



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

**Kettering Park  
Infant Academy**

**Commissioned by**



Department  
for Education

**Created by**



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YOUTH  
SPORT  
TRUST

## Review of the last academic year (2025/2026)



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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.

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

# Review of the last academic year (2025/2026)



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| Key areas                                                                                                                                            | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What went well?<br>Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What didn't go well?<br>Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</b> | <ul style="list-style-type: none"><li>Specialist sports coach (Pacesetters) delivered lunchtime sports activities three times a week, increasing pupil participation and providing opportunities for pupils to develop physical skills. Lunchtime supervisors worked alongside the coach to build confidence in supporting activities.</li><li>PE Lead worked collaboratively with PE Leads across the Trust to share good practice, develop provision and improve consistency.</li><li>PE Lead monitored PE lessons, provided coaching and support to teachers, and developed staff confidence in delivering high-quality PE lessons.</li><li>Staff developed their understanding of progression, inclusion and how to support all pupils, including those with SEND, to access PE.</li></ul> | <ul style="list-style-type: none"><li>Increased staff confidence and consistency in PE delivery..</li><li>Increased participation in lunchtime physical activity.</li><li>Effective collaboration across Trust schools supported sharing of ideas and good practice.</li><li>Monitoring showed positive pupil engagement and improvements in lesson quality.</li></ul> <p><u>Evidence</u><br/>PE monitoring records, lesson observations, staff feedback, pupil voice, photographs, CPD records.</p> | <ul style="list-style-type: none"><li>Staff confidence remains variable, with some colleagues requiring further support and opportunities to observe high-quality PE practice.</li><li>Lunchtime activities remain reliant on specialist coach input; further work is needed to develop lunchtime supervisors as independent activity leaders.</li><li>Opportunities for regular PE coaching and assessment development have been limited due to competing priorities.</li></ul> <p><u>Evidence</u><br/>Staff feedback, PE monitoring, review of lunchtime provision.</p> |

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| Key areas                                                                                          | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What went well?<br>Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What didn't go well?<br>Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>2. Increasing engagement of all pupils in regular physical activity and sporting activities</b> | <ul style="list-style-type: none"><li>The PE Lead has, purchasing additional resources to ensure staff had access to appropriate equipment to deliver a broad and inclusive PE curriculum and support increased participation.</li><li>Paralympian visit was planned to inspire pupils, promote inclusion and develop children's understanding of different sporting achievements and abilities. Despite attempts to secure a visit, this did not go ahead due to difficulties securing availability.</li><li>Pacesetters delivered regular before and after school sports clubs providing additional opportunities for pupils to be active, develop skills and experience different sporting activities beyond curriculum PE.</li><li>Activities were designed to encourage participation from a wide range of pupils, including those who may not otherwise access sporting opportunities.</li></ul> | <ul style="list-style-type: none"><li>Increased opportunities for pupils to take part in regular physical activity beyond PE lessons.</li><li>Pupils engaged positively in before and after school clubs and developed confidence in trying new activities.</li><li>Improved access to high-quality equipment supported PE lessons and sporting activities.</li><li>Staff supported pupils effectively to participate, including children with additional needs.</li><li>The range of activities provided helped to promote positive attitudes towards physical activity.</li></ul> <p><b>Evidence:</b><br/>Club registers, pupil voice, photographs, PE resource audit, staff feedback, observations.</p> | <ul style="list-style-type: none"><li>The planned Paralympian visit did not take place due to difficulties securing availability, meaning pupils missed the opportunity to experience this inspirational inclusion-focused event.</li><li>Participation in clubs was not consistent across all groups of pupils, and further work is needed to ensure opportunities are accessed by those who would benefit most.</li><li>Further development is needed to increase staff confidence independently leading a wider range of sporting activities.</li></ul> <p><b>Evidence:</b><br/>Attempts to secure Paralympian visit, club attendance registers, staff feedback, pupil voice.</p> |

## Review of the last academic year (2025/2026)



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| Key areas                                                                                            | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What didn't go well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>3. Raising the profile of PE and sport across the school, to support whole school improvement</b> | <ul style="list-style-type: none"><li>The Life Education Bus provided sessions focused on health, wellbeing, relationships and making positive choices. School staff supported sessions to reinforce key messages and link learning to wider school values and personal development.</li><li>A Paralympian visit was planned to raise the profile of inclusive sport, inspire pupils and promote values such as resilience, determination and overcoming challenges. Despite attempts to secure a visit, this did not go ahead due to difficulties securing availability.</li><li>PE and sporting opportunities were promoted across the school to encourage pupils to recognise the importance of being active and to develop positive attitudes towards sport, teamwork and personal achievement.</li></ul> | <ul style="list-style-type: none"><li>The Life Education Bus supported wider curriculum aims around health, wellbeing and personal development.</li><li>Pupils engaged positively in sessions and were able to discuss important messages around keeping healthy and making positive choices.</li><li>PE and sporting opportunities contributed to developing confidence, teamwork and resilience.</li><li>Staff were able to reinforce key messages beyond the individual sessions.</li></ul> <p><b>Evidence:</b><br/>Life Education Bus feedback, pupil voice, photographs, staff feedback, curriculum links.</p> | <ul style="list-style-type: none"><li>The planned Paralympian visit did not take place due to difficulties securing availability, meaning pupils missed an opportunity to engage with an inspirational sporting role model and explore inclusive sport.</li><li>Further opportunities could be developed to raise the profile of PE and sport through assemblies, pupil leadership and celebrating sporting achievements.</li><li>More consistent opportunities are needed to celebrate participation and achievements across all pupils.</li></ul> <p><b>Evidence:</b><br/>Attempts to secure Paralympian visit, pupil voice,</p> |

## Review of the last academic year (2025/2026)



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| Key areas                                                                                                                                                        | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What didn't go well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 4. Offering a broader and more equal experience of a range of sports and physical activities to all pupils and ensuring equal access to sport for boys and girls | <ul style="list-style-type: none"><li>• The PE Lead planned Sports Day, providing opportunities for all pupils to participate in competitive and non-competitive physical activities. Staff supported the delivery of events to ensure all children could take part and experience success.</li><li>• Pacesetters provided additional sporting opportunities through before school, after school and lunchtime clubs, enabling pupils to access a wider range of activities beyond curriculum PE.</li><li>• Opportunities were promoted to all pupils, with activities designed to encourage participation from both boys and girls and support children of all abilities, including those with additional needs, to engage in physical activity.</li></ul> | <ul style="list-style-type: none"><li>• All pupils had opportunities to participate in sporting events and physical activities.</li><li>• Sports Day provided an inclusive opportunity for children to celebrate participation, teamwork and achievement.</li><li>• Pacesetters clubs increased opportunities for pupils to be active outside of curriculum time.</li><li>• Pupils developed confidence, teamwork and enjoyment of physical activity.</li><li>• A range of opportunities supported participation from different groups of pupils.</li></ul> <p><b>Evidence:</b><br/>Photographs, pupil voice, club registers, staff feedback.</p> | <ul style="list-style-type: none"><li>• Participation in additional clubs was not always representative of the whole school population, and further work is needed to identify and encourage pupils who are less likely to engage.</li><li>• The range of sporting opportunities offered could be broadened further to expose pupils to a wider variety of activities.</li><li>• Staffing capacity and available spaces limited the number of pupils who could access some additional sporting opportunities.</li></ul> <p><b>Evidence:</b><br/>Club registers, pupil voice, staff feedback, review of participation.</p> |

## Review of the last academic year (2025/2026)



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| Key areas                                               | Actions                                                                                                                                                                                                                                                                                                                                                                                                                        | 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>Celebration assemblies provided opportunities for pupils to share and celebrate sporting achievements both in and out of school. This helped raise the profile of sport and encouraged children to value participation and achievement.</li><li>Participation in activities supported pupils to develop teamwork, resilience, confidence and positive attitudes towards sport.</li></ul> | <ul style="list-style-type: none"><li>Pupils were encouraged to celebrate their own and others' sporting achievements.</li><li>Pupils developed confidence, teamwork and resilience through taking part in sporting activities.</li><li>Sporting achievements became more visible across the school community.</li></ul> <p><b>Evidence:</b><br/>Celebration assembly, photographs, pupil voice, staff feedback.</p> | <ul style="list-style-type: none"><li>There were limited opportunities for competitive sport available for children within the infant age range locally, which restricted the number of events pupils could participate in outside of school.</li><li>More opportunities could be developed for inclusive competition and participation, particularly for younger pupils and children with additional needs.</li><li>Time, staffing capacity and availability of external events sometimes limited participation opportunities.</li></ul> <p><b>Evidence:</b><br/>Pupil voice, staff feedback</p> |

# Review of the last academic year (2025/2026)

| Category            | Specific Area                                         | Example                                                                                                                                                                          | Autumn (£) | Spring (£) | Summer (£) | Yearly (£) |
|---------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|
| CPD                 | External CPD                                          | PE conference or external provider training                                                                                                                                      |            |            |            |            |
|                     | CPD to deliver swimming and water safety lessons      | Swim England course for staff                                                                                                                                                    |            |            |            |            |
|                     | Internal CPD                                          | Staff PE twilight sessions                                                                                                                                                       |            |            |            |            |
|                     | Inter-school CPD                                      | Joint training with local schools                                                                                                                                                | 357.13     | 357.13     | 357.13     |            |
|                     | Online CPD                                            | Webinars or modules completed online                                                                                                                                             |            |            |            |            |
|                     | External Coaches CPD                                  | Upskilling staff by utilising an external multi-sport coach                                                                                                                      | 1450.17    | 1450.17    | 1450.17    |            |
|                     | External courses                                      | Inclusion or mental health training                                                                                                                                              |            |            |            |            |
|                     | Internal Learning & Development                       | Peer observations or internal workshops                                                                                                                                          |            |            |            |            |
|                     | Online training                                       | Access to PE online CPD platform                                                                                                                                                 |            |            |            |            |
|                     | <b>Total CPD Spend</b>                                |                                                                                                                                                                                  | 1807.3     | 1807.3     | 1807.3     | 5421.9     |
| Internal Activities | Internal sport competitions                           | Sports day, house tournaments                                                                                                                                                    |            |            |            |            |
|                     | Top-up swimming and water safety (internal provision) | Targeted lessons (including transport costs) for pupils identified who are struggling to meet national curriculum swimming requirements following the completion of core-lessons |            |            |            |            |
|                     | Active travel initiatives                             | Walk to school campaign                                                                                                                                                          |            |            |            |            |
|                     | Equipment and resources (internal use)                | PE equipment: balls, nets, bibs                                                                                                                                                  | 1000       |            | 1000       |            |
|                     | Internal membership fees                              | afPE, YST, School Sport Partnership                                                                                                                                              |            |            |            |            |
|                     | Internal educational platforms                        | Digital curriculum resources                                                                                                                                                     | 333.72     |            |            |            |
|                     | School-based extra-curricular clubs                   | Lunchtime or after-school clubs                                                                                                                                                  |            |            |            |            |
|                     | <b>Total Internal Spend</b>                           |                                                                                                                                                                                  | 1333.72    |            | 2000       | 3333.72    |
| External Activities | External inter-school sports competitions             | Competitions organised by SGO                                                                                                                                                    |            |            |            |            |
|                     | Activities by SGOs                                    | Festivals, workshops, or CPD by SGO                                                                                                                                              |            | 1090.87    |            |            |
|                     | Equipment and resources (external use)                | transport, kit for external event, purchase of specific equipment to be able to attend                                                                                           |            |            |            |            |
|                     | External coaching staff                               | Hired coaches for specific sports                                                                                                                                                |            |            |            |            |
|                     |                                                       | Providing opportunities (including extra-curricular) for children to enable them to access other sporting activities or specialist sport instruction                             |            |            |            |            |
|                     | Other external activities                             |                                                                                                                                                                                  | 2645.5     | 2645.5     | 2645.5     |            |
|                     | <b>Total External Spend</b>                           |                                                                                                                                                                                  | 2645.5     | 3736.37    | 2645.5     | 9027.37    |
| Overall Totals      | <b>Total Funding Received</b>                         | (Insert total from DfE)                                                                                                                                                          |            |            |            | 17600      |
|                     | <b>Total PE &amp; Sport Premium Spend</b>             |                                                                                                                                                                                  |            |            |            | 17783      |
|                     | <b>Total Remaining</b>                                |                                                                                                                                                                                  |            |            |            | -182.99    |

## Aims for the next academic year (2026/2027)



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

## Aims for the next academic year (2026/2027)



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| Aim                                                                                                                        | Why?                                                                                                                                                                                                                                                                                                                                     | Key Area                                                                                                                                     | Supporting evidence                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To improve the quality of PE teaching by developing staff confidence, knowledge and understanding of progression within PE | Developing staff subject knowledge and confidence will support consistent teaching approaches, effective assessment and inclusive participation for all pupils, including those with SEND.                                                                                                                                               | Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed. | PE curriculum resources, PE Lead monitoring and lesson observations, Staff feedback, Teacher planning/assessment records, Pupil voice, Evidence of improved consistency in PE teaching.                    |
| To develop children's understanding of healthy lifestyles, wellbeing and making positive choices                           | Support children in understanding the importance of physical health, emotional wellbeing, healthy choices and how these contribute to leading a positive lifestyle. This supports wider personal development and helps children develop knowledge and skills that will benefit them beyond school.                                       | Raising the profile of PE and sport across the school to support whole school improvement.                                                   | Life Education Bus feedback and evaluations, pupil voice, staff feedback, Curriculum links/planning, Photographs and records of sessions.                                                                  |
| To increase pupil engagement and participation in regular physical activity through additional sporting opportunities      | Provide opportunities for all pupils to take part in physical activity beyond curriculum PE, encouraging children to develop confidence, enjoyment and positive attitudes towards sport. Additional clubs aim to remove barriers to participation and provide experiences that support teamwork, social skills and physical development. | Increasing engagement of all pupils in regular physical activity and sporting activities.                                                    | Club registers and participation data. Pupil voice. Photographs of activities. Staff feedback. Observations of pupil engagement and enjoyment. Increased participation in physical activity opportunities. |

**Your objective:** To improve the quality of PE teaching by developing staff confidence, knowledge and understanding of progression within PE



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|                                                       | <b>Intent - what is your objective?</b>                                                                                                                                                                                                                                                                                                                               | <b>Implementation - How will you achieve this?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Impact - What do you hope to see?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Supporting evidence</b>                                                                                                                                                                                                                                        |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | <p>To ensure all pupils receive high-quality, inclusive PE teaching that develops their physical skills progressively from Reception to Year 2.</p> <p>To improve staff confidence, knowledge and understanding of PE progression, enabling teachers to deliver effective lessons that support all pupils, including those with SEND, to participate and achieve.</p> | <p>Use of a clear PE scheme to support consistent planning, progression and delivery of PE across the school.</p> <p>The PE Lead will support staff in understanding progression of skills and expectations across year groups.</p> <p>The PE Lead will monitor PE lessons, provide coaching and support teachers to develop subject knowledge and confidence.</p> <p>Staff will use agreed planning, resources and assessment approaches to ensure lessons are inclusive and accessible for all pupils.</p> <p>Opportunities will be provided for staff to share good practice and develop their understanding of effective PE teaching.</p> | <p>Staff demonstrate increased confidence and competence in teaching PE.</p> <p>PE lessons are consistently structured, progressive and accessible for all pupils.</p> <p>Pupils develop key physical skills, confidence and enjoyment of PE.</p> <p>Teachers have a clear understanding of progression and how skills develop across Reception to Year 2.</p> <p>Pupils with SEND are able to access and participate successfully in PE lessons.</p> <p>PE provision is sustainable through increased staff expertise.</p> | <p>PE scheme &amp; curriculum overview.</p> <p>PE progression documents.</p> <p>PE Lead monitoring records.</p> <p>Lesson drop-ins.</p> <p>Staff feedback</p> <p>Teacher planning.</p> <p>Pupil voice</p> <p>Photographs and examples of pupil participation.</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><br>(Complete in July)                 |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | £371                                                                                                                                                                                                                                                              |

**Your objective:** To develop children's understanding of healthy lifestyles, wellbeing and making positive choices through the Life Education Bus



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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) | <p>To develop children's understanding of the importance of healthy lifestyles, physical wellbeing, emotional health and making positive choices.</p> <p>To provide children with the knowledge and understanding they need to make healthy decisions and understand the links between physical activity, wellbeing and staying healthy.</p> | <p>Provide Life Education Bus sessions that are age-appropriate and support children's understanding of health, wellbeing, relationships and personal development. School staff will work alongside the Life Education Bus team to reinforce key messages and link learning to classroom practice.</p> <p>Use opportunities across the curriculum and wider school life to promote healthy lifestyles and wellbeing.</p> <p>Encourage children to make connections between being active, looking after their bodies and feeling positive.</p> | <p>Pupils develop a stronger understanding of healthy choices and how to look after themselves.</p> <p>Children can explain why physical activity, healthy eating and wellbeing are important.</p> <p>Pupils develop confidence in discussing feelings, relationships and personal health.</p> <p>Staff reinforce consistent messages around healthy lifestyles beyond the sessions.</p> <p>Improved understanding supports children's personal development and readiness to learn.</p> | <p>Life Education Bus feedback and evaluations.</p> <p>Pupil voice.</p> <p>Staff feedback.</p> <p>Curriculum planning and links.</p> <p>Photographs of sessions.</p> <p>Children's work/discussions linked to health and wellbeing.</p> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                   | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Approx. cost                                                                                                                                                                                                                            |
| <b>Evaluate</b><br>(Complete in July)                 |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | £1122                                                                                                                                                                                                                                   |

**Your objective:** To increase pupil engagement and participation in regular physical activity through additional sporting opportunities



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|                                                       | <b>Intent - what is your objective?</b>                                                                                                                                                                                                                                                                          | <b>Implementation - How will you achieve this?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Impact - What do you hope to see?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Supporting evidence</b>                                                                                                                                                                                                        |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | <p>To increase opportunities for all pupils to participate in regular physical activity beyond curriculum PE.</p> <p>To encourage children to develop confidence, enjoyment and positive attitudes towards sport, while providing opportunities to develop physical skills, teamwork and social interaction.</p> | <p>Pacesetters sports coach will deliver structured lunchtime sports clubs three times a week.</p> <p>Activities will provide children with opportunities to experience different sports and physical activities in a supportive environment.</p> <p>School staff and lunchtime supervisors will work alongside the coach to support pupils and develop their confidence in encouraging participation.</p> <p>Monitor participation to identify groups of pupils who may benefit from additional encouragement or support to engage.</p> <p>Promote clubs and sporting opportunities across the school to encourage involvement from all pupils.</p> | <p>Increased numbers of pupils regularly participating in physical activity.</p> <p>Children develop greater confidence and enjoyment when taking part in sporting activities.</p> <p>Pupils develop teamwork, cooperation, resilience and social skills.</p> <p>More pupils, including those who may be less active or require additional support, engage in sporting opportunities.</p> <p>Lunchtime provision becomes more purposeful and supports children's physical and emotional wellbeing.</p> | <p>Club registers and participation data.</p> <p>Pupil voice. Staff feedback. Photographs of activities.</p> <p>Observations of pupil engagement. Feedback from Pacesetters coach. Records of sporting opportunities offered.</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><br>(Complete in July)                 |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | £4424                                                                                                                                                                                                                             |