



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



**Commissioned by**



Department  
for Education

**Created by**



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# Summary



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## Intent

Our intent is to:

- Help all children make progress and succeed in physical education
- Create a lifelong love of physical activity that can be taken through to adulthood, laying the foundations for a lifelong commitment.

Regular physical exercise is an important part of a healthy lifestyle and has many physical and mental health benefits:

- improves strength, balance, and movement skills
- helps maintain a healthy heart, muscles, and bones
- reduces the risk of developing many health conditions
- helps maintain a healthy weight and reduces your risk of becoming overweight
- reduces anxiety and depression
- boosts mood and feeling of wellbeing
- helps with better sleep
- helps you feel less isolated and more socially connected

## Implementation

To foster and maintain this love of physical exercise we have a range of methods of implementation. We use pupil voice to ensure effectiveness:

### Curriculum: Complete PE

We use the Complete PE scheme to structure our PE curriculum and assess the progress made by children. We follow a teaching for mastery approach for delivery. Concepts are broken down into small steps allowing children to build on previous knowledge. Our physical education curriculum is split into progressive blocks with increasingly challenging and varying situations/stipulations. Clearly specified learning objectives lead to competence. Children engage in competitive activities against themselves and others to apply their learning, increase cultural capital and embed our character traits.

### Curriculum: Subject

Physical education is delivered as a subject in its own right, but also through other vehicles such as :

#### SSE Partnership

We compete in local competitions held at community centres such as EPSV and UCEA, as well as taking part in 'friendly games' at local schools in netball and football. Alternative opportunities such as taking part in the Cross Country Series (Ellesmere Port and Neston) are held on Saturday mornings and everyone is welcome to take part. Year 4 receive specialist tutoring and take part in a Street Dance Competition, held at the Civic Hall in the Spring term every year. Swimming lessons continue for KS2, as well as additional outdoor opportunities such as residential trips, Y6 Bikeability and plenty of outdoor learning across the school. Year 5 receive Dodgeball Leadership training and Young Mental Health training to support healthy living and the development of this throughout the school.

#### Active Teaching

Teachers use as many opportunities as possible to have the children up and moving around as part of their daily lessons.

#### Clubs

We provide a range of sports breakfast, lunchtime and after school clubs, run by staff, Year 5 and external providers. Some of which include: skipping, running, gymnastics, football, netball, dodgeball



## Impact Overview

### EYFS

Children are encouraged to access a wide range of physical activity provision throughout the indoor and outdoor classroom as well as taking part in set P.E sessions. Physical Development is one of the areas in the Early Year Foundation Stage where children learn to explore, experiment and refine their social, gross and fine motor skills.

### Key Stage 1

Children build on their early experiences and move into paired and group activities. They begin to play different games, explore and link actions, improve coordination and balance. They begin to express ideas and feelings about their own performances.

### Key Stage 2

Children build on their previous experiences through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. The children develop confidence to evaluate their own and other performances and reflect on how they can improve. They learn to work as a team in pairs and small groups as well as taking part in competitive experiences so that they develop a greater awareness of the importance for their actions as well as being successful

# Data Catch



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|           | Year Groups: EXP & GDS (GDS) |          |          |          |          |          | Whole School |     |                  |                 |
|-----------|------------------------------|----------|----------|----------|----------|----------|--------------|-----|------------------|-----------------|
|           | Y1                           | Y2       | Y3       | Y4       | Y5       | Y6       | EXP & GDS    | GDS | SEN<br>EXP & GDS | PP<br>EXP & GDS |
| Summer 25 | 79% (0%)                     | 89% (0%) | 91% (2%) | 86% (2%) | 89% (2%) | 85% (7%) | 87%          | 3%  | 50% (0%)         | 68% (2%)        |
| Autumn 25 | 62% (0%)                     | 79% (0%) | 87% (0%) | 93% (2%) | 81% (2%) | 84% (7%) | 81%          | 2%  | 55% (0%)         | 77% (2%)        |
| Spring 26 | 67% (0%)                     | 81% (0%) | 89% (0%) | 96% (2%) | 77% (5%) | 84% (7%) | 84%          | 2%  | 55% (0%)         | 77% (2%)        |
| Summer 26 | 71% (0%)                     | 86% (0%) | 89% (2%) | 95% (9%) | 78% (4%) | 89% (7%) | 86%          | 4%  | 58% (0%)         | 82% (3%)        |

| Key Findings from Data Catch |                                                                                                                                                                           |                                                                    |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Summer 2025                  | <p>Whole school data increased by 3%</p> <p>No GDS in Year 1/2. Teachers to be provided with assessment criteria for each unit to ensure they assess accurately..</p>     | <p>Assessment criteria now in unit booklets provided for staff</p> |
| Autumn 25                    | <p>Whole school decreased by 6%. Pupil voice</p> <p>No GDS in Year 1,2,3. Teachers to be reminded of assessment criteria in booklets</p> <p>SEND and PP data improved</p> |                                                                    |

# Data Catch



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|           | Year Groups: EXP & GDS (GDS) |          |          |          |          |          | Whole School |     |                  |                 |
|-----------|------------------------------|----------|----------|----------|----------|----------|--------------|-----|------------------|-----------------|
|           | Y1                           | Y2       | Y3       | Y4       | Y5       | Y6       | EXP & GDS    | GDS | SEN<br>EXP & GDS | PP<br>EXP & GDS |
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| Key Findings from Data Catch |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spring 26                    | <p>No GDS in Year 1,2,3.</p> <p>Lower year data is lower than upper year across the board</p> <p>PP children achieving well.</p> <p>Boys are achieving slightly less than girls until years 5/6</p> | <p>Teachers reminded of assessment criteria provided in folders for each PE Unit.</p> <p>Teachers to ensure they are checking:</p> <ul style="list-style-type: none"> <li>Criteria for GDS</li> <li>Criteria for both year groups</li> </ul>                                                                   |
| Summer 26                    | <p>Still no GDS in Year 1,2,3.</p> <p>Lower year data is still lower than upper year across the board</p> <p>PP children are still achieving well.</p>                                              | <p>In a staff meeting, PE lead will go through the difference between EXP &amp; GDS using assessment criteria provided in folders for each PE Unit.</p> <p>Teachers to ensure they are checking:</p> <ul style="list-style-type: none"> <li>Criteria for GDS</li> <li>Criteria for both year groups</li> </ul> |

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



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| <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       | 25/26 Trial <ul style="list-style-type: none"><li>Year 5 children to swim all year to give consistent progression opportunities.</li><li>Two qualified swim coaches from Sutton Green to accompany the children</li></ul>                                                                                                                                                                                                      |                                           |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | Each child had at least 1 hour a week for 10 weeks of swimming<br><br>Year 6 non swimmers had top up swimming after SATs                                                                                                                                                                                                                                                                                                       |                                           |
| 3. Perform safe self-rescue in different water-based situations                               | <b>Swim Data</b> <ul style="list-style-type: none"><li>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 95%</li><li>What percentage of your current Year 6 cohort use a range of strokes effectively? 95%</li><li>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 60%</li></ul> |                                           |

# 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?                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</b> |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |
| Utilise Complete PE curriculum to ensure high quality delivery and consistency of the PE provision                                                   | Complete PE continued to be utilised for Year 2 of the curriculum.                                                                                                                                                                                                                                                 | Year 1/2 staff reporting back that the Complete PE lessons were 'boring'. They were offered the opportunity to utilise some of the Y3/4 curriculum - which is based more on the sport rather than the skills. Staff can follow the learning objectives rather than the lesson plans. |
| Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers.                                   | Teachers now provided with folders for each PE unit taught containing: <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• LOs</li> <li>• Assessment criteria</li> <li>• CPD opportunities links</li> <li>• Learning Ladders</li> <li>• Skills Progression</li> <li>• Knowledge Organisers</li> </ul> | Complete PE is difficult to navigate so the CPD resource not being widely used.                                                                                                                                                                                                      |
| Use staff meetings to continually upskill staff.                                                                                                     | PE Lead (TJ) attended CPD on golf and Quidditch. Both introduced to staff during staff meetings. Proved to be a very popular additions to the curriculum.                                                                                                                                                          |                                                                                                                                                                                                                                                                                      |
| Use Vara sports coaches to raise the profile of PE across the school                                                                                 |                                                                                                                                                                                                                                                                                                                    | Quality of teaching was inconsistent so decision was made to discontinue with VARA                                                                                                                                                                                                   |

# 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?                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Increasing engagement of all pupils in regular physical activity and sporting activities</b>                                                                                        |                                                                                                                                                                                                                                                                                    |                                                                                                                                                               |
| Provide a range of activities to increase participation.                                                                                                                                  | <p>Worked and liaised with more providers and sports clubs – outside agencies to support facilitation</p> <p>Worked with:</p> <ul style="list-style-type: none"> <li>Cheshire Cricket</li> <li>Cheshire Phoenix</li> <li>Karate club - 5 children have joined this club</li> </ul> |                                                                                                                                                               |
| Develop provision for physical activity at break time and lunchtime by increasing the amount of playground resources to provide playground facilitated by MDAs and Year 5 Sports Leaders. | Met weekly with Sports Leaders to plan events and clubs.                                                                                                                                                                                                                           | <p>This year's Sports Leaders did not enjoy running the clubs. They found them difficult to manage due to children's behaviour.</p> <p>Did not train MDAs</p> |
| Have a staff, parent and child focus approach creating opportunities where parents and children can be active together encouraging higher levels of physical activity.                    | <p>PE Board full of photographs of sporting achievements outside of school.</p> <p>Children celebrated in Celebration Assemblies weekly</p> <p>Parents invited to join in with Crazy Marathon Day and Sports Day</p>                                                               | Not involved parents enough through social media.                                                                                                             |
| Provide role models to teach pupils values and inspire them to achieve their own targets and dreams.                                                                                      | <p>Inspirational Assemblies</p> <p>Celebrated positive role models in inspirational assemblies. Allowing children to ask questions.</p> <p>Parent/carers - Marathon</p> <p>Staff (Claire W - Australia)</p> <p>Members of the local community - Karate</p>                         | Not enough variety                                                                                                                                            |

## 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?                                                                  |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>3. Raising the profile of PE and sport across the school, to support whole school improvement</b> |                                                                                            |                                                                                                            |
| Raise the profile of PE provision impact across the school                                           | Celebration Assemblies<br>PE Celebration Board<br>Parents invited to events                | Didn't consistently use Team Captains to feedback during Celebration Assemblies.                           |
| Promote and celebrate physical activity outside of school.                                           | PE Board full of achievements. Children excited to share their achievements / experiences. | Would like to share with parents on FB so parents/carers are aware of achievements and community pathways. |
| Develop life skills (e.g. respect) through PE, celebrating the learning of the whole child.          |                                                                                            | Not introduced due to new complete PE curriculum being a new addition.                                     |

## 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?                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>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</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                        |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.                                         | <p>New Complete PE scheme to ensure a wide variety of high quality of sports and activities offered.</p> <p>Quidditch introduced as a new curriculum subject:</p> <ul style="list-style-type: none"> <li>• Staff were all trained to play in a staff meeting.</li> <li>• Cherry class were trained to support in class lessons.</li> <li>• It has proven to be very popular amongst the children and staff.</li> </ul> <p>TJ attended a golf training day:</p> <ul style="list-style-type: none"> <li>• Over a £1000 of equipment given to the school</li> <li>• Introduced in the curriculum this academic year</li> </ul> <p>Year 5 pupils trained by SSP:</p> <ul style="list-style-type: none"> <li>• Sports Ambassador Training</li> <li>• Dodgeball Leadership</li> <li>• Eco Leaders</li> <li>• Change for Life</li> </ul> | <p>Did not contact local high schools to ask if they can offer taster sessions, primarily for the Year 6s after SATs - also assisting with transition anxieties.</p> <p>With a view to extending experiences to other year groups.</p> |

## 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? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>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 ..... CONTINUED</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                           |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.                                                         | <p>Introduced termly whole school PE events:<br/>Crazy Marathon Day:</p> <ul style="list-style-type: none"><li>• Parents invited - approximately 30 parents joined in</li><li>• Fun afternoon</li><li>• Every child participated</li></ul> <p>Cricket<br/>Through the charity 'Chance to Shine', we had free cricket coaching. We had coaching all day every Wednesday for six weeks. This included an after school club.</p> <p>Y6 Triathlon<br/>We tried a triathlon. It was very successful with the children saying they would do triathlons in the future. They will be held across all year groups next year.</p> |                                           |

## 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? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>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 ..... CONTINUED</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.                                                         | <p>A huge variety of SSP events attended:</p> <ul style="list-style-type: none"> <li>• Y5 Sports Leader Training</li> <li>• Rugby Festival</li> <li>• KS2 Cross Country</li> <li>• Y5 Netball Fliers</li> <li>• SEND Bowling</li> <li>• SEND Zoo Orienteering</li> <li>• Y5 Touch Rugby</li> <li>• Y5 Dodgeball Leadership</li> <li>• Y5 Eco Leaders</li> <li>• Y5/6 Cheshire Cup Football</li> <li>• Y3/4 Girls Cup Football</li> <li>• Y5/6 Girls Cup Football</li> <li>• Y5 Change 4 Life</li> <li>• KS2 Gymnastics</li> <li>• Y5 Mental Health Champ</li> <li>• Y4 EFC Kickers</li> <li>• SEND Panathlon</li> <li>• Y5 EFC Football</li> <li>• Y3/4 Mixed Football</li> <li>• KS2 Girls Biggest Football</li> <li>• Y6 EFC Kickers</li> <li>• Y3 EFC Kickers</li> <li>• Y3/4 Football Festival</li> <li>• Y3/4 Diamond Cricket</li> <li>• Y5/6 Football Festival</li> <li>• Y5/6 Dynamo Cricket</li> </ul> |                                           |

## 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?                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>5. Increasing participation in competitive sport</b>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    |
| Increase the number of opportunities for children to participate in competitions within school                                            | <p>Organise termly inter house competitions:</p> <ul style="list-style-type: none"><li>• Autumn – Crazy Marathon Day</li><li>• Spring – Quidditch</li><li>• Summer 1 - Triathlon Y6</li><li>• Summer 2 – Sports Day</li></ul> <p>The year 6 triathlon was a success with the participants enjoying the competition. It will be rolled out to the other year groups next year.</p> |                                                                                                    |
| Increase the number of opportunities for children to participate in competitions through SSP<br>Increase participation in sporting events | <p>Participated in as many competitions and tournaments the SSP had to offer.<br/>18 events attended - 3 specifically for SEND</p>                                                                                                                                                                                                                                                |                                                                                                    |
| Participate in friendly league matches against other local schools.                                                                       | <p>Attended a girl's friendly football tournament at a local school.</p>                                                                                                                                                                                                                                                                                                          | <p>Did not organise as many as planned<br/>Did not set up Boccia tournament for SEND children.</p> |

# 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       | 100%                                 | Year 5 children swimming all year proved to be very successful with a high number of children being able to swim confidently and proficiently.<br>This was particularly apparent for the least confident swimmers / non swimmers who made incredible progress over the year.<br>This will be repeated next year. |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | 100%                                 |                                                                                                                                                                                                                                                                                                                  |
| 3. Perform safe self-rescue in different water-based situations                               | 75%                                  |                                                                                                                                                                                                                                                                                                                  |

## Key Indicator 1: The engagement of all pupils in regular physical activity



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting evidence                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | <p>Ensure all pupils are fully included and actively engaged in high-quality PE lessons.</p> <p>Increase participation in physical activity through a broad range of extra-curricular clubs and lunchtime activities.</p> <p>Encourage active play during breaktimes and lunchtimes.</p> <p>Strengthen links between school, families and the wider community to promote healthy, active lifestyles.</p> <p>Broaden sporting opportunities for pupils through strong partnerships with external providers.</p> | <p>Remind staff to use non-participation resources to ensure all pupils remain involved in lessons. Monitor participation and adapt activities where required.</p> <p>Provide a varied programme of lunchtime and after-school clubs. Gather pupil voice to identify interests and target less active pupils.</p> <p>Train Sports Leaders to organise and lead inclusive playground activities using a range of equipment.</p> <p>Organise whole-school events such as Sports Day, Crazy Marathon Day, Triathlons and Duathlons, inviting parents to participate. Share curriculum information and signpost local clubs and providers through newsletters and the school website.</p> <p>Develop links with local sports clubs and coaching organisations to enhance curriculum and extra-curricular provision.</p> | <p>All pupils participate meaningfully in every PE lesson, regardless of ability or temporary injury.</p> <p>Increased participation in clubs and physical activity, particularly among inactive pupils.</p> <p>Well-attended, enjoyable and inclusive breaktime and lunchtime activities that increase pupils' daily physical activity.</p> <p>Increased parental engagement in physical activity and greater awareness of opportunities to be active beyond school. Families feel more involved in supporting their children's physical wellbeing.</p> <p>Pupils experience a wider range of sporting activities and are encouraged to continue participation within the local community.</p> | <p>Staff voice, pupil voice, lesson observations</p> <p>Club registers, pupil voice, staff observations. Staff and pupil voice</p> <p>Sports Leader questionnaires, pupil voice, observations.</p> <p>Parent questionnaires, attendance records, newsletters, school website.</p> <p>Provider feedback, pupil voice, club participation records.</p> |

## Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement



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|                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Are the improvements sustainable?<br>How?                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting evidence                                                                                                                                                              | Approx. cost                                |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>Evaluate</b><br>(Complete in July) | <p>An increase in the number of children sharing their sporting success and participation with the PE Lead and the whole school. Children are proud to celebrate achievements both in and out of school, helping to raise the profile of PE across the school.</p> <p>The PE board continues to celebrate participation, competitions, clubs and curriculum learning. It has become a focal point for recognising sporting achievements and encouraging participation.</p> <p>Sports Captains have confidently showcased their teams' successes and experiences during Celebration Assemblies, developing leadership, communication and confidence. Team reports have helped celebrate participation as well as success.</p> | <p>Yes. Celebration Assemblies, the PE display board and regular opportunities to share achievements are embedded within school routines and will continue next year.</p> <p>Yes. The board is updated regularly by the PE Lead and Sports Captains, ensuring achievements continue to be recognised throughout the year.</p> <p>Yes. Sports Captain roles are established each year and responsibilities are passed on to newly elected pupils annually.</p> | <p>Pupil voice, photographs, Celebration Assembly.</p> <p>PE display board, photographs, pupil voice.</p> <p>Assembly records, match reports, photographs, PE display board.</p> | <p>£2000 Complete PE<br/>£1000 Staffing</p> |

## Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement



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|                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Are the improvements sustainable?<br>How?                                                                                                                                                                                                                                                                   | Supporting evidence                                                                                                                                                                          | Approx. cost |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Evaluate</b><br>(Complete in July) | <p>My Personal Best was not introduced this year as staff have focused on embedding the Complete PE curriculum. This will now be implemented during the next academic year once staff are fully confident with the curriculum.</p> <p>Due to staffing pressures, the school attended fewer sporting events during the school day than planned. However, opportunities to participate in competitions and festivals were still provided where possible, and sporting achievements continued to be celebrated across the school.</p> | <p>Yes. Staff have developed confidence in delivering Complete PE, providing a strong foundation for introducing My Personal Best next year.</p> <p>Yes. The school remains committed to entering a wide range of competitions when staffing allows, and links with local partnerships remain in place.</p> | <p>Children demonstrate positive learning behaviours and recognise the wider benefits of participating in PE and sport.</p> <p>Staff observations, Complete PE assessments, pupil voice.</p> |              |

## Key Indicator 2: The profile of PESSPA being raised across the school as a tool for 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                                                                              |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Raise the profile of PE provision impact across the school                                                               | Encourage children to share sporting achievements from both inside and outside school with the PE Lead. Celebrate achievements during assemblies, on the PE display board, school website and social media. | Children are proud and motivated to share their sporting achievements and participation with the whole school.                | Pupil voice, staff voice.<br><br>Sports Captains showcase their team's successes and experiences |
|                                                       | Promote and celebrate participation in physical activity beyond the school day.                                          | Regularly celebrate children's participation in clubs, competitions and community sports through assemblies, newsletters, the PE board and social media.                                                    | Increased participation in physical activity outside school and greater recognition of children's achievements.               | Parent questionnaire, pupil voice.                                                               |
|                                                       | Develop pupils' personal qualities, including respect, resilience, teamwork and leadership, through PE and school sport. | Use Complete PE success criteria to assess Physical, Cognitive, Social and Emotional development. Introduce My Personal Best to support personal development.                                               | Children demonstrate positive learning behaviours and recognise the wider benefits of participating in PE and sport.          | Staff observations, Complete PE assessments, pupil voice.                                        |
|                                                       | Develop pupil leadership and celebrate sporting success.                                                                 | Sports Captains write match reports, share experiences in Celebration Assemblies and contribute to PE displays following competitions and fixtures.                                                         | Sports Captains confidently communicate and celebrate their teams' successes, developing leadership and communication skills. | PE display board, photographs, pupil voice.                                                      |
|                                                       | Ensure PE achievements remain visible and valued throughout the school community.                                        | Maintain an up-to-date PE display board showcasing curriculum learning, competitions, clubs and individual achievements throughout the year.                                                                | PE has a high profile across the school and pupils feel recognised and valued for their participation and achievements.       | PE display board, photographs, pupil voice.                                                      |

## Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement



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|                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Are the improvements sustainable?<br>How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting evidence                                                                                                                                                                                                                                                                                                                         | Approx. cost |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Evaluate</b><br>(Complete in July) | <p>An increase in the number of children sharing their sporting success and participation with the PE Lead and the whole school. Children are proud to celebrate achievements both in and out of school, helping to raise the profile of PE across the school.</p> <p>The PE board continues to celebrate participation, competitions, clubs and curriculum learning. It has become a focal point for recognising sporting achievements and encouraging participation.</p> <p>Sports Captains have confidently showcased their teams' successes and experiences during Celebration Assemblies, developing leadership, communication and confidence. Team reports have helped celebrate participation as well as success.</p> <p>My Personal Best was not introduced this year as staff have focused on embedding the Complete PE curriculum.</p> | <p>Yes. Celebration Assemblies, the PE display board and regular opportunities to share achievements are embedded within school routines and will continue next year.</p> <p>Yes. The board is updated regularly by the PE Lead and Sports Captains, ensuring achievements continue to be recognised throughout the year.</p> <p>Yes. Sports Captain roles are established each year and responsibilities are passed on to newly elected pupils annually.</p> <p>Yes. Staff have developed confidence in delivering Complete PE, providing a strong foundation for introducing My Personal Best next year.</p> | <p>Pupil voice, photographs, Celebration Assembly.</p> <p>PE display board, photographs, pupil voice.</p> <p>Assembly records, match reports, photographs, PE display board.</p> <p>Yes. The school remains committed to entering a wide range of competitions when staffing allows, and links with local partnerships remain in place.</p> |              |

### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport



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|                                                       | Intent - what is your objective?                                                                                                               | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                 | Supporting evidence                                                                           |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Ensure all pupils receive a minimum of two hours of high-quality Physical Education each week, delivered by confident and knowledgeable staff. | <p>Monitor staff confidence through staff voice and provide targeted CPD where required.</p> <p>Equip teachers with comprehensive PE unit folders containing lesson plans, learning objectives, assessment criteria, knowledge organisers, learning ladders, skills progression and CPD materials.</p> <p>Conduct termly lesson observations, use staff meetings to share good practice and practical strategies (e.g. active brain breaks)</p> <p>Continue to develop the PE Lead's knowledge and expertise to support colleagues effectively</p> | <p>Staff are confident and competent in delivering all areas of the PE curriculum, resulting in consistently high-quality teaching.</p> <p>All pupils receive at least two hours of engaging, progressive PE each week and make good progress in their physical, cognitive, social and emotional development.</p> | Staff voice, lesson observations, PE planning scrutiny, Complete PE assessments, pupil voice. |

### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport



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|                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                          | Are the improvements sustainable?<br>How?                                                                                                                                                                                                                                                         | Supporting evidence                                                           | Approx. cost |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------|
| <b>Evaluate</b><br>(Complete in July) | <p>Staff have grown in confidence when delivering the Complete PE curriculum, making effective use of the PE unit folders to support planning, assessment and progression.</p> <p>Lesson observations show greater consistency in the quality of PE teaching across the school, ensuring pupils receive two hours of high-quality PE each week.</p> | <p>Yes. The PE unit folders are now embedded within teaching practice and will continue to be updated by the PE Lead as the curriculum develops.</p> <p>Ongoing staff voice, lesson observations and targeted CPD will ensure staff confidence and high-quality teaching continue to improve.</p> | Staff voice, lesson observations, planning scrutiny, Complete PE assessments. | £2000        |

## Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                    | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                               | Supporting evidence                                                                                                                                                                |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | <p>Broaden pupils' access to a wide range of physical activities and sports, inspiring lifelong participation in healthy and active lifestyles.</p> <p>Place particular emphasis on engaging inactive pupils, SEND pupils and those eligible for Pupil Premium.</p> | <p>Continue working in partnership with the UCEA School Sports Partnership to access competitions, festivals, staff CPD, Sports Leader training and targeted events.</p> <p>Use Kobocca survey data and pupil voice to identify preferred clubs and activities, then provide a varied programme of breaktime, lunchtime and after-school clubs.</p> <p>Invite local sports clubs and secondary schools to deliver taster sessions, introducing pupils to new sports and encouraging participation beyond school.</p> | <p>Increased participation in a broad range of sporting opportunities, particularly from inactive pupils and targeted groups.</p> <p>High attendance at clubs, competitions and SSP events.</p> <p>Pupils develop the confidence and motivation to participate in community sports beyond school, with increased awareness of local sporting opportunities.</p> | <p>Club registers, Kobocca survey results, pupil voice, SSP participation records, attendance at competitions and festivals, feedback from sports clubs and secondary schools.</p> |

## Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils



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|                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Are the improvements sustainable?<br>How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting evidence                                                                                                              | Approx. cost                                                     |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>Evaluate</b><br>(Complete in July) | <p>Pupils have made excellent use of the equipment provided at breaktimes and lunchtimes, resulting in increased levels of physical activity and active play throughout the school day.</p> <p>Although staffing constraints limited attendance at some School Sports Partnership (SSP) events this year, pupils still represented the school at a range of activities including Zoo Orienteering, Ten Pin Bowling, Everton Mini Kickers, Dance Festival, Red Tennis and Tri Golf.</p> <p>The introduction of the Tough Mudder event was a huge success, with high levels of enthusiasm and participation from both pupils and staff. 72 pupils participated in the school's Triathlon and Duathlon events. Information about the Nantwich Junior Triathlon was shared with families, encouraging pupils to continue participating in sport beyond school.</p> | <p>Yes. Breaktime equipment will continue to promote active play, with pupils encouraged to use and care for resources responsibly.</p> <p>Strong links with the SSP will continue to provide access to a wide range of competitions, festivals and sporting opportunities.</p> <p>The school's Triathlon, Duathlon and Tough Mudder events have become established features of the PE calendar and will continue to be organised annually by the PE Lead. Ongoing promotion of local community events will continue to encourage participation outside school.</p> | <p>Pupil voice, staff voice, club and event registers, SSP participation records, photographs, parent communication records.</p> | <p>£3000 Equipment</p> <p>£1400 SSP</p> <p>£900 Tough Mudder</p> |

## Key indicator 5: Increased participation in competitive sport



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|                                                       | Intent - what is your objective?                                                                                                                                                     | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                            | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                              | Supporting evidence                                                                                                                          |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Increase opportunities for all pupils to participate in competitive sport both within school and against other schools, promoting enjoyment, teamwork, resilience and sportsmanship. | <p>Organise a programme of intra-school competitions, including termly House events such as Crazy Marathon Day, Triathlon/Duathlon and Sports Day.</p> <p>Participate in School Sports Partnership (SSP) competitions, festivals and tournaments where possible, and arrange friendly fixtures with local schools.</p> <p>Continue to celebrate participation and success through assemblies, the PE display board and school communications to raise the profile of school sport.</p> | <p>Increased participation in competitive sport across all year groups, with more pupils representing the school in both intra- and inter-school events.</p> <p>Pupils demonstrate improved confidence, teamwork, resilience and respect, while developing positive attitudes towards competition.</p> <p>Sporting achievements are recognised and celebrated across the school community.</p> | Competition registers, SSP participation records, fixture results, pupil voice, PE display board, Celebration Assembly records, photographs. |

## Key indicator 5: Increased participation in competitive sport



association for  
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|                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                       | Supporting evidence                                                                                                      | Approx. cost |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Evaluate</b><br>(Complete in July) | <p>Sports Day continued to be a highly successful whole-school event, with excellent support and participation from parents and carers.</p> <p>For the second consecutive year, the school organised Triathlon and Duathlon events, with 72 pupils choosing to take part in these competitive challenges.</p> <p>These events have increased opportunities for pupils to experience competition, develop resilience and celebrate personal achievement.</p> <p>Participation has also inspired pupils to pursue competitive sport beyond school, with at least one pupil registering for an external junior triathlon and others expressing an interest in the Nantwich Junior Triathlon</p> | <p>Yes. Sports Day, the Triathlon and the Duathlon are now established annual events, planned and delivered by the PE Lead, making them sustainable within the school calendar.</p> <p>Strong parental support and growing pupil enthusiasm will help ensure these events continue to thrive and encourage participation in competitive sport both in and beyond school.</p> | <p>Pupil voice, parent feedback, event participation records, photographs, records of external competition sign-ups.</p> |              |

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