

PE and sport premium

monitoring and tracking form 2025/2026

Commissioned by

Created 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)

- 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 focussed spending on key groups such as SEND, girls and disadvantaged pupils.

<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

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	PE lead attended termly network meetings sharing good practice among the Kite Academy. Within this the PE lead held pupil conferences within different year groups in the school and observed PE being taught by staff. PE lead worked with staff to help plan and adapt lessons to suit their year groups needs. Observations carried out showed high quality PE being taught across the school using equipment effectively. Staff raised lack of confidence in gymnastics. CPD was provided to model teaching gymnastics and provided opportunities for staff to practise these skills. From staff conferencing they expressed they felt more confident teaching gymnastics in PE and had a better knowledge of the skills needed to be taught in their year group/KS1 school.	For the training to be more beneficial and effective for staff to build on their confidence, moving forward having a sequence of PD specific to gymnastics would be more effective. Allowing staff to try or rehearse new skills with an experienced staff member. This provides staff with more opportunities to observe an experienced member of staff with the intent to finally deliver a lesson independently. From research and previous CPD we have found that if staff are given a sequence of training providing more opportunities to observe and rehearse this raises their confidence in teaching more so than one stand-alone training session. Therefore, next year's CPD we plan to provide a sequence of training with follow on sessions and intend to make training available to all, as some part time staff may miss certain training because of their working patterns.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Last academic year we had sports coaches who provided after school sporting opportunities for children including SEND, PP and girls. They also ran lunch time sports clubs to promote positive play on the playground and increase engagement in regular physical activity. New playground equipment meant that	From conducting playground observations and pupil conferencing there was a need for more modelling of positive play on the playground. Therefore, moving forward to next year we will train up 8 new sports coaches from year 2 who will run games at lunch times available to all. We are also planning to implement a whole school skipping workshop to promote regular physical activity on the playground and increase engagement available to all children.

	children had high quality equipment to engage with.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE coaches from outside agency led playground games at lunch times which provided more opportunities for positive play and also modelled sporting skills. Visit from an athlete. Children know that people can have jobs within sport and sport continues into adulthood.	Interviews from staff and children found that children wanted more opportunities to experience different types of sport. The athletes visit was successful but children expressed a want to try new sports. Therefore, next year we aim to provide more opportunities to raise the profile of PE across the school for all children.
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	Improvement to playground equipment. New resources provided to offer a broader experience of sport and providing experiences to all children all the playground.	New playground equipment was not always used appropriately. Behaviour incidents still ongoing at breaktimes and lunch times. From playground supervisor interviews they felt children needed more modelling of positive play and structured games on the playground.
5. Increasing participation in competitive sport	Our school took part in Kite Champions day competing against other schools in the academy. All children were provided the opportunity to take party.	Opportunities to compete in multi skills festivals termly with other local schools

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 focussing 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*

Swimming and Water Safety	Input data	Reflections
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

Aim	Why?	Key area	Supporting evidence
Develop lunchtime play provision to increase activity for least active groups by training play leaders	Model positive play on the playground and increase engagement in physical activity for all children.	Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil conferencing Playground observations Very few Behaviour incidents
To promote cycling, walking to school as a healthy option to travel to school	Create opportunities and engagement for all children in physical activity – SEND, PP, girls.	Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Parent questionnaires Pupil conferencing
To develop opportunities to compete in sports with others	To increase competitive sport and to make physical activity inclusive to all by providing opportunities to compete for every child.	Key indicator 5: Increase participation in competitive sport. Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.	Pupil conferencing
To raise the profile of PE and sport within the school	Children know that people can have jobs within sport and sport continues into adulthood	Key indicator 3: Raise the profile of PE and sport across the school, to support whole school improvement.	After school sports clubs in school and out of
Curriculum leader's skills and knowledge updated. Enable Teachers to be secure in delivery of PE, assessment and progression.	Staff feel confident teaching PE and to refresh skills from last years.	Key indicator 1: Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities.	Staff CPD Skipping workshop PE attainment across the school
Develop outdoor spaces to improve engagement in physical activity throughout the school day.	Improving opportunities in sport and physical activities for all pupils including SEND	Key indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Playground observations Pupil conferencing Staff conferencing PE attainment across the schools

Aims for the next academic year (2025/2026)



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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 focussing 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: Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.



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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	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Lunchtime play provision increased physical activity levels for targeted groups of less active pupils. Children engaged more regularly in active play, developed greater confidence in participating in physical activities, and benefitted from improved social skills and wellbeing.	The improvements are sustainable as resources purchased will continue to be used in future years and staff are equipped to maintain and develop the provision. Active lunchtime opportunities are now embedded within daily practice, enabling ongoing participation from less active pupils and supporting long-term increases in physical activity, wellbeing and social engagement.	Staff observations and pupil voice showed increased participation and engagement in active lunchtime play, particularly among less active pupils. Midday supervisors reported higher levels of involvement in structured activities and reduced sedentary behaviour. Regular use of the equipment and positive pupil feedback demonstrated that the provision successfully encouraged more children to be physically active and develop social skills through play.	Lunch time sports and PD costings (costing below)

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Pupils will be offered a wide range of sports enrichment clubs to support the amount of physical activity undertaken and enrich their experience of sports.	Offer sporting clubs to all children, including Pupil Premium children, enabling them to access clubs regardless of financial resources. Range of resources/equipment	Children including those who are pupil premium being more engaged in physical activity. Allowing them to be inspired by sports and providing an equitable offer for all.	Half-termly child interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils participate in a broader range of sports enrichment clubs, leading to increased physical activity levels, improved engagement in sport, enhanced skill development, and greater opportunities to experience new and varied sporting activities.	The improvements are sustainable as pupils develop the skills, confidence and enthusiasm to participate in physical activity regularly. The range of clubs offered helps embed a culture of active lifestyles across the school, while staff expertise and links with external providers ensure that high-quality sporting opportunities can continue in future years.	Pupil voice feedback demonstrate increased enjoyment, confidence and engagement in physical activity. The variety of sports/games offered has broadened pupils' sporting experiences and contributed to higher levels of participation in both extra-curricular sport and school competitions.	£9445

Your Objective: Key indicator 2: increase all pupils' engagement in regular physical activity and 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	To train and develop school playleaders.	Train 8 leaders as play leaders who can connect in with lunchtime supervisors and support making the playground more active and structured, ensuring physical skills are developed and resources are fit for purpose. Children's well-being improved through engagement in positive play.	Pupils will use their leadership skills to support and coordinate the facilitation of physical activities at lunchtime. A happier, more active playground that meets the needs of all pupils especially SEND and girls. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model.	Half-termly group discussions with play leaders. Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Playleaders have developed leadership, communication and organisational skills, enabling them to confidently lead active playground games and support younger pupils during lunchtime activities. This has increased opportunities for physical activity, promoted positive play behaviours, and contributed to a more active, inclusive and engaged playground environment.	Trained playleaders will pass on their knowledge and skills to future cohorts, creating a sustainable leadership programme within the school. The confidence and leadership skills developed will remain with pupils, while established playground activities and routines will continue year after year with minimal additional cost.	Play leaders successfully completed training and regularly led playground activities. Increased participation in active play during lunchtime. Positive feedback from pupils and staff regarding playground behaviour and engagement. Observations showed improved confidence, communication and leadership skills among playleaders. Reduced incidents of playground inactivity and increased opportunities for structured, inclusive play.	£250

Your Objective: Key indicator 1: increase all staff's confidence, knowledge and skills in teaching PE and sporting activities.

Key indicator 3: raise the profile of PE and sport across the school, to support whole school improvement.



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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	To invite a skipping teacher to model skills required for skipping to children and staff.	Skipping ropes use effectively during playtimes. Staff knowledge of skipping skills improved.	Children and staff have increased skills and knowledge about skipping. Encouraging positive play and social skills in the playground. Inclusion of all – SEND, PP, girls in sport Midday supervisors and all staff leading a range of physical activities like skipping and joining in with movement daily to role model.	Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	A specialist skipping teacher modelled high-quality skipping techniques and activities for both pupils and staff, improving confidence, competence and engagement in skipping. Pupils will develop fundamental movement skills, coordination, stamina and enjoyment of physical activity, while staff will gain the knowledge and skills needed to incorporate skipping into PE lessons and active playtimes.	Staff have developed the confidence and expertise to continue teaching and promoting skipping independently. The skills and routines learnt can be embedded into active playtimes and enrichment activities, ensuring long-term opportunities for pupils to participate in regular physical activity without ongoing external support.	Staff observed and participated in professional modelling by the skipping specialist. Increased pupil engagement and participation during skipping activities. Observations showed improved skipping technique, coordination and fitness levels. Staff reported greater confidence in delivering skipping activities independently.	£295

Your Objective: Key indicator 2: increase all pupils' engagement in regular physical activity and 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	To promote cycling, walking to school as a healthy option to travel to school	Start a regular 'walk to school 'day. Cycle and scooting session Daily run	To support children and families to live healthy active lives. To embed the foundations of positive and enjoyable participation in regular physical activity. To improve children's and parents knowledge about the need to be more active throughout the day.	Government guidelines recommend that children and young people should participate in moderated to vigorous intensity activity for at least 60 minutes a day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Promoting walking and cycling to school increased pupils' daily physical activity levels, supported their physical and mental wellbeing, and encouraged healthy lifestyle habits. Pupils developed a greater understanding of the benefits of active travel, while contributing to a healthier and more sustainable school community.	By encouraging active travel as part of daily routines, pupils and families can establish long-term healthy habits. Regular promotion through events, challenges and awareness campaigns will help maintain engagement, while the skills and knowledge gained will support continued participation in walking and cycling beyond the school year.	Positive feedback from pupils regarding active travel opportunities. Participation data from Walk to School Week	Walk to school £200

Your Objective: Key indicator 1: increase all staff's confidence, knowledge and skills in teaching PE and sporting activities

Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.

Key indicator 3: raise the profile of PE and sport across the school, to support whole school improvement.

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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	To improve children and parent's knowledge and awareness of staying safe near roads. To support children and families to live healthy active lives. To embed the foundations of positive and enjoyable participation in regular physical activity.	Use Brake.org.uk resources for assemblies and teaching road safety. Invite road Safety Roadshow – linked with previous objective - To promote cycling, walking to school as a healthy option to travel to school	Children and families to live healthier active lives by taking on more movement throughout the day. A happier more active playground including all – SEND, PP and girls. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model.	Parent feedback– what impact has this had on their children in the wider community Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Promoting active travel has improve children's awareness of road safety and encourage safer travel habits. Pupils have developed a greater understanding of how to stay safe near roads while increasing their daily physical activity through walking, cycling or scooting to school. This helps support healthier lifestyles, improve wellbeing, and help establish positive attitudes towards regular physical activity from an early age.	Road safety knowledge and active travel habits are embedded into pupils' daily routines and reinforced through assemblies, curriculum activities, and school-wide initiatives. By involving families, the school helps create lasting behaviour change that extends beyond the school day. Regular promotion of active travel opportunities will continue to encourage healthy lifestyles and lifelong participation in physical activity.	Participation records from active travel initiatives such as Walk to School Week Evidence of road safety messages being shared through assemblies, newsletters and curriculum lessons. Pupils demonstrating improved understanding of how to stay safe near roads.	Road safety roadshow £300 Brake £250

Your Objective: *Key indicator 5: increase participation in competitive sport*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop opportunities to compete in sports with others including Kite champions day. Sports Day	Kite Champions today. Provide opportunities for children including SEND, PP and girls to take part in competitive sport. Multi skills festival – links with other schools in the area. Termly competitions to compete against other schools.	Children participate in events and demonstrate the school values including resilience and respect. Increased participation in school sports and equal opportunities for PP, SEND, girls and boys in competitive sports.	Conduct regular observations of the playground to gauge activity levels of the least active children taking part in competitive games on the playground. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Providing opportunities for pupils to compete in sporting events, including Kite Champions Day and Sports Day, has increase participation in competitive sport and help pupils develop confidence, resilience, teamwork and sportsmanship. Pupils had opportunity to apply and showcase the skills learned in PE lessons while experiencing the enjoyment and sense of achievement that comes from individual and team competition.	Annual events such as Sports Day and participation in Kite Champions Day will become established parts of the school calendar, ensuring ongoing opportunities for competitive sport.	Winner of inter-school competition High levels of pupil participation in Sports Day and Kite Champions Day. Increased opportunities for pupils to represent the school and compete against others. Positive pupil feedback demonstrating enjoyment, confidence and motivation. Observations of improved teamwork, resilience and sportsmanship during competitive events. Recognition and celebration of pupil achievements through assemblies, newsletters and awards.	PE leader £500

Your Objective: *Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Children know that people can have jobs within sport and sport continues into adulthood	Inspirational visit from a professional sportsperson Additionally, visit from parents/grandparents within the school community with sporting background invite in to share their experiences and answer questions.	Children develop understanding of how sports fits into the wider community. To inspire children to try something different and be involved in sports.	Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The sports person visit had a positive impact on pupils' understanding of careers within sport and the lifelong benefits of physical activity. Children were inspired by a real-life role model and developed a broader awareness of the opportunities available within the sporting sector. The visit increased pupil engagement in PE and reinforced the message that sport and physical activity can play an important role throughout adulthood.	The sports person visit provided a memorable experience that will continue to influence pupils' aspirations and attitudes towards sport. This learning is reinforced through the PE curriculum, extra-curricular opportunities, and ongoing promotion of active lifestyles within the school.	Children asked thoughtful questions about the visitor's career pathway and training, demonstrating increased interest and understanding. Photographs, newsletters, social media posts, and displays celebrating the visit provided evidence of pupil participation and engagement.	£600

Your Objective: Key indicator 2: increase all pupils' engagement in regular physical activity and sporting activities.

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils and to ensure equal access to sport for boys and girls.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop outdoor spaces to improve engagement in physical activity throughout the school day.	Hands on, outdoor experience will improve concentration and learning. Additional resources bought for sports and physical activity sessions and break times.	Playground equipment is safe and used in a purposeful way encouraging all pupils to be active. A range of playground equipment has been purchased and is used by both boys and girls and other pupil groups. Early Years Children have road markings painted to consolidate understanding of road safety and encourage riding of bikes and scooters safely.	Road painted in EYFS outside area. Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Developing outdoor spaces has increased opportunities for pupils to be physically active throughout the school day. Improved outdoor environments have encouraged greater participation in active play, outdoor learning, and structured physical activities. Pupils are more engaged during breaktimes and lessons, helping to develop their physical skills, confidence, resilience, and overall wellbeing. The enhanced provision has ensured that all children, including those who may be less likely to access traditional sports, have regular opportunities to be active and enjoy movement as part of their daily routine.	The outdoor spaces are permanent resources that will continue to be used by future cohorts of pupils. Staff have developed confidence in using outdoor environments to support learning and physical activity, embedding active opportunities into the daily routine. The improved facilities require minimal ongoing costs and promote regular physical activity throughout the school day, ensuring long-term benefits for pupils' health, wellbeing, and engagement.	Increased use of outdoor areas during lessons, breaktimes, and lunchtimes. Higher levels of pupil engagement in active play and outdoor learning activities. Staff observations showing improved confidence, physical development, and stamina. Positive pupil voice demonstrating enjoyment of outdoor activities and active learning. Improved access to gross motor opportunities, particularly in EYFS, supporting physical development outcomes.	£3350

Your Objective: *Key indicator 1: increase all staff's confidence, knowledge and skills in teaching PE and sporting activities*
Key indicator 3: raise the profile of PE and sport across the school, to support whole school improvement.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Curriculum leader's skills and knowledge updated. Enable Teachers to be secure in delivery of PE, assessment and progression.	PE lead to attend regular network meetings with other Early Years and KS1 schools in the Kite Academy and our learning partnership Attend additional training offered to support knowledge and acquire new skills CPD opportunities for staff - PD on areas for development.	PE subject leader/T&L leader –will gain increased confidence in leading and supporting other teachers in delivering high-quality PE lessons. PE subject leader/T&L leader to have better understanding of how to raise profile of PE across the school Teachers – they will gain confidence of teaching high quality PE lessons and facilitating increased opportunities for physical activity.	Observe teachers in PE Team teach alongside teachers to support
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The leader has enhanced their subject knowledge and leadership skills through professional development and networking opportunities. This has strengthened the quality of PE provision across the school by ensuring that staff have access to up-to-date guidance on PE teaching, assessment, and progression. Pupils receive a more consistent and effective PE curriculum that supports the development of skills and enjoyment of physical activity.	The increased expertise of the curriculum leader remains within the school and can continue to be shared with staff through coaching, monitoring, training, and curriculum development. Resources, assessment systems, and progression documents can be used year after year, helping to maintain high-quality PE provision. As staff confidence and knowledge continue to grow, future pupils will benefit from consistently effective PE teaching and assessment.	PE lead attended network meetings, training courses, and professional development opportunities. Observations of teachers in PE Opportunities to team teach alongside teachers to support	Supply cover for PE and sports leader £750

Signed 17.10.25
 Ali Stone Head Teacher
 Governor