

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

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- 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	- Pupils in Years 3, 4, 5 and 6 accessed swimming lessons at their local pool. - Lessons supported pupils in developing water confidence, stamina and swimming ability. - Swimming instructors adapted sessions to meet the needs of individual pupils, including those with SEND. - Teacher observations and swimming assessments showed pupils making progress from their individual starting points, with increased confidence in the water.	- Not all pupils reached the expected standard of swimming 25 metres by the end of the programme. - Some pupils required additional opportunities and top-up sessions to continue developing confidence, stamina and technique. - Evidence: swimming assessments identified pupils who would benefit from further swimming provision.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	- Pupils were introduced to and practised a variety of swimming strokes, improving coordination, technique and control. - Specialist instructors supported pupils in refining their stroke technique and developing confidence across different swimming activities. - Evidence from instructor feedback and staff observations showed improvements in pupils' swimming skills and understanding of different strokes	- Some pupils needed more time and repeated practice to develop effective stroke technique. - Limited lesson time meant that some pupils could not fully master a range of strokes before the end of the programme. - Evidence: teacher feedback highlighted the need for continued swimming opportunities to consolidate skills.
3. Perform safe self-rescue in different water-based situations	- Pupils developed awareness of water safety and the importance of safe behaviour around water. - Swimming sessions provided opportunities to practise skills linked to confidence, survival and responding safely in water-based situations. - Evidence: staff observations showed increased confidence and understanding of water safety expectations.	- Further opportunities are needed to provide more regular practice of self-rescue skills and apply them in different scenarios. - Some pupils required additional support to develop confidence when faced with unfamiliar water-based situations. - Evidence: swimming feedback identified self-rescue as an area to continue developing through future swimming provision.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	This year, our PE offer successfully focused on developing staff confidence, knowledge and skills through targeted CPD, a specialist PE teacher alongside specialist coaches and access to high-quality resources. Staff worked alongside experienced sports coaches and external providers, gaining new ideas and strategies to improve the delivery of PE lessons and sporting activities. Teachers reported increased confidence in planning, adapting and delivering engaging lessons that meet the needs of all pupils, including those with SEND and less active learners. Support from PE leader, alongside high-quality lesson planning resources, helped staff develop a more consistent approach to teaching skills, progression and assessment across different sports and shared within our new curriculum offer. Specialist coaching opportunities, including partnerships with external sporting organisations, provided valuable professional development while exposing pupils to a wider range of activities. Staff were able to observe effective coaching techniques and apply new approaches to encourage participation, teamwork and enjoyment. Monitoring, staff feedback and questionnaires showed improved confidence in delivering PE and supporting pupil wellbeing through physical activity. The investment in staff development has created a more sustainable PE curriculum, ensuring pupils benefit from high-quality teaching, increased engagement and a broader range of sporting experiences.	Although staff confidence and knowledge in teaching PE improved, there are still areas for further development. Some staff require additional support and opportunities to build confidence when delivering less familiar sports and adapting activities for pupils with a wide range of abilities. Due to time constraints and competing curriculum demands, opportunities for staff to work alongside specialist coaches and observe high-quality PE teaching from our specialist teacher were limited. This meant that not all staff were able to access the same level of practical professional development throughout the year. Staff feedback identified that further CPD would be beneficial, particularly around assessment, progression of skills and ensuring challenge for all pupils. Monitoring of lessons highlighted that some teachers would benefit from continued guidance in differentiating activities and extending more able pupils. Supporting evidence includes lesson observations and PE leader monitoring, which showed increased confidence overall but identified the need for continued professional development. Moving forward, further training opportunities, collaborative planning and coaching support will be prioritised to ensure all staff continue to develop their expertise and deliver consistently high-quality PE provision.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We successfully increased opportunities for all pupils to participate in regular physical activity through a range of initiatives designed to engage every learner, including those who were previously less active. Structured active lunchtimes, with designated zones for activities such as football, tennis and cricket, encouraged pupils to take part in daily physical activity and develop new skills. The introduction of specialist sports equipment supported a wider range of activities, allowing pupils to explore different sports and increasing enthusiasm and participation across the school. Pupils were provided with more opportunities to practise skills, work collaboratively and develop confidence through physical activity. Targeted support and specialist coaching helped remove barriers to participation, ensuring pupils with different needs, could access and enjoy sporting opportunities. Swimming lessons for Years 3-6 also supported pupils in developing essential water safety skills, improving confidence and physical ability. Evidence from pupil voice, staff feedback and observations showed increased engagement, enjoyment and participation in PE and sporting activities. Pupils demonstrated improved teamwork, resilience and confidence, contributing to a more active school environment where physical activity is valued and encouraged by all.	Although participation in physical activity increased across the school, some barriers to engagement remain. A small number of pupils, particularly those who are less confident or less physically active, still require additional encouragement and targeted support to participate regularly in sporting activities. Active lunchtime activities were successful and new initiatives such as girls PE have increased participation and engagement for girls across the school. Further development is needed to ensure activities remain accessible and engaging for all pupils throughout the year. Opportunities for some pupils to access competitive sports and extracurricular clubs were limited due to time, staffing capacity and the availability of external fixtures. Continued focus is needed to ensure a wider range of pupils, including those who may not traditionally engage in sport, are encouraged to represent the school and take part in clubs. Supporting evidence includes pupil voice, staff observations, participation records and PE leader monitoring, which identified improved engagement overall but highlighted the need for continued targeted interventions, increased promotion of activities and further opportunities for all pupils to participate regularly in physical activity.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and sport continued to have a positive impact across the whole school, becoming an important part of our approach to improving pupil wellbeing, confidence and engagement. A range of sporting opportunities, including competitions, specialist coaching, active lunchtimes and extracurricular activities, helped raise the profile of physical activity and encouraged more pupils to take part. The introduction of new equipment and access to a broader range of sports enabled pupils to develop new skills and interests, while specialist coaches provided exciting opportunities that increased enthusiasm and participation. Sporting events and competitions helped build school pride, teamwork and resilience, with pupils celebrating their achievements and representing the school positively. PE was also used to support wider school priorities, including improving behaviour, developing leadership skills and strengthening relationships. Targeted programmes and mentoring opportunities supported pupils' confidence, communication and wellbeing, particularly for those who needed additional support. Evidence from pupil voice, staff feedback, participation records and PE monitoring showed increased engagement and a more positive attitude towards PE and sport. The increased visibility of sporting achievements and opportunities across the school has helped create a culture where physical activity is valued as an important part of school life and personal development.	While participation in sporting activities increased, some pupils remained less engaged, particularly those who lacked confidence or did not initially identify themselves as being interested in sport. Further work is needed to ensure that all pupils feel represented and motivated to take part in a wider range of activities. Opportunities for pupil leadership, such as sports ambassadors and peer coaches, were identified but not fully developed across all year groups. Expanding these roles would help increase pupil ownership and further embed PE and sport within the wider school culture. Supporting evidence includes pupil voice, staff feedback, participation records and PE leader monitoring, which highlighted positive improvements in engagement and attitudes towards sport but also identified the need for stronger communication of achievements, wider promotion of opportunities and increased leadership opportunities for pupils.
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	This year, we successfully increased opportunities for all pupils to access a wider range of sports and physical activities, ensuring provision was inclusive and accessible for both boys and girls. A broader curriculum offer, specialist coaching and investment in new equipment enabled pupils to experience activities beyond traditional sports, helping them develop new skills and interests. Active lunchtimes were a key success, with playground zones providing opportunities for pupils to participate in activities such as football and tennis. This encouraged a wider range of pupils, including those who were previously less active, to engage in regular physical activity. Specialist coaching partnerships provided pupils with opportunities to experience different sports and develop confidence, teamwork and resilience. Swimming lessons for Years 3-6 supported all pupils in developing essential water safety skills and improving swimming ability, with adaptations made to meet individual needs.	Although pupils benefited from a wider range of sporting opportunities, there are still areas for further development to ensure every pupil has equal access and engagement. Some activities and clubs attracted higher participation from certain groups of pupils, meaning further work is needed to encourage those who are less confident or less likely to choose sporting activities to take part. While opportunities for both boys and girls were provided, continued monitoring is needed to ensure participation is balanced across different sports, competitions and extracurricular activities. Some pupils may still experience barriers to participation, including confidence, previous experience or personal preference. The range of competitive opportunities available was improved; however, increasing the number of events and ensuring more pupils have the opportunity to represent the school remains a priority.

Aims for the next academic year (2025/2026)



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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	No swimming provision was accessed this year; therefore, there is limited evidence of progress against this objective. The school remains committed to ensuring pupils have opportunities to develop essential swimming skills and water confidence.	Pupils were unable to access swimming lessons during this academic year, meaning some pupils did not have the opportunity to develop or assess their ability to swim 25 metres. Evidence: swimming participation records show no swimming provision took place this year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	No formal swimming sessions took place this year, so progress in developing a range of strokes could not be measured. Future swimming provision will provide opportunities for pupils to develop stroke technique and confidence.	The lack of access to swimming lessons meant pupils were unable to practise and improve a range of swimming strokes. Evidence: curriculum monitoring identified that swimming objectives could not be fully delivered this year
3. Perform safe self-rescue in different water-based situations	No swimming or water safety sessions were delivered this year. Water safety remains a priority and will be revisited when swimming provision resumes.	Pupils did not receive planned opportunities to develop self-rescue skills and knowledge of water safety situations. Evidence: no swimming sessions or water-based activities were recorded during the academic year. Future planning will prioritise access to swimming lessons and water safety training.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Increase engagement in daily physical activity for all pupils, particularly the least active.	To ensure pupils achieve the recommended 30 minutes of physical activity during the school day and improve health, wellbeing and engagement.	Key Indicator 2 – Engagement of all pupils in regular physical activity	Targeted initiatives for less active pupils and structured active lunchtimes with zoned activities (football, tennis, cricket and other games) resulted in increased participation during playtimes and lunchtimes. More pupils engaged in daily physical activity and demonstrated greater enthusiasm for PE and sport.
Broaden pupils' access to a wider range of sports and physical activities through improved resources.	To increase participation, develop new skills and encourage pupils to explore different sports.	Key Indicator 4 – Broader experience of a range of sports and activities	Investment in specialist PE equipment enabled a wider variety of sports to be taught and accessed. Pupils experienced new sporting opportunities, improved skill development and greater participation across lessons, clubs and lunchtime activities. Resources continue to support high-quality PE provision.
Develop staff confidence and expertise in teaching PE.	To improve the quality of PE teaching and ensure sustainable improvements in pupil outcomes.	Key Indicator 1 – Increased confidence, knowledge and skills of all staff	Staff received CPD through specialist coaches, Birmingham City Foundation mentoring, PE Hub planning and external partnerships including Solihull Moors and Pat Benson Boxing Academy. Staff questionnaires and monitoring showed increased confidence, improved subject knowledge and enhanced teaching, leading to greater pupil engagement and improved sporting skills.
Provide inclusive opportunities for pupils to develop life skills and participate in competitive sport.	To improve confidence, teamwork, resilience and ensure pupils access a broad and balanced PE curriculum.	Key Indicators 4 & 5 – Broader sporting experiences and increased participation in competitive sport	Years 3-6 pupils accessed tailored swimming lessons, improving swimming ability, water safety and curriculum outcomes. Pupils also participated in inter-school competitions and tournaments, strengthening teamwork, school pride, resilience and positive relationships while increasing participation in competitive sport.
Provide targeted enrichment and mentoring opportunities to improve wellbeing, participation and inclusion.	To support disadvantaged pupils and those with SEND through high-quality coaching and mentoring that develops confidence, communication and engagement.	Key Indicators 1, 2 & 4 – Staff development, participation and broader experiences	Partnerships with Birmingham City Foundation and Pat Benson Boxing Academy provided specialist coaching and mentoring. Pupils, including those with EHCPs and disadvantaged backgrounds, benefited from improved communication, wellbeing, executive functioning and increased engagement in PE. Leadership opportunities and mentoring roles also strengthened the school community and promoted positive behaviour.

Plan, monitor and evaluate (2025/2026)



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

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Purchase specialist resources for PE lessons to support learners with autism and pupils with additional needs, ensuring they can access and participate fully in physical activity.	- Audit current PE resources and identify barriers to participation for pupils with autism and SEND. - Purchase adapted equipment such as sensory-friendly resources, visual supports, communication aids and inclusive sports equipment. - Work with staff and specialist coaches to model how resources can be used effectively. - Embed resources within PE lessons, active lunchtimes and sporting activities.	- Increased engagement and confidence of pupils with autism and SEND during PE lessons. - Improved accessibility and inclusion, allowing all pupils to participate successfully. - Staff confidence increases in adapting PE activities to meet individual needs. - Pupils develop physical skills, teamwork and enjoyment of sport.	- Pupil voice and feedback. - Staff questionnaires. - PE lesson observations. - SEND pupil participation records. - Photos of resources in use. - PE leader monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	- Pupils with autism and SEND have	- Resources are sustainable as they can be used across	- Staff feedback and questionnaires	£1100

Your objective: To increase staff knowledge



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	increase the profile of PE across our setting by providing high-quality CPD opportunities, developing staff expertise and strengthening links with external sporting organisations.	- Whole staff CPD alongside Birmingham City Foundation (BCFC) and Warwickshire Cricket to develop staff confidence, knowledge and skills. - Specialist coaches to work alongside teachers, modelling effective teaching strategies and inclusive approaches. - Share good practice across staff and use new skills within PE lessons, clubs and active lunchtime activities. - Promote sporting achievements and opportunities through assemblies, newsletters and displays to celebrate pupil success.	- Increased staff confidence and consistency in delivering high-quality PE lessons. - Greater awareness and value of PE across the school community. - Increased pupil participation, enthusiasm and engagement in a wider range of sporting activities. - More pupils develop confidence, teamwork and leadership skills through sport.	- Staff questionnaires and feedback. - PE lesson observations. - Pupil voice. - Participation records for clubs and competitions. - Photos and evidence of sporting events and achievements. - Monitoring by PE leader.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Staff	Improvements are	Staff feedback	£10,800

Your objective: Increase pupil participation in PE



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase pupils' participation, enjoyment and understanding of physical activity through the BCFC Primary School Support Programme. Develop staff confidence in delivering high-quality PE and inspire pupils to adopt active, healthy lifestyles.	Work with BCFC coaches to deliver high-quality PE lessons, lunchtime activities and enrichment opportunities. Provide CPD for teaching staff through team teaching and mentoring. Offer inclusive activities that engage all pupils, including less active children. Monitor participation and gather pupil voice throughout the programme.	Improved quality of PE teaching, increased pupil engagement and participation in physical activity, higher confidence among staff, and improved attitudes towards health, wellbeing and teamwork.	Lesson observations, staff feedback, pupil questionnaires, participation registers, PE assessment data and monitoring records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	pupils showed increased enthusiasm and confidence during PE lessons, with greater participation from previously less active pupils. Staff reported improved confidence in planning and delivering engaging PE sessions. Behaviour, teamwork and resilience improved during physical activities.	Staff have developed their own skills through CPD and team teaching and are able to deliver activities independently. Resources, lesson ideas and planning can continue to be used beyond the programme, ensuring long-term benefits for pupils.	Staff evaluations, pupil voice surveys, PE monitoring records, participation data, lesson observations and photographs of activities.	£3000

Your objective: To provide inclusive, engaging and accessible sporting activities.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Purchase specialist equipment for Sports Day to ensure all pupils can participate in inclusive, engaging and accessible sporting activities.	- Audit existing Sports Day equipment and identify additional resources required.- Purchase inclusive equipment suitable for pupils of all abilities, including those with SEND.- Plan a variety of activities that promote participation, teamwork and personal achievement rather than competition alone.- Train staff on the effective use of equipment to maximise participation and enjoyment.	- All pupils actively participate in Sports Day regardless of ability or need.- Increased engagement, confidence and enjoyment of physical activity.- Improved inclusion, teamwork and positive attitudes towards sport.- A successful whole-school event that promotes healthy lifestyles and celebrates achievement.	- PE leader monitoring.- Staff and pupil voice.- Participation records showing all pupils took part.- Photographs and videos from Sports Day.- Parent feedback where appropriate.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Increased participation and enthusiasm during Sports Day.- Pupils demonstrated confidence, teamwork and resilience while using a wider range of equipment.- Inclusive activities enabled all pupils, including those with SEND, to experience success.	- Equipment will be reused annually for Sports Day, PE lessons, active lunchtimes and extracurricular clubs.- Resources will be maintained and replenished as required, providing long-term value and supporting future cohorts.	- Participation data.- Staff evaluations.- Pupil questionnaires.- PE leader observations.- Photographic evidence of participation and engagement.	£1000

Your objective: To increase participation in sporting fixtures



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase opportunities for pupils to participate in competitive sporting fixtures, ensuring pupils of all abilities can represent the school.	- Enter local inter-school competitions and festivals through School Games and local partnerships.- Organise regular fixtures across a range of sports, including football, cricket and athletics.- Identify pupils through PE lessons and extracurricular clubs, ensuring inclusive selection and opportunities for all year groups.- Prepare pupils through coaching sessions and lunchtime clubs to develop skills, confidence and teamwork.	- Increased participation in competitive sport across the school.- Improved confidence, resilience, teamwork and sportsmanship.- More pupils representing the school in a variety of sports.- Raised profile of PE and sport throughout the school community.	- Fixture calendar and participation records.- Team selection records.- PE leader monitoring.- Pupil voice and staff feedback.- Match reports, photographs and certificates.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Increased numbers of pupils participating in competitive fixtures.- Pupils demonstrated improved teamwork, confidence and resilience.- School teams achieved success, including the football team winning a local competition, raising enthusiasm and encouraging wider participation.- Pupils developed pride in representing the school and positive sporting behaviours.	- Strong partnerships with local schools, sports organisations and School Games will continue to provide regular competitive opportunities.- Staff have increased confidence in organising fixtures and preparing teams.- Equipment and established extracurricular clubs will support participation for future cohorts.	- Competition and participation data.- PE leader monitoring.- Staff and pupil questionnaires.- Match reports, certificates and trophies.- Photographic evidence and school newsletters celebrating achievements.	£500

Your objective: To provide a progressive and inclusive PE curriculum



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Maintain a PE Hub subscription to support the delivery of a high-quality, progressive and inclusive PE curriculum.	- Renew the PE Hub subscription and ensure all teaching staff have access.- Use PE Hub planning, assessment tools and resources to deliver high-quality PE lessons.- Provide staff training on using the platform effectively.- Monitor lesson delivery and support teachers in adapting plans to meet the needs of all pupils, including those with SEND.	- Increased staff confidence in planning and delivering PE.- Consistent, progressive PE curriculum across all year groups.- Improved pupil engagement, skill development and assessment.- High-quality lessons that meet the needs of all learners.	- Staff questionnaires.- PE leader lesson observations.- Planning scrutiny.- Pupil voice.- PE Hub usage reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Teachers used high-quality lesson plans with greater consistency and confidence.- Improved progression of skills and assessment across year groups.- Pupils demonstrated increased engagement and enjoyment in PE lessons.- Staff reported that planning time was reduced, allowing greater focus on quality teaching and differentiation.	- The subscription can be renewed annually to provide ongoing access to updated resources and curriculum guidance.- Staff knowledge and confidence will continue to develop through regular use of the platform.- Planning and assessment resources can be embedded into long-term curriculum delivery, ensuring consistency across the school.	- Staff feedback and questionnaires.- Lesson observations.- Planning scrutiny.- PE leader monitoring.- Pupil voice and assessment data.	£500

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