



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



Commissioned by



Department  
for Education

Created by



association for  
PHYSICAL EDUCATION



YOUTH  
SPORT  
TRUST



- 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)



association for  
PHYSICAL EDUCATION



- 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.

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	<b>76% of pupils in year 6 can swim 25 metres.</b>  Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<b>76% of pupils in year 6 can use a range of strokes effectively.</b>  Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%.
3. Perform safe self-rescue in different water-based situations	<b>76% of pupils in year 6 can perform safe self-rescue in different water-based situations.</b>  Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%.

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



association for  
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"><li>• Annual REAL PE subscription provided access to high quality resources and training. Increased engagement with the platform reported by REAL PE.</li><li>• Fundamental movement skills deliberately practices using REAL PE CPD and planning.</li><li>• Wiltshire Cricket coaching for 100% of teachers.</li><li>• Swindon Town Coaches provided CPD.</li><li>• Range of equipment available increased significantly to introduce a broader range of sports across KS1 and KS2 and to ensure adequate resources for whole classes.</li></ul>	<ul style="list-style-type: none"><li>• CPD for LTA Tennis and Archery GB not delivered to all staff due to time constraints. Planned for 2025-2026.</li><li>• Monitoring and assessment of PE knowledge and skill acquisition are underdeveloped: leaders do not yet have a consistent approach to check what children know and can do over time, so curriculum gaps are not always quickly identified. Further whole staff CPD required.</li></ul>

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



association for  
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"><li>• Daily Mile introduced and embedded across the school, with all children participating regularly and increased daily activity levels observed.</li><li>• OPAL Play successfully launched, broadening play opportunities and improving choice and engagement at break and lunchtimes.</li><li>• Weekly Forest School sessions established for Early Years and Key Stage 1, providing regular outdoor physical activity and supporting physical development and risk-taking skills.</li><li>• PE timetable protected: scheduled lessons have largely been retained (not routinely swapped for catch-up sessions), ensuring consistent curriculum time for physical development.</li><li>• Improved staff confidence in delivering outdoor and play-based activities following initial briefings and sharing of resources; staff now lead active lunchtime clubs.</li></ul>	<ul style="list-style-type: none"><li>• Staff turnover and role changes slowed the planned rollout and development of OPAL Play, delaying training, monitoring and some intended enhancements to provision.</li></ul>

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



association for  
PHYSICAL EDUCATION



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>• Swindon Healthy Schools Bronze Award achieved.</li><li>• Increased visibility of PE across school communications: PE and sports updates included in newsletters, assemblies and social media, raising pupil, parent and staff awareness of activity opportunities.</li><li>• PE used to support whole-school priorities: active start to the day (Daily Mile) and Forest School sessions promoted physical and social development, linking to behaviour, wellbeing and SEND strategies.</li><li>• Staff capacity for PE improved: some teachers have received targeted CPD or resources, increasing confidence to deliver active lessons and extracurricular sessions</li></ul>	<ul style="list-style-type: none"><li>• Uneven engagement with profile-raising activities: certain groups (some pupils with SEND, some PP, and a small number of less active children) remain under-represented in clubs and competitive opportunities.</li><li>• Limited monitoring of impact: while activities and awards are logged, there is not yet a consistent, measurable evaluation showing how increased profile is improving attainment, behaviour, attendance or pupil well-being.</li><li>• Communication with families is stronger for some events than others (e.g. high uptake for festivals but lower parental awareness of weekly clubs), restricting broader community support and potential parental volunteers/sponsorship.</li></ul>

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



association for  
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<ul style="list-style-type: none"><li>• Year 6 residential extended from three to five days, providing a wider range of physical activities and sustained opportunity for children to try new pursuits and build resilience through prolonged participation.</li><li>• Bikeability delivered: improving road-safety skills and increasing active travel confidence for a large proportion of pupils.</li><li>• Skateboarding workshop introduced, giving children access to a non-traditional sport and widening the variety of activities on offer.</li><li>• Throwing events added to Sports Day so children who are not 'fast runners' have competitive opportunities where they can succeed and demonstrate skill.</li><li>• Broader curriculum and extra-curricular offer now includes more diverse activity types (outdoor residential, cycling, alternative sports), helping to engage children with different interests and physical strengths</li></ul>	<ul style="list-style-type: none"><li>• Inconsistent follow-through from one-off experiences — workshops and residential sparked interest but there is limited regular provision or pathways for pupils to continue activities (for example skateboarding or adventure sports) after the initial exposure.</li><li>• No link between PE curriculum maps to Sports Day and residential outcomes so that skills learned in lessons feed into events and assessments.</li></ul>

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



association for  
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>5. Increasing participation in competitive sport</p>	<ul style="list-style-type: none"><li>Girls' and boys' football teams established and entered local competitions, creating regular competitive opportunities and increasing pupils' sense of pride and teamwork.</li><li>Attendance at a local cricket festival gave children experience of competitive play in a non-league environment and exposed more pupils to festival-style competition.</li><li>Staff and volunteer capacity for fixtures has begun to grow: teachers and support staff are leading clubs and transporting teams, which makes participation sustainable in the short term.</li><li>Competitive experiences are being used to develop wider personal skills (resilience, sportsmanship, communication) and are referenced in assemblies and newsletters to raise pupil and parent engagement</li></ul>	<ul style="list-style-type: none"><li>Narrow offer of competitive sports — provision currently focuses on a small number of activities (mainly football and occasional festival events), limiting access for children who prefer or excel in other sports.</li><li>Uneven pupil representation — registers and team sheets show lower participation from some groups (some pupils with SEND/PP , and less active children), so competition pathways are not yet equitable.</li><li>Limited competitive pathway beyond entry-level — children who show interest after taster events or festivals do not always have clear next-step clubs, regular fixtures or development opportunities to sustain engagement.</li></ul>

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



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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Top up swimming took place for most Year 6 pupils following a baseline assessment to check data was accurate.	Not all pupils attended swimming lessons. Barriers to participation explored and support offered. In some cases this was successful, but not all.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Top up swimming took place for most Year 6 pupils following a baseline assessment to check data was accurate.	
3. Perform safe self-rescue in different water-based situations	Top up swimming took place for most Year 6 pupils following a baseline assessment to check data was accurate.	

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



association for  
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
<p>Improve active play for least active pupils, with priority on wet/cold weather, so more pupils achieve at least 30 minutes of activity in school daily and enjoy inclusive, sustained play opportunities.</p>	<p>A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils.</p> <p>All play team staff leading a range of physical activities and joining in with movement daily to role model.</p> <p>All pupils equipped to access outdoor play, whatever the weather.</p> <p>A happier, more active playground that meets the needs of all pupils, including SEND pupils with identified needs that require support.</p> <p>Improved infrastructure with an engaging active environment for all children.</p>	<p>1) Engagement in regular physical activity — lunchtime activities, and structured clubs to contribute to the 30-minute aim.</p> <p>2) Profile of PE and sport — assemblies, celebrations and website reporting.</p> <p>3) Increased staff confidence, knowledge and skills — targeted CPD and cascade model.</p>	<p>Pupil 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).</p> <p>Conduct regular observations of the playground to gauge activity levels of the least active children.</p> <p>Staff voice and feedback.</p>
<p>Give all pupils regular access to curriculum-linked intra-school festivals to broaden experience, raise participation, and convert interest into sustained extracurricular engagement.</p>	<p>To increase participation in grassroots sports, foster team building, improve social skills, and provide age-appropriate competition.</p> <p>To provide opportunities for less active participants, ensuring inclusivity.</p>	<p>1) Profile of PE and sport — curriculum documentation, assemblies, celebrations and website reporting.</p> <p>3) Increased staff confidence, knowledge and skills — targeted CPD and cascade model.</p> <p>4) Broader experience of sports — range of activities.</p> <p>5) Increased participation in competitive sport — internal festivals.</p>	<p>Collect attendance registers (role recorded), short pupil-voice surveys, staff feedback and observational assessment data each festival.</p> <p>Termly reports to governors/PE lead with breakdown by year group, gender, SEND and disadvantaged status.</p> <p>Include Sports Premium spend, evidence of impact and progress against the five key indicators in the published annual Sports Premium report.</p>

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



association for  
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
<p>Introduction of archery and tennis into the curriculum and extra-curricular offer to broaden pupils' experiences, raise the profile of PE across the school, increase regular physical activity, develop staff capacity, and improve participation in competitive and leadership opportunities.</p>	<p>To increase the range of competitive sport on offer beyond team sports.</p>	<ol style="list-style-type: none"> <li>1) Engagement in regular physical activity — lunchtime activities, curriculum minutes and structured clubs to contribute to the 30-minute aim.</li> <li>2) Profile of PE and sport — curriculum documentation, assemblies, celebrations and website reporting.</li> <li>3) Increased staff confidence, knowledge and skills — targeted CPD and cascade model.</li> <li>4) Broader experience of sports — introduction of archery and tennis with progression and SEND adaptations.</li> <li>5) Increased participation in competitive sport — internal festivals, local events and leadership opportunities.</li> </ol>	<p>Target: Year 1 implementation — 95% of pupils to receive at least one 6+ lesson block in either archery or tennis; Year 2 — 100% pupils to have experienced both sports as planned.</p> <p>Measure: Curriculum delivery tracker and class registers.</p>
<p>Give pupils a live, aspirational sporting experience to raise engagement with tennis and wider physical activity, enhance cultural capital, strengthen curriculum links and increase participation in school sport.</p>	<p>To raise engagement with a range of sports and enhance cultural capital.</p>	<ol style="list-style-type: none"> <li>4) Broader experience of sports.</li> </ol>	<p>Pupil reflections. Class discussion notes. Work samples – match reports</p>

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



association for  
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
<p>To improve children's physical and mental health by explicitly teaching the link between emotional self-regulation and readiness for physical activity.</p>	<p>To improve the holistic development of pupils through physical activity that supports emotional well-being and academic attainment.</p>	<ol style="list-style-type: none"><li>1) Engagement in regular physical activity — extracurricular sports clubs</li><li>2) Profile of PE and sport to support whole school improvement — holistic development</li><li>3) Increased staff confidence, knowledge and skills — Staff training on deliver of My Happy Mind modules.</li></ol>	<p>15% increase in participation in extracurricular sports clubs among previously inactive pupils.</p>

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



association for  
PHYSICAL EDUCATION



- 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:** Improve active play for least active pupils, with priority on provision for these pupils in wet/cold weather.



	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>	<p>Improve active play for least active pupils, with priority on provision for these pupils in wet/cold weather. More pupils achieve 30 minutes of activity in school and enjoy inclusive, sustained play opportunities.</p>	<p>Develop pupil leadership (training programme) Play Team training to develop their understanding of games and different types of play Range of equipment available Adequate provision for wet and cold outdoor play. Appoint and train a new Play Coordinator, overseen by the OPAL Curricular Lead.</p>	<p>A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. All play team staff leading a range of physical activities and joining in with movement daily to role model. All pupils equipped to access outdoor play, whatever the weather. A happier, more active playground that meets the needs of all pupils, including SEND pupils with identified needs that require support. Improved infrastructure with an engaging active environment for all children.</p>	<p>Pupil 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).</p> <p>Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>				<p>Boot scraper Boot cleaner Heavy duty mats for hall Polytunnel changing area Play sand Swings Slack lines Waterproof lending library</p>

**Your objective: Give all pupils regular access to curriculum-linked intra-school festivals.**



association for  
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>Give all pupils regular access to curriculum-linked intra-school festivals to broaden experience, raise participation, and convert interest into sustained extracurricular engagement.</p>	<p>Annual Festival Calendar (min. 3 per year). Inclusive station design: competitive, non-competitive and fully-adaptable activities. Adjustments and 1:1 or small-group support for pupils with SEND.</p> <p>Pupil leadership: train 8–12 sports leaders to set up/lead stations, officiate and mentor peers.</p> <p>Staff CPD: one festival used as modelled CPD by a qualified coach; all teaching staff receive at least one PE-focused input annually.</p> <p>Curriculum mapping &amp; assessment: each festival mapped to PE objectives.</p> <p>Logistics: targeted equipment purchases (logged against Sports Premium); risk assessments and safeguarding briefings for volunteers/supervisors.</p>	<p>Participation: 100% of classes in at least one festival; ≥80% of pupils attend ≥1 festival annually.</p> <p>Uptake: +20% in extracurricular sports club participation within 12 months. Inclusion parity: disadvantaged pupils and pupils with SEND within ±5 percentage points of whole-school festival participation.</p> <p>Pupil outcomes: ≥85% pupil voice reporting enjoyment/confidence to try new activities; ≥75% of observed pupils show improved application of a linked PE skill.</p> <p>Wider outcomes: ≥60% family attendance at a family/community event.</p> <p>Leadership &amp; staff: 10 trained pupil leaders active (75% repeat involvement); 100% teaching staff receive PE CPD.</p>	<p>Collect attendance registers (role recorded), short pupil-voice surveys, staff feedback and observational assessment data each festival.</p> <p>Termly reports to governors/PE lead with breakdown by year group, gender, SEND and disadvantaged status.</p>

**Your objective:** Give all pupils regular, curriculum-linked intra-school festivals.



association for  
PHYSICAL EDUCATION



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		<p>Make the Festival Calendar an annual published item (website, newsletter) and include in school improvement plan and PE premium expenditure plan.</p> <p>Create a simple Festival Toolkit (risk assessment templates, station plans, equipment lists, pupil-leader briefings, assessment checklists) so festivals can be run with minimal external input.</p>		£500

## Your objective: Introduction of archery and tennis into the curriculum and extra-curricular offer.



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> (Complete now and monitor)	Introduction of archery and tennis into the curriculum and extra-curricular offer to broaden pupils' experiences, raise the profile of PE across the school, increase regular physical activity, develop staff capacity, and improve participation in competitive and leadership opportunities.	<p>Complete risk assessments referencing Archery GB and LTA guidance. Secure suitable spaces: hall or designated outdoor range for archery; marked playground/portable nets for tennis.</p> <p>Inventory and storage system established; named staff and pupil leaders responsible for equipment checks.</p>	<p>Provide all pupils with access to high-quality, progressive archery (KS2) and tennis (EYFS – Y6) provision. Increase pupils' physical activity in school and equip pupils with transferable skills (accuracy, coordination, resilience, teamwork).</p> <p>Raise staff confidence and capability to teach archery and tennis without long-term reliance on external coaches.</p> <p>Increase participation in extra-curricular clubs and events, with targeted removal of barriers for Pupil Premium (PP) and SEND pupils. Build sustainable community pathways to local clubs for continued participation.</p>	<p>Target: Year 1 implementation — 95% of pupils to receive at least one 6+ lesson block in either archery or tennis; Year 2 — 100% pupils to have experienced both sports as planned.</p> <p>Measure: Curriculum delivery tracker and class registers.</p>

**Your objective:** Introduction of archery and tennis into the curriculum and extra-curricular offer.



association for  
PHYSICAL EDUCATION



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p><b>Evaluate</b> (Complete in July)</p>		<p>CPD cascade: Transition from external coaches to teacher-led delivery within 1–2 years by upskilling two internal specialists who provide annual INSET and mentor colleagues.</p> <p>Equipment lifecycle: Ring-fence ~10% of annual sports premium for maintenance/replacement; keep adapted equipment budget.</p> <p>Partnerships: Formal agreements with local archery and tennis clubs to provide taster events and discounted places for PP pupils; at least one community taster event annually.</p> <p>Leadership continuity: Annual recruitment and training of pupil sports leaders; incorporate leadership roles into assembly recognition.</p> <p>Review cycle: Annual review of intent, implementation and impact; adjust sequencing and targets in response to assessment data and pupil voice.</p>		<p>Cost of coaches Cost of equipment</p>

## Your objective: Give pupils a live, aspirational sporting experience.



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> (Complete now and monitor)	Give pupils a live, aspirational sporting experience to raise engagement with tennis and wider physical activity, enhance cultural capital, strengthen curriculum links and increase participation in school sport.	<p>Six-week block of lessons linking to tennis: basic skills (racket hold, forehand/backhand), rules, scoring, match etiquette, and history of tennis/Wimbledon.</p> <p>Classroom sessions about sportsmanship, British sporting heritage and the role models pupils will see.</p> <p>Pupil briefing on spectator behaviour, safety and expectations; produce a simple "Wimbledon code" for pupils to agree to.</p>	Target: 75% of attending pupils can identify at least two professional role models and describe one behaviour/approach they will try in their own play (pupil voice).	Pupil reflections. Class discussion notes. Work samples – match reports.

**Your objective: Give pupils a live, aspirational sporting experience.**



association for  
PHYSICAL EDUCATION



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p><b>Evaluate</b> (Complete in July)</p>		<p>Embed into annual enrichment offer: Make Wimbledon (or similar high-profile live-sport trips) a named annual or biennial enrichment trip for upper KS2 rotating cohorts so more pupils access it over time.</p> <p>Formalise a partnership with local tennis club/LTA coach to provide termly coaching, subsidised lessons for disadvantaged pupils. Invite coaches to run CPD and offer taster sessions in school.</p> <p>Use the Wimbledon trip model to plan other live-sport visits and build a template risk assessment, parental pack and lesson links to reduce future workload.</p> <p>Use the visit as an anchor for an annual "Wimbledon pathway": integrate tennis skills into the PE long-term plan and EYFS physical development outcomes. Map progression from EYFS balance &amp; coordination → KS1 fundamental skills → KS2 racket skills.</p>		<p>£1000</p>

**Your objective:** To improve children's physical and mental health by explicitly teaching the link between emotional self-regulation and readiness for physical activity.



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> (Complete now and monitor)	To improve children's physical and mental health by explicitly teaching the link between emotional self-regulation and readiness for physical activity.	Investment in staff training and delivery of myHappymind modules to build internal capacity. This enables staff to use 'brain-based' learning to motivate disengaged pupils during PE lessons.	Measurable improvement in pupil confidence and resilience, leading to a 15% increase in participation in extracurricular sports clubs among previously inactive pupils.	Conduct "before and after" surveys asking pupils about their confidence in PE. Extracurricular participation data. Case studies. Staff confidence audit. Behaviour incident logs on CPOMS.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)		Staff are now fully trained to embed these strategies into future PE planning, ensuring the mental well-being support remains sustainable.		£2500

**Your objective: For all pupils to meet the national statutory swimming requirements by the end of primary school.**



	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)	For all pupils to meet the national statutory swimming requirements by the end of primary school (able to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes; perform safe self-rescue).	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers.  PE and Sport Premium used to fund top-up swimming.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term in Year 6	Carry out an initial audit for every pupil in Years 3-6 recording: Can swim 25m (Y/N) Range of strokes (front crawl, backstroke, breaststroke competent Y/N) Can perform a safe self-rescue (Y/N) Barriers (medical, SEND, anxiety, transport, parental opt-out)
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)		Upskill internal staff: continue rolling CPD (train-the-trainer model) so the school can deliver low-cost maintenance lessons in future. Build permanent relationships with the local pool/leisure provider including multi-year block booking to secure favourable rates. Embed swimming targets into the school improvement plan and PE curriculum documentation. Allocate a fixed proportion of Sports Premium annually to swimming until targets are met and maintained. Create a pupil-led water-safety ambassador programme to sustain culture and peer encouragement.		£500

**This page has been left blank for any notes or supporting information.**