

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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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	Specialist trainers employed to support staff with the delivery of the planned curriculum. Feedback and evaluation undertaken to ensure progression of knowledge and skills. See staff feedback and evaluations forms. Balance bike CPD for staff member to enable balance bike training to be undertaken annually in school without additional cost. Balance bike training currently running for all EYFS children. Purchase digital software to enable frequent, short bursts of physical activity. Support and provide guidance for staff on best practice. All staff undertook Power Up training to deliver short structured movement breaks in class.	Primary focus was for teaching staff. Not all support staff were able to access the CPD due to contractual constraints.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All Year 2 children trained as Mini Leaders. Each ran structured lunchtime physical activity sessions, supporting involvement for all. All children took part in a 5 week block of fundamental tennis sessions. All KS1 children took part in 6 sporting festivals delivered in school by Shape Learning Partnership New resources purchased for the school grounds (gym equipment, basketball area, hoppers, balances etc) these in use before and after school including upto 6pm.	EYFS children were able to participate in the 6 festivals throughout the year.

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	All KS1 children took part in 6 sporting festivals delivered in school by Shape Learning Partnership New planned in twice daily physical activity/movement session with resources Across the year children accessed over 8 offsite sporting activities, with 97% children evidencing they loved the opportunity. Considerable funding was allocated to the purchase of new resources selected by the children for the children.	Coach costs limited the opportunity to attend some events held further away. More sporting opportunities could have been undertaken by all if these opportunities could have taken place.
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	81% of all children undertook at least one extra curricular enrichment activity. See list of club options for last year. 64% of PP children attended an after-school enrichment club. 71% of SEN children attended an after-school enrichment club. 100% of Year 2 girls took part in a girls only football session, developing their interest and involvement in football.	19% of all children did not undertake an extra curricular enrichment activity. Despite offering full funded club provision 38% of PP children did not undertake an after-school enrichment club. 29% of SEN children did not undertake after-school enrichment club.
5. Increasing participation in competitive sport	100% of KS1 children have participate in at least one competitive event through the Shape Partnership Festivals. 10 boys and 10 girls took part in the fun 2 run final. All children took part in the heats in school. 16 Year 2 footballers competed in the Chatsworth Road Cup. All Year 2 children had the opportunity to attend training sessions over lunch. All Year 2 girls took part in the Barclays World's Biggest Football event.	Coach costs limited the opportunity to attend some events held further away. More competitive opportunities could have been attended by our children

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	SWIMMING IS UNDERTAKEN IN KS2 – Not Applicable for Westfield children	SWIMMING IS UNDERTAKEN IN KS2 – Not Applicable for Westfield children
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	SWIMMING IS UNDERTAKEN IN KS2 – Not Applicable for Westfield children	SWIMMING IS UNDERTAKEN IN KS2 – Not Applicable for Westfield children
3. Perform safe self-rescue in different water-based situations	SWIMMING IS UNDERTAKEN IN KS2 – Not Applicable for Westfield children	SWIMMING IS UNDERTAKEN IN KS2 – Not Applicable for Westfield children

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Further develop staff knowledge and skills in the teaching of PE, particularly for staff new to year groups or new to teaching PE.	High-quality PE teaching improves pupil outcomes, confidence and engagement in physical activity. Consistent staff training ensures effective curriculum delivery.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Specialist trainers employed to support curriculum delivery. Staff CPD, observations, feedback and evaluation used to ensure progression in knowledge and skills.
Continue engagement with SHAPE Learning Partnership to increase participation in physical activity and raise the profile of PE and sport.	Access to festivals, competitions and specialist support provides broader sporting opportunities for pupils and promotes a positive sporting culture.	Key Indicator 5: Increased participation in competitive sport. Key Indicator 2: Engagement of all pupils in regular physical activity.	Annual SHAPE subscription. Participation in festivals and events throughout the year, planned collaboratively with SHAPE staff.
Enable all Year 2 pupils to participate in a dance unit and performance at the SHAPE Dance Festival.	Encourages participation in physical activity through creative movement while developing confidence, performance skills and enjoyment of dance.	Key Indicator 4: Broader experience of a range of sports and activities.	Specialist dance delivery provided. Attendance at SHAPE Dance Festival supported through transport arrangements.
Provide balance bike training for all EYFS children.	Early cycling experiences develop physical literacy, balance, coordination and confidence while encouraging active lifestyles beyond school.	Key Indicator 2: Engagement of all pupils in regular physical activity.	Balance bike sessions delivered in school, culminating in festival participation and opportunities to continue cycling skills development.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Create designated areas for sporting activity through the purchase of barriers.	Clearly defined spaces improve safety and maximise opportunities for children to be physically active during unstructured times.	Key Indicator 2: Engagement of all pupils in regular physical activity.	Barriers purchased to create safe, contained activity zones and reduce trip hazards.
Enhance outdoor provision with pupil-selected resources that encourage physical activity during breaktimes, lunchtimes and before/after school.	Providing appealing equipment increases activity levels and encourages all pupils to engage in active play.	Key Indicator 2: Engagement of all pupils in regular physical activity.	Pupil voice used to identify preferred activities and equipment. Resources purchased and monitored for impact on participation.
Use digital resources such as iMoves to increase daily opportunities for physical activity.	Technology can remove barriers such as limited space, equipment or poor weather while embedding regular movement breaks into the school day.	Key Indicator 2: Engagement of all pupils in regular physical activity.	Digital software purchased and staff supported in delivering frequent active sessions within classrooms.
Organise a SHAPE-supported family physical activity day.	Encourages community involvement, promotes healthy lifestyles and exposes children and families to new sporting experiences.	Key Indicator 4: Broader experience of a range of sports and activities.	Event planned with SHAPE and specialist providers. Families invited to participate in a variety of physical activities.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Update PE equipment and resources to support curriculum delivery.	High-quality equipment is essential for skill development, safe participation and maintaining pupil engagement.	Key Indicator 1: Increased confidence, knowledge and skills of all staff. Key Indicator 2: Engagement of all pupils in regular physical activity.	Resource audit completed with staff and pupil consultation. New equipment purchased and impact reviewed.
Purchase curriculum planning resources to ensure progression and consistency across all year groups.	A well-structured curriculum ensures full coverage, supports staff workload and provides clear progression of knowledge and skills.	Key Indicator 1: Increased confidence, knowledge and skills of all staff.	Real PE and Complete PE resources purchased. Curriculum implementation monitored through observations, assessment and evaluation.
Improve outdoor provision to encourage and sustain physical activity.	Well-designed outdoor environments provide additional opportunities for sustained movement, active learning and play.	Key Indicator 2: Engagement of all pupils in regular physical activity.	Outdoor areas audited, pupil feedback gathered and improvements implemented to maximise active opportunities.
Offer a broad range of sports and activities through specialist clubs and providers.	Exposure to new sports increases participation, develops interests and ensures all pupils can find activities they enjoy.	Key Indicator 4: Broader experience of a range of sports and activities.	Pupil voice informs activity choices. Specialist providers invited to deliver activities such as golf, frisbee and other new experiences.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Increase participation in competitive sporting opportunities.	Competition develops resilience, teamwork, confidence and motivation while allowing pupils to represent their school.	Key Indicator 5: Increased participation in competitive sport.	Attendance at SHAPE festivals and competitions including Fun 2 Run, Dance Festival, Girls' Football Event, Gymnastics Festival, Balance Bike Festival and Fundamental Festival. Transport funded to enable participation.
Use sport and physical activity to support wider school improvement priorities and raise the profile of PE.	Sport can contribute to personal development, wellbeing, resilience and school values while promoting a positive school culture.	Key Indicator 3: Raising the profile of PE and sport across the school.	Inspirational workshops and events, including Paralympian Krysten Coombs delivering sessions focused on challenge, resilience and overcoming adversity.

Plan, monitor and evaluate (2025/2026)



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

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

Your objective:



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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)	To continue providing high-quality physical activity opportunities through membership of the SHAPE Learning Partnership.	Renew SHAPE affiliation and work closely with partnership staff to access festivals, competitions, training opportunities and specialist support throughout the year.	Increased participation in physical activity and competitive sport. Enhanced opportunities for all pupils, including less active children, to engage in new experiences.	SHAPE affiliation subscription. Participation records, festival attendance, pupil voice, photographs and competition results. Supports increased participation in competitive sport and broader sporting experiences.

Your objective:



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children have participated in a wider range of physical activity opportunities through Westfield's continued involvement with the SHAPE Learning Partnership. Children have attended festivals, competitions and enrichment events that they would not ordinarily experience within the curriculum. Participation levels have increased, particularly amongst children who are less confident in traditional PE lessons, helping to develop confidence, teamwork, resilience and enjoyment of physical activity. Children have represented the school in a variety of activities and developed a positive attitude towards being active. The profile of PE and sport across the school has been raised through regular celebration of sporting achievements, participation in festivals and engagement with other schools. This has contributed towards ensuring that all children have access to high-quality physical activity opportunities regardless of ability or background.	The partnership provides an established programme of events, competitions and professional support which can continue to be accessed in future years. Staff have developed stronger links with local providers and schools, enabling sustainable opportunities for participation beyond this academic year. Knowledge gained through partnership meetings, training and shared good practice supports ongoing improvements to PE provision. The school has established annual participation in key SHAPE events which can be embedded into the school's sporting calendar.	• Participation records show all year groups accessed at least one SHAPE event away from school. • Pupil voice indicates children enjoyed representing the school and trying new activities. • Increased number of children participating in festivals and competitions (e.g 10x boys, 10x girls Fun 2 Run Final). • Photographs, newsletters and social media posts celebrating participation. • SHAPE event registers and attendance records. • Teacher observations identified improved confidence, teamwork and sporting behaviours. • Supports DfE Key Indicators: Increased participation in competitive sport; broader sporting experiences; increased engagement in regular physical activity.	£2,425

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To ensure curriculum PE remains of a consistently high quality through effective planning and staff support.	Purchase and implement Real PE and Complete PE planning resources. Provide staff guidance and monitor implementation through observations and evaluations.	Improved staff confidence and consistency in curriculum delivery. Clear progression in knowledge and skills across all year groups.	Staff feedback, lesson observations, monitoring records and assessment evidence. DfE identifies CPD and quality resources as sustainable approaches to improving PE provision.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have benefited from a consistent, progressive PE curriculum across all year groups. Staff have reported greater confidence in lesson delivery and assessment, resulting in high-quality and engaging PE lessons. Children demonstrate improved physical literacy, resilience, cooperation and understanding of key skills. The programme has supported all children in accessing PE successfully, regardless of starting point or ability.	Curriculum resources remain available for future cohorts and provide a structured progression model. Staff knowledge and confidence developed through implementation will continue to support high-quality delivery beyond this funding year.	Staff questionnaires, lesson observations, learning walks, Curriculum Impact Review – all show effective curriculum delivery, Assessment data, pupil voice and curriculum monitoring records demonstrate improved consistency and quality of provision.	£1120

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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)	To increase opportunities for regular movement throughout the school day.	Renew iMoves subscription and embed short active learning sessions and movement breaks within classrooms.	Improved concentration, wellbeing and daily physical activity levels. Increased opportunities for pupils to achieve recommended activity targets.	Timetables, class usage logs, pupil surveys and monitoring evidence. DfE guidance highlights embedding physical activity throughout the school day as effective use of funding.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children have increased opportunities to be physically active throughout the school day. Short activity breaks have improved engagement, concentration and readiness to learn. Children enjoy movement opportunities within classrooms and participate enthusiastically regardless of weather conditions. Physical activity has become embedded within daily routines.	Staff now routinely use active learning approaches and movement breaks throughout the day. Resources can continue to be used and embedded into classroom practice in future years.	Staff feedback, classroom observations, pupil voice and monitoring records demonstrate increased participation in active learning opportunities. Timetables and learning walks evidence regular involvement.	£499

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To broaden pupils' experiences of physical activity through specialist dance provision.	Employ a specialist dance instructor to deliver a focused programme for Year 2 pupils and prepare for participation in the SHAPE Dance Festival.	Improved confidence, coordination and enjoyment of dance. Increased participation in a broader range of physical activities.	Festival participation, pupil voice, teacher observations and performance outcomes. Supports broader experiences of sport and physical activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Year 2 children demonstrated increased confidence, creativity and enjoyment of dance. Participation in the Dance Festival provided children with a memorable performance opportunity and encouraged engagement from children who may not usually access competitive sporting activities. All children developed teamwork, performance skills and self-confidence	Staff gained ideas and approaches that can be incorporated into future dance units. Improved pupil confidence and positive attitudes towards performance have a lasting impact.	100 % of Year 2 children participated in the Dance Festival. Pupil evaluations, teacher observations, photographs and feedback from parents and staff. Recreated at the leavers assembly.	£250

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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)	To provide pupils with access to specialist tennis coaching.	Employ qualified tennis coaches to deliver high-quality sessions during the Summer Term. Support staff learning through observation and team teaching opportunities.	Improved tennis-specific skills and increased confidence of staff delivering net and wall games. Greater pupil engagement in sport.	Coach evaluations, staff feedback and pupil assessments. External specialists working alongside staff is highlighted as effective CPD practice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children developed racket control, coordination and fundamental movement skills. The specialist coaching provided high-quality experiences and increased enjoyment of net and wall activities. Children demonstrated improved confidence and participation during PE sessions.	Staff observed coaching sessions and developed subject knowledge which can now be applied within future curriculum delivery. Children have acquired transferable physical skills.	Assessment records, teacher observations, coach feedback and pupil voice highlight improved attainment and enjoyment. See Newsletter entries of activities and content.	£500

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase participation in competitive sporting opportunities.	Use allocated funding for transport to enable participation in SHAPE festivals, competitions and sporting events across the year.	More pupils accessing inter-school competition. Improved resilience, teamwork and confidence in sporting situations.	Registers, transport records, competition participation data and pupil voice. Increasing competitive opportunities is a recognised key indicator of Sport Premium impact.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The removal of transport barriers enabled significantly more children to participate in festivals and competitions. Children represented the school in a broad range of sporting activities and developed confidence, teamwork, resilience and pride in their achievements. Increased participation ensured opportunities were available to a wider group of pupils.	School systems for planning and accessing competitions have become embedded. Relationships with providers and partner schools continue to strengthen future participation opportunities.	Event registers, transport records, photographs, participation data (100% of all children in school took part in at least 1 off site event) and pupil feedback. 100% of children attended external sporting events.	£1,375

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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)	To increase physical activity levels during breaktimes, lunchtimes and outdoor learning.	Install and utilise the Energy Wall and associated resources to provide accessible active challenges and opportunities throughout the school day.	Increased engagement in physical activity at unstructured times. Improved physical literacy, coordination and active play behaviours.	Behaviour observations, pupil voice, activity monitoring and playground observations. Schools are encouraged to increase opportunities for regular activity throughout the school day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The Energy Wall has transformed opportunities for physical activity during playtimes, lunchtimes and outdoor learning. Children actively engage in physical challenges, developing balance, coordination, agility and strength. Activity levels during unstructured times have increased significantly for all groups of children.	The installation provides a long-term resource that future cohorts will continue to access daily. It requires minimal ongoing expenditure whilst supporting sustained increases in physical activity. Many visitors and ex pupil return to use before and after school.	Pupil voice, playground observations including before and after school, photographs, behaviour records and monitoring of active engagement during breaktimes.	£5,000

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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)	To promote healthy lifestyles and raise the profile of PE and sport across the whole school community.	Organise activity days and whole-school sporting events involving all children and, where appropriate, families.	Greater enthusiasm towards physical activity and stronger links between school, home and healthy lifestyles.	Attendance records, parental feedback, photographs and pupil voice. Raising the profile of PE as a tool for whole-school improvement is a key Sport Premium indicator.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children experienced a wider range of physical activities and sporting experiences. Activity days generated enthusiasm and excitement around sport and healthy lifestyles whilst strengthening community and family engagement. Participation rates were extremely high.	Children developed awareness of different activities, and many expressed an interest in participating outside school. Successful events have become part of the school's annual offer.	100% of children took part in the Parental Engagement Day and Sports day with up take of 96% of supporting adults. Attendance records, photographs, family feedback, pupil voice and newsletters.	£400

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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)	To inspire children through engagement with elite athletes and positive sporting role models.	Invite an Olympian or Paralympian to deliver workshops focusing on determination, resilience, aspiration and physical activity.	Increased motivation, aspiration and participation in physical activity. Improved understanding of perseverance and overcoming challenges.	Workshop evaluations, pupil voice, photographs and follow-up learning activities. Inspirational role models support wider personal development and raise the profile of sport.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The visit inspired children to challenge themselves, persevere and engage positively in physical activity. Children were highly motivated by hearing first-hand experiences of success achieved through commitment and resilience. The event enhanced aspirations and confidence.	Messages around determination, resilience, diversity and healthy lifestyles support wider school values and continue to influence children beyond the event itself.	Pupil voice, workshop evaluations, photographs and follow-up classroom discussions.	£600

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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)	To provide an athlete mentoring programme to support physical, emotional and personal development.	Engage an athlete mentor to work with targeted pupils, promoting resilience, diversity, confidence and positive attitudes through sport.	Improved self-esteem, engagement and willingness to participate in physical activity and school life.	Targeted pupil evaluations, attendance data, behaviour records and pupil voice. Sport can be used effectively to support wider wellbeing and personal development outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Targeted children demonstrated increased confidence, resilience and engagement with physical activity. Children were supported to overcome barriers to participation and developed positive attitudes towards challenge and personal achievement. Frequently referring to Brogan.	Improved confidence, self-belief and coping strategies continue to support children's learning and participation beyond the intervention period.	Pupil voice, attendance data, mentoring records, behaviour information and staff feedback.	£630

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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)	To provide targeted support for younger children and those requiring additional physical development opportunities.	Use EYFS support funding to develop physical development provision and deliver targeted interventions where required.	Improved gross motor skills, balance, coordination and confidence amongst younger pupils.	EYFS assessments, physical development observations and intervention tracking. Supporting participation of all pupils, particularly those needing additional support, is encouraged within the premium guidance.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	EYFS children demonstrated improvements in balance, coordination, agility and confidence. Increased opportunities for physical development have supported children's readiness for learning and engagement within the wider curriculum.	Resources and approaches are embedded within the EYFS curriculum and will continue to support future cohorts. Staff have developed expertise in delivering high-quality physical development opportunities. Staff now training enabling the programme to continue at no additional cost.	Development Matters assessments, EYFS observations, tracking information and pupil progress data. 94% of children successfully passing stage 1 balance bike training. -see training criteria.	£200

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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)	To maintain and enhance PE equipment and resources that support the teaching of the curriculum and active play.	Audit existing equipment, consult staff and pupils, purchase replacement and additional resources, and evaluate impact.	Improved access to high-quality equipment. Increased engagement and participation in curriculum PE and active play.	Resource audits, lesson observations, pupil feedback and participation records. Sustainable investment in equipment supports long-term improvements in physical activity provision.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New equipment has increased participation and engagement across curriculum PE, active play and extra-curricular activities. Children have benefited from access to high-quality, safe and age-appropriate resources. Lessons have become more inclusive and active as sufficient equipment is available for all children to participate fully. Resources available beyond school time increasing participation.	Equipment will continue to benefit future cohorts and reduce the need for immediate replacement spending. Resources support both curriculum and recreational physical activity.	Equipment audits, teacher feedback, lesson observations, pupil voice and increased participation in PE and active play opportunities. See the playground before and after school and the duration families remain on the school site.	£4,161
				Total Funding allocation 2025/26
				£17,160

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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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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