and assessment that is meaningful, objective, and purposeful	Staff confidence surveys, lesson observations, reviews, PE subject lead to make regular checks on assessment data using the app
Evaluate (Complete in July)	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Add text here	Add text here	Add text here	Add text here

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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> (Complete now and monitor)	STEP differentiation in planning	Check staff confidence and understanding of STEP Training on STEP differentiation for all staff including support staff. Lesson walkthroughs to ensure STEP is successfully implemented.	Staff confident to use and implement STEP into their planning. All children included in PE sessions and enjoying a range of physical activity. Children achieving and progressing with the use of STEP.	Staff confidence surveys, lesson observations, reviews, pupil voice, inclusion webinars shared with staff, staff training to support effective implementation STEP
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Every pupil to participate in 2 hours a week of PE	Ensure there are timetables for all classes that include 2 hours of PE Lesson walkthroughs.	Children participating in active physical lessons twice a week for one hour. Children enjoying a curriculum based around their needs and interests All core subjects covered as well as additional experiences	A LTP tailored to the needs of our children through pupil voice. A LTP that covers all core subject areas plus a broad range of experiences. Timetabling for 2 hours, lesson walkthrough
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor (Complete now and monitor)</b>	An improvement on attendance in extra-curricular sporting clubs	<p>Pupil voice to find out what sporting clubs children would like to see.</p> <p>Clubs organised throughout the year.</p> <p>A spreadsheet created with attendance information.</p> <p>An active 60 club included within the offer</p> <p>Clubs that are on offer externally to be shared with the children.</p> <p>Pupil voice on sporting clubs they have taken part in outside of school.</p>	<p>A broad range of clubs on offer that the children have requested.</p> <p>The % of children attending sporting clubs to rise.</p> <p>Children who do not always choose to attend sporting clubs to attend at least 1 throughout the year.</p> <p>Children attending clubs externally that have been signposted</p>	<p>Pupil voice, a range of sporting clubs on offer, Club checklists, Active 60 minutes club, show pathways to clubs in the wider community.</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate (Complete in July)</b>	Add text here	Add text here	Add text here	Add text here

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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> (Complete now and monitor)	To train Sports leaders and make use of them effectively at lunchtimes.	Invite Scott Wilcox in to train sports leaders Have a sports leader timetable Host regular meetups with sports leaders to find out what is working and what they would like to improve or gain support with. Use pupil voice to ask non sports leaders how effective they feel the sports leaders have been	Sports leaders showing confidence to lead other children with sports/games and being more active. More children being active during lunchtimes because of what sports leaders have on offer.	Offer training to children, regular meet ups with sports Leaders, timetables and planning provided. Reviews, pupil voice.
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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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> (Complete now and monitor)	Continue internal competitions in teams with rewards for sporting achievements.	<p>Internal competitions planned for each term</p> <p>Ensure children are still arranged into teams.</p> <p>Plan internal competitions for Autumn and Spring and plan Sports day for Summer that involves earning team points.</p> <p>Celebrate the teams' successes</p> <p>Book a sporting activity to reward the overall winning team(climbing wall)</p> <p>Celebrate the winning team.</p>	<p>All children participating in internal competitions.</p> <p>Children enjoying taking part working as a team and showing cooperation respect and encouragement.</p>	<p>Pupil voice, awards and celebration assemblies.</p> <p>Facebook and newsletters celebrating/showcasing.</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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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> (Complete now and monitor)	Governors will be more aware of PE and school sport and our achievements.	Find out the sports Governor for this academic year. Share action plans, diary dates and the impact of sporting events and PE in our school. Share with Governors any reflections for the current year and plans for next academic year	Sports/PE Governor to be aware of what takes place in and around school and become involved in sporting events and activities.	Sharing with the lead Governor action plans, the reflections from previous years and share upcoming events with governors, can they participate in any way?
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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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 (Complete now and monitor)</b>	Join SSCO and LHSSN and keep track of events and experiences available.	<p>Sign up for LHSSN membership offer</p> <p>Check diary for regular events/updates and training</p> <p>Share with children the events and external experiences</p> <p>Share with staff the training available through LHSSN</p> <p>Baseline assess fundamental movement skills</p> <p>Use SSCO (Dan L) to train staff on delivering inclusive PE lessons for those who are not always active or who did not achieve FMS in KS1.</p> <p>Continue to offer support for these children</p>	<p>Children receiving new experiences from external networks.</p> <p>Services delivered to ensure involvement and achievement of all pupils</p> <p>Children and staff networking with other schools.</p>	<p>Sporting events and experiences tracked on pupil tracker to check who is attending and what we have attended.</p> <p>Pupil voice. Facebook and newsletters celebrating/showcasing.</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate (Complete in July)</b>	Add text here	Add text here	Add text here	Add text here

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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> (Complete now and monitor)	To organise friendly competitions with local schools in a range of sports through the academic year	Keep up to date with local friendly competitions Encourage children to participate in these competitions Share successes and celebrate our children attending these competitions and events.	Children eager to take part in friendly competitions with other local schools A range of competitive sports available to all children.	Planning with other local schools, Competition calendar and track the participants using our tracker Facebook and newsletters celebrating/showcasing.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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